EPME 8500

Final Resident Seminar
Lesson Cards

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Senior Enlisted BSP Curriculum

Non-resident Seminar (NRS)	Final Resident Seminar (FRS)					
	Mon	**Tues**	**Wed**	**Thu**	**Fri**	**Sat**
Critical Thinking	**Check-in SNCOA Director Welcome**	Law of War/ Profession of Arms	MCPP Overview	Problem Framing	COA Dev and Wargame	Wargame PE
Written and Oral Communications	Oral/ Written Comm	Addressing Grievances Col Panel	IPB/Design	Problem Framing PE	COA Dev PE	COA Comp/ Orders Dev/ Transition
Maneuver Warfare Mindset	**Mon**	**Tues**	**Wed**	**Thu**	**Fri**	
Command Climate and Culture	Force Design	Unit Cohesion	Manpower	Career Development	Societal Issues	
Leadership Challenges						
MAGTF Operations	Assessing Performance	Mentoring and Counseling	Military Justice and Rehabilitation SgtMaj/ MGySgt Panel	Admin Obligations	**Graduation**	
Joint Operations						
Ethical Leadership						

Total Academic Hours: 158
NRS Academic Hours: 54
FRS Academic Hours: 104

3 Courses; 30 lessons	
Courses	Hours
Leadership	73
Warfighting	68
Communications	17

EPME8500 SENIOR ENLISTED BSP
FINAL RESIDENT SEMINAR SCHEDULE
Example (Instructor:Students)

	Seminar One	Seminar Two
Day One: Monday		
0730-0830	Check-in/ Welcome	
0830-1030	Conference Group Time	
1030-1130	Chow	
1130-1430	SE8620 Oral and Written Communications (1:30)	
1430-1630	SPST	
Day Two: Tuesday		
0730-1030	SE8740 Law of War/ Profession of Arms (1:15)	SE8955 Unit Cohesion (1:15)
1030-1130	Chow	
1130-1430	SE8955 Unit Cohesion (1:15)	SE8740 Law of War/ Profession of Arms (1:15)
1430-1630	SE8990 Colonel Panel	
Day Three: Wednesday		
0730-1030	SE8750 MCPP Overview (1:15)	SE8790 Force Design (1:15)
1030-1130	Chow	Chow
1130-1430	SE8755 IPB Design (1:15)	SE8950 Assessing Performance (1:15)
1430-1630	SPST	SPST
Day Four: Thursday		
0730-1030	SE8760 Problem Framing (1:15)	SE8945 Addressing Grievances (1:15)
1030-1130	Chow	Chow
1130-1430	SE8765 Problem Framing PE (1:15)	SE8960 Mentoring and Counseling (1:15)
1430-1630	SPST	SPST
Day Five: Friday		
0730-1030	SE8770 COA Development and Wargame (1:15)	SE8965 Manpower (1:15)
1030-1130	Chow	Chow
1130-1430	SE8775 COA Dev PE (1:15)	SE8980 Military Justice and Rehabilitation (1:15)
1430-1630	SPST	SPST
Day Six: Saturday		
0730-1030	SE8780 Wargame PE (1:15)	SE8975 Career Development (1:15)
1030-1130	Chow	Chow
1130-1430	SE8785 COA Comparison/ Orders Development/ Transition (1:15)	SE8985 Admin Obligations (1:15)

	Seminar One	Seminar Two
Day Seven: Sunday		
Holiday Routine		
Day Eight: Monday		
0730-1030	SE8790 Force Design (1:15)	SE8750 MCPP Overview (1:15)
1030-1130	Chow	Chow
1130-1430	SE8950 Assessing Performance (1:15)	SE8755 IPB Design (1:15)
1430-1630	SPST	SPST
Day Nine: Tuesday		
0730-1030	SE8945 Addressing Grievances (1:15)	SE8760 Problem Framing (1:15)
1030-1130	Chow	Chow
1130-1430	SE8960 Mentoring and Counseling (1:15)	SE8765 Problem Framing PE (1:15)
1430-1630	SPST	SPST
Day Ten: Wednesday		
0730-1030	SE8965 Manpower (1:15)	SE8770 COA Development and Wargame (1:15)
1030-1100	Chow	Chow
1100-1400	SE8980 Military Justice and Rehabilitation (1:15)	SE8775 COA Development PE (1:15)
1430-1630	SE8995 SgtMaj/MGySgt Panel	
Day Eleven: Thursday		
0730-1030	SE8975 Career Development (1:15)	SE8780 Wargame PE (1:15)
1030-1130	Chow	Chow
1130-1430	SE8985 Admin Obligations (1:15)	SE8785 COA Comparison/ Orders Development/ Transition (1:15)
1430-1630	SPST	SPST
Day Twelve: Friday		
0730-1200	SE8970 Societal Issues (1:30)	
1200-1300	Lunch/Out Processing	
1400-1500	Graduation	

The *Senior Enlisted Full-Resident Seminar* covers the following:

FRS Lesson Overview

Communication Lesson

- **SE8620, Communications II -** Senior enlisted leaders should be able to gather information, compile it, and then present it with enough confidence to stand up and permit someone to argue against their position. Having completed your Debate Essay Rough Draft and the Oral Presentation II, in this lesson you will be applying what you have learned thus far in class by participating in a peer-review essay workshop and an in-class debate. These exercises will allow you to practice both giving and receiving feedback from other points of view, while also being able and ready to defend your position if necessary. This is a skill that will serve you well as a moderator, delegator, decision-maker, and most importantly, a leader of Marines.

Warfighting Lessons

- **SE8740, The Law of War and the Profession of Arms -** This lesson will go over the aspects of the Law of War and the Profession of Arms. As a Marine leader, it is your responsibility to ensure your unit is adhering to the law of war or to report any discovered infractions. Doing this allows leaders to adhere to the profession of arms. The profession of arms is every leaders' North Star. It is these guiding principles, along with USMC ethos, that provides a leader's operating parameters to execute assigned duties and provides an example to subordinates.

- **SE8750, Marine Corps Planning Process Overview -** The Marine Corps Planning Process (MCPP) introduces the concepts of operation planning; maneuver warfare philosophy; mission command; design and the three tenets of Marine Corps planning (top-down planning, the single battle, and integrated planning); the six-steps of MCPP; and the operational planning team (OPT), joint planning group (JPG), and red team.

- **SE8755, Design and Intelligence Preparation of the Battlespace -** This lesson covers design and the importance of understanding the problem, environment, enemy, and purpose of the operation before proceeding further in the planning process. It also explains the intelligence preparation of the battlespace (IPB) and joint intelligence preparation of the operational environment (JIPOE) four-step processes. It exposes learners to Marine Corps design methodology, key intelligence products, and various decision support tools generated within the IPB process. Further, it explains how to incorporate cultural intelligence into the IPB process.

- **SE8760, Problem Framing -** This lesson begins the in-depth education of the Marine Corps Planning Process steps. It covers the injects (beyond design and the IPB), activities, and results of problem framing. This lesson also introduces the proper use of terminology.

- **SE8765, Problem Framing Practical Application -** This lesson is the first of three practical exercises that enhance the learners' knowledge of the MCPP through its practical application. It utilizes a joint and multinational operational scenario to begin the planning for MEF-level

dominate phase conventional operations on a linear battlefield. During this planning session, operational design, task, and center of gravity analyses are performed to develop a problem set and mission statement as well as refine the commander's intent.

- **SE8770, Course of Action Development and War Game -** This continues the in-depth education of the planning process steps. It covers the injects, activities, and results of both the COA development and COA wargame steps. Specifically, it introduces the development and wargame analysis of the course of action, task organization, supporting concepts, synchronization matrix, and other planning process tools.

- **SE8775, COA Development Practical Application -** This lesson presents the second of three practical applications that enhance the warfighting skills of future commanders and staff by developing a common, in-depth understanding of COA development. It provides an opportunity for learners to demonstrate an understanding of the purpose, considerations, and criteria for developing COAs and how to articulate COAs in graphic and written formats. The event template, the matrix, and the initial draft of the COA synchronization matrix will also be developed during this lesson for the dominate phase of conventional operations.

- **SE8780, COA War Game Practical Application -** This is the third and final practical application and demonstrates how wargaming helps planners (1) visualize the COA flow of battle; (2) foresee friendly actions, enemy reactions, civilian reactions, and friendly counteractions during the fight; and (3) help identify COA critical events, tasks, requirements, problems, and solutions. It provides learners an opportunity to experience the wargaming process and gain an appreciation for the value of the red and green cells. The war game worksheet, and decision support template and matrix will be developed during this lesson, while the synchronization matrix is further fleshed out to better define actions performed by the warfighting functions.

- **SE8785, COA Comparison and Decision, Orders Development, and Transition -** This lesson completes the in-depth education of the Marine Corps Planning Process steps. It covers the injects, activities, and results of the COA comparison and decision step, the orders development step, and the transition step.

- **SE8790, Force Design 2030 -** This lesson will examine the USMC's doctrinal concepts and equipping the forces that are integrated into naval operations that address future challenges with near-peer competitors in littoral areas of operations.

Leadership Lessons

- **SE8945 Addressing Grievances -** In the Addressing Grievances lesson, you will discuss how the Marine Corps handles complaints and grievances. The lesson covers roles and responsibilities in the request mast program and the Inspector General of Marine Corps Inspections Program. The lesson will examine alternative methods to surface complaints or grievances besides request mast. The lesson studies how to use the prohibited activities and conduct (PAC) complaint resolution processes both informal and formal. The lesson interprets the two sexual assault reporting options (unrestricted and restricted).

- **SE8950 Assessing Performance -** The Assessing Performance lesson discusses how Marines are evaluated so leaders can educate Marines on how their performance is assessed.

The lesson covers how to interpret a Master Brief Sheet. Therefore, leaders can help juniors review their performance records and assist reporting officials with assignments and retention of excellent Marines. In particular, the lesson surveys what is adverse material and the fitness report appeal process. Since Marine leaders ought to recognize what level of award is warranted by an individual's performance, the lesson discusses the role of senior enlisted Marines in overseeing or assisting in the awards process.

- **SE8955 Unit Cohesion -** The Unit Cohesion lesson discusses aspects of unit cohesion and the senior enlisted leader's role in its promotion. Unit cohesion is that bond that holds a group of Marines together in the most difficult of times and in the face of the most insurmountable odds to achieve victory. Types and indicators of cohesion are discussed, as well as how to positively affect a command's cohesion. Also examined are the effects of family readiness, fraternization, and other challenges to cohesion.

- **SE8960 Mentoring and Counseling -** During the Mentoring and Counseling lesson, students will become more familiar with the Marine Leader Development Order and its resources, the counseling requirements for both positive and negative circumstances, and the competency review board process. The senior enlisted leader's roles in teaching, coaching, counseling, and mentoring as well as how these actions relate to assessing performance and correcting deficiencies are also examined.

- **SE8965 Manpower -** The Manpower lesson will discuss the various roles senior enlisted leaders fulfill in ensuring our force is shaped to meet and defeat our adversaries. It will cover retention, enlisted career force controls, and separations—three ways the Marine Corps stays in the right configuration to fight our Nation's battles.

- **SE8970 Societal Issues -** Societal Issues will cover many of the toughest challenges to true cohesion and performance facing Marine Corps units today. Among the topics to be discussed are extremist activities, inclusion and diversity, equal opportunity, sexual assault prevention and response, and suicide. This lesson is designed to merely start conversations among you, the Corps' senior leaders, that can and should continue after this course.

- **SE8975 Career Development -** Career Development examines how senior enlisted leaders play a crucial part in ensuring the right Marines continue to wear the cloth of our Nation and remain determined to defend the Constitution. This includes mentoring and counseling subordinates effectively on planning their careers, including special duty assignments, assignments, the attendance of PME and MOS training courses, special programs (to include commissioning), and actions taken for personal development. As the Marine Corps continues to transform itself to meet the threats in an ever increasingly complex world with adversaries ranging from near-peers to non-state actors, managing and retaining the right talent and experience in the force—and getting it to the right place—is even more important than ever before.

- **SE8980 Military Justice and Rehabilitation -** This lesson, Military Justice and Rehabilitation, will better acquaint the student with the roles and responsibilities they will fill in upholding the discipline and standards of the Marine Corps and recommending to their commanders and officers the proper correction method for each instance. After correction though, comes the rehabilitation, and this is probably more important to the institution. If done correctly, it ensures the Marine learns from their mistake and becomes a better Marine

and person for it, and is able to continue their service to Corps and Country. The lesson concludes with discussions on how to rehabilitate and the obligation to those who will separate from the Marine Corps as well.

- **SE8985 Administrative Obligations -** Throughout the blended seminar, the senior enlisted leader's role or the institutional intent for many processes have been discussed. The Administrative Obligations lesson will look more closely at the specific roles and obligations to ensure administrative completion of those processes to support a leader's Marines most effectively.

- **SE8990 Colonel Panel -** During the two-hour Colonel Panel, students will have the opportunity to discuss the expectations of commanders for their senior enlisted at an informal social event. Examples of topics to be covered are "How do different commanders use their senior enlisted during the planning process?" and "What are some of the best, or most effective, practices the commanders have seen used by their senior enlisted in the past to engage the command and affect command climate?"

- **SE8995 Senior Enlisted Panel -** During the Senior Enlisted Panel, students will have the opportunity to discuss leadership topics and challenges from throughout the curriculum with sergeants major and master gunnery sergeants as well as the way they have addressed those issues in their respective units at an informal social event.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
COMMUNICATIONS COURSE
SE8620: COMMUNICATIONS II LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	3.0	6.0

"A seminal work on military leadership, <u>The Armed Forces Officer</u>, acknowledges that military success in battle rests on [Marines'] ability "to express concrete ideas in clear and unmistakable language" and "to make their thoughts articulate and available to others."

- Marine Corps Communications Style Guide, 13th ed revised

1. **Introduction**

   As discussed in the previous Communications lessons, senior enlisted leaders should strive to inspire their subordinates and influence their leaders on the effectiveness of their ideas. Therefore, the ability to defend your ideas and persuade your audience, both orally and in writing, is an essential skill to successful leadership. Senior enlisted leaders should be able to gather information, compile it, and then present it with enough confidence to stand up and permit someone to argue against their position. Having completed your *Debate Essay Rough Draft* and the *Oral Presentation II,* you will be applying what you have learned thus far, in class, by participating in a peer-review essay workshop and an in-class debate. These exercises will allow you to practice both giving and receiving feedback from other points of view, while also being able and ready to defend your position if necessary. This is a skill that will serve you well as a moderator, delegator, decision-maker, and most importantly, a leader of Marines.

2. **Learning Outcomes**

   8.6 Defend ideas or positions both orally and in writing employing rhetorical strategies suited to audience and occasion. (Communication Studies)

3. **Educational Objectives**

   8620.01   Analyze your persuasive techniques in oral communications.

   8620.02   Practice arguing and defending your stance on a topic in oral communications.

   8620.03   Discuss sustaining and defending an argument in written communications.

   8620.04   Apply your revising techniques to identify area of improvement in written communications.

   8620.05   Give and receive feedback to/from your peers in written and oral communications.

4. **Student Requirements**

a. **Reading Requirements**

None.

b. **Other Requirements**

1) Follow the reflective writing prompts in the reflection journal instructions.

2) Homework: Students will follow instructions in SE8620HW3 (Debate Essay Final) and in Moodle. Using the same prompt you chose for the Debate Essay Rough Draft, revise your rough draft and submit a polished, final essay.

3) Read SE8620PA2, *Peer-review Workshop*: To participate in this workshop, you must come to class with two hard copies of your Debate Essay Rough Draft. If you do not have access to a printer, email your instructor before the first day of class.

c. **Supplemental Material**

1) Review: SE8615REQA, *Guide to Debating*. (8 pages)

1) Review: SE8610REQA, ECDEP Writing Center, *The Writing Process*. (4 pages)

5. **Issues for Consideration**

a. What is the difference between argument and debate?

b. How is a debate structured? What is affirmative team and a negative team? What are the roles of these teams during a debate?

c. What are the common flaws to look for to form a rebuttal?

d. What are the important skills to have during a debate? How can these skills help you communicate as a senior enlisted leader?

e. Why is it important to revise and essay? What common problems have you found in your writing through the process of revising? Did you know about these problems before you began revising?

6. **Relationship to other Instruction**

This lesson is the final Communications lesson and gives students the opportunity to apply the lessons learned from the previous communications lessons in an engaging and academic setting. This lesson will help prepare them for their *Final Debate Essay* and the in-person communications they will be participating in throughout the FRS.

7. **References**

Beqiri, Gini. "Complete Guide to Debating: How to Improve Your Debate Skills." *Virtual Speech*. 1 August 2018. Accessed 20 December 2021: https://virtualspeech.com/blog/guide-to-debating.

"How to Debate." https://www.sfu.ca/cmns/130d1/HOWTODEBATE.htm.

Kidd, A. (2002). The oxford union rough guide to debating. *The English Speaking Union*. Retrieved August 26, 2002: http://www.britishdebate.com/resources/.

**SENIOR ENLISTED BLENDED SEMINAR PROGRAM
WARFIGHTING COURSE
SE8740: LAW OF WAR AND PROFESSION OF ARMS LESSON CARD**

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

Marines are less likely to commit war crimes when they are trained in the law of war, understand that anyone who commits violations is a criminal and will be prosecuted, and realize that compliance benefits mission accomplishment. Law of war compliance not only prevents our most valuable asset (personnel) from being jeopardized, but also—
- *Increases public and international support of the US military.*
- *Encourages reciprocal treatment by the enemy with respect to US service members who are held captive.*
- *Helps end the conflict more quickly by minimizing hostilities.*

- LtGen J.N. Mattis, *War Crimes*, MCTP 11-10A

There will not be any tribunal to judge your actions at the height of battle; there are only the hopes of the citizenry who are relying upon your integrity and skill.

- General John William Vessey, Jr.
10th Chairman of the Joint Chiefs of Staff

1. **Introduction**

   The law of war has existed for centuries in some form or fashion. Its foundation lies in the written code of chivalry in the middle ages and has evolved into today's international law. As a Marine leader, it is your responsibility to ensure your unit is adhering to the law of war or to report any discovered infractions. Doing this allows leaders to adhere to the profession of arms. The profession of arms is every leaders' North Star. It is the guiding principles along with USMC ethos that provides a leader's operating parameters to execute assigned duties and provides an example to subordinates.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

   8.2 Evaluate the basis of ethical decision-making as it relates to the profession of arms. (Leadership and Professional Ethics)

3. **Educational Objectives**

8740.01   Analyze the foundations and key precepts of the law of war.

8740.02   Apply moral reasoning to cases of moral decision-making.

8740.03   Analyze the military as a profession of arms and the level of imperative to sustain necessary ethical principles.

8740.04   Evaluate where the military as a profession is effective in maintaining, enhancing, and broadening ethical leadership and where it lacks or has failed in this developmental requirement.

4. **Student Requirements**

   a. **Reading Requirements**

   1) Read: SE8740REQA, *Introduction to the Law of War and the Profession of Arms* (5 pages)

   2) Read: SE8740REQB, *Honor, Not Law: Rules of Engagement are Only a Small Part of Battlefield* (7 pages)

   3) Read: SE8740REQC, *When You're in Command, Your Job is to Know Better* (7 pages)

   4) Read: SE8740REQD, MCO 3300.4A *Marine Corps Law of War Program* (3 pages)

   5) View: SE8740REQE, *Highway of Death, Iraqi Armed Retreat from Kuwait* (3:50 min)

   6) Read: SE8740REQF, *JP 1 Profession of Arms* (3 pages)

   7) View: SE8740REQG, *General Mullen PME on PME* (9:10 min)

   8) Read: SE8740REQH, Gen Charles C. Krulak, *Remarks at the Joint Services Conference on Professional Ethics* (2 pages)

   9) Read: SE8740REQI, *Mastering the Profession of Arms, Part I: The Enduring Nature* (7 pages)

   b. **Other Requirements**

   1) From the required viewing, *Highway of Death, Iraqi Armed Retreat from Kuwait,* write one reason that the air attack on retreating Iraqi forces was in compliance with the law of war and one reason it did not comply with the law of war. **Bring your responses to seminar**. The U.S. Coalition goals for DESERT STORM were: 1. destroy Iraqi capability to produce and employ weapons of mass destruction, 2. destroy Iraqi offensive military capability, 3. cause the withdrawal of Iraqi forces from Kuwait, and 4. restore the legitimate government of Kuwait.

   2) After the seminar session, complete a reflection journal entry for the lesson.

   c. **Supplemental Material**

   1) View: SE8740SUPA*, MCU CSC Law of War* (1:06:24 min)

   2) Review: SE8740SUPA1, (slides) *MCU CSC Law of War* (86 slides)

   3) View: SE8740SUPB*, MCU CSC Profession of Arms* (51:34 min)

   4) Review: SE8740SUPB1 (slides) *MCU CSC Profession of Arms* (10 slides)

5. **Issues for Consideration**

a. Analyze the key elements of the law of war and determine the obligations these precepts pose to leaders in armed conflict. How do rules of engagement support the law of war? What are the principles of information management?

b. What are the procedures for the report, investigation, and disposition of alleged law of war violations outlined by Marine Corps Order 3300.4A? When must an incident be reported, and when should an incident be reported?

c. Does the law of war hinder or help US forces on the battlefield? What issues are endemic to compliance with and enforcement of the law of war? What are the consequences when we do not prosecute war criminals?

d. How can commanders prevent violations of the law of war by their subordinates? How can commanders spot potential LoAC violations early to eliminate them before larger atrocities occur? How can commanders train their subordinates to do so?

e. What is a profession? There are many professions. Is the profession of arms unique among these? Why or why not?

f. Is the profession of arms uniform across cultures and nation-states? If not, what shapes these differences?

g. Do the profession of arms' values change over time? If so, where do the drivers of change come from? Does the requirement of newly implemented practices/policies, implemented over a period of time, effectively change an organization's values?

6. **Relationship to other Instruction**

This lesson provides the ethical standard for Marines to properly conduct combat operations and to demonstrate professionalism according to the profession of arms. Knowing the constraints of the law of war will also help them plan operations, which will be applied in the MCPP exercise later on in this course.

7. **References**

LT Gabriel Bradley "Honor, Not Law: Rules of Engagement are Only a Small Part of Battlefield Discipline." *Armed Forces Journal* (March 1, 2012)

Andrew Milburn, "When You're in Command, Your Job is to Know Better," *The Atlantic*, 25 May, 2019

Gen Charles C. Krulak "Remarks at the Joint Services Conference on Professional Ethics" 27 Jan, 2000.

Mick Ryan "Mastering the Profession of Arms, Part I: The Enduring Nature" *War on the Rocks*. 8 February, 2017

MCO 3300.4A *Marine Corps Law of War Program, Marine Corps* (9 Jan, 2014)

Lesson Hours

Lecture	Guest Lecturer	Seminar Discuss	Film	Practical Applicat	Staff Ride	Evaluation Test	Student Prep	TOTAL
0.0	0.0	3.0	0.0	0.0	0.0	0.0	3.0	6.0

"Failing to plan is planning to fail."

- Alan Lakein, author

1. **Introduction**

   The Marine Corps Planning Process (MCPP) introduces the concepts of operation planning; maneuver warfare philosophy; mission command; design and the three tenets of Marine Corps planning (top-down planning, the single battle, and integrated planning); the six-steps of MCPP; and the operational planning team (OPT), joint planning group (JPG), and red team.

2. **Learning Outcome**

   8.3 Demonstrate how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty.

3. **Educational Objectives**

   8750.01 Examine the nature of maneuver warfare philosophy and mission command planning, including design and the tenets of top-down planning, the single battle, integrated planning, and future operation planning.

   8750.02 Compare each step of the MCPP and develop an understanding of the relationships between the steps within the process.

   8750.03 Examine the use of the seven warfighting functions, lines of operation, and logical lines of operation/lines of effort in operation planning.

   8750.04 Comprehend the significance of the operational approach to stability in relation to offensive and defensive operations.

   8750.05 Comprehend how the MEF and a JTF may organize their staffs to conduct future plans and future operations planning.

   8750.06 Comprehend the purpose of a red team and what it can provide during the planning process.

   8750.07 Demonstrate the ability to make the proper preparations to perform operation planning as a member of an operational planning team.

4. **Student Requirements**

   a. **Reading Requirements**
   1) Read: SE8750REQA, MCWP 5-10, *Marine Corps Planning Process* (7 pages)
   2) Read: SE8750REQB, MCDP 1-0, *Marine Corps Operations* (4 pages)
   3) Read: SE8750REQC, JP 5-0, *Joint Planning* (4 pages)
   4) Read: SE8750REQD, JP 3-0, *Joint Operations* (3 pages)
   5) Read: SE8750REQE, MCWP 5-10, *Marine Corps Planning Process* (11 pages)
   6) Read: SE8750REQF, MSTP Pamphlet 5-0.2, *Operational Planning Team Leader's Guide* (7 pages)
   7) Read: SE8750REQG, BARBARY SWORD Exercise Guide, "Key Events Timeline," "Crisis in Tunisia (Part 1)," and "USAFRICOM BARBARY SWORD WARNING ORDER"(12 pages)

   b. **Other Requirements**
   1) View: IMI SE8750, Marine Corps Planning Process Overview, Interactive Multimedia Instruction (36:00)

   c. **Supplemental Material**
   1) Read: SE8750SUPA, Cognitive Dominance—LtCol Brockmeier—SIG Scouting Report; Cognitive Dominance in the MCPP, innovative thinking introduced by the Marine Corps Strategic Initiatives Group (SIG). (2 pages)

   2) Read: SE8750SUPB, Op Design Examples Reilly: Five historical Operational Design Snippets. (14 pages)

   3) Read: SE8750SUPC, Operational Design of the Offense and Defense. (15 pages)

   4) Read: SE8750SUPD, *The Red Team Handbook* (238 pages)

   5) Read: SE8750SUPE, Red Teaming Leads to Improved Decision-making—LtCol Roesti-SIG Scouting Report: Red Team Process and Techniques in the MCPP, innovative thinking introduced by the Marine Corps Strategic Initiatives Group (SIG). (3pages)

   6) View: SE8750SUPF, *Red Teaming as It Applies to Operation Planning* (24:40)

   7) Review: SE8750SUG MSTP MCPP overview. (53 slides)

4. **Issues for Consideration**

   a. Interpret maneuver warfare philosophy, mission command, design, and the tenets of planning, and explain how they are applied in conventional and irregular warfare planning.

   b. Compare the steps of the MCPP and explain the relationship between each step. Where should design be applied in the process?

   c. Explain how the seven warfighting functions are used in the MCPP and their relationship to logical lines of operation/lines of effort.

d. Explain the relationship between stability and offensive and defensive operations during the major operation phases.

e. Who are the members of the OPT and what roles do they play? How does the OPT planning organization differ from a Joint Planning Group? How can a Red Team assist an OPT/JPG?

f. What advantages and disadvantages are associated with our organization for planning?

g. Which OPT planning session preparations do you feel are the most important and why?

h. Discuss Paragraph 3, "Mission," and Paragraph 4, "Execution (Concept of Operation Phases)," of the "USAFRICOM BARBARY SWORD WARNING ORDER", 171500Z Aug 20XX.

5. **Relationship to other Instruction**

The next lesson is *Operation Planning*, which provides an overview and the context for future lessons on the Marine Corps Planning Process.

6. **References**

8906 MAGTF Operations CDET CSCDEP Course Book, 2021

JP 3-0, *Joint Operations*. Joint Chiefs of Staff, 2017.

JP 5-0, *Joint Planning.* Joint Chiefs of Staff, 2020.

MCDP 1-0, *Operations,* Marine Corps Combat Development Command, 2011

MCWP 5-10, *Marine Corps Planning Process.* Marine Corps Combat Development Command, 2020.

MSTP Pamphlet 5-0.2, *Operational Planning Team Leader's Guide*, Marine Corps Combat Development Command 2017.

Operational Design Distilling, Clarity from Complexity for Decisive Action Examples, Jeffrey M. Reilly, PhD, Air University Press, August 2012

Red Team Handbook (RTHB) 9th Ed. TRADOC-G2. 2019

SIG Scouting Report: Marine Corps Strategic Initiatives Group (SIG). 2 NOV 2015

Lesson Hours

Lecture	Guest Lecturer	Seminar Discuss	Film	Practical Applicat	Staff Ride	Evaluation Test	Student Prep	TOTAL
0.0	0.0	3.0	0.0	0.0	0.0	0.0	1.75	4.75

"When I took a decision or adopted an alternative, it was after studying every relevant—and many an irrelevant—factor. Geography, tribal structure, religion, social customs, language, appetites, standards—all were at my finger-ends. The enemy I knew almost like my own side."

- T.E. Lawrence (Lawrence of Arabia), 1933

1. **Introduction**

Design and Intelligence Preparation of the Battlespace covers design and the importance of understanding the problem, environment, enemy, and purpose of the operation before proceeding further in the planning process. It also explains the intelligence preparation of the battlespace (IPB) and joint intelligence preparation of the operational environment (JIPOE) four-step processes. It exposes learners to Marine Corps design methodology, key intelligence products, and various decision support tools generated within the IPB process.

2. **Learning Outcome**

8.3 Demonstrate how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty.

3. **Educational Objectives**

8755.01 Analyze design and the commander's initial injects during problem framing.

8755.02 Examine the Marine Corps' design methodology used to understand the operational environment and problem set.

8755.03 Examine the role of the IPB/JIPOE process in operation planning.

8755.04 Analyze the development and integration of IPB products throughout the MCPP.

4. **Student Requirements**

a. **Reading and Viewing Requirements**

1) Read: SE8755REQA, MCWP 5-10*, Marine Corps Planning Process* (10 pages)

2) Read: SE8755REQB, JP 2-01.3, *Joint Intelligence Preparation of the Operational Environment* (6 pages)

3)Read: SE8755REQC, MCWP 5-10, *Marine Corps Planning Process* (7 pages)

    b. Other Requirements

       1) View: IMI SE8755, Design and the IPB, Interactive Multimedia Instruction (30:00)

    c. Supplemental Material

       1) Read: SE8755SUPA, MSTP Pamphlet 5-0.1 Marine Corps Design Methodology Marine Corps Combat Development Command 2017

5. Issues for Consideration

    a. What is the importance and content of the commander's orientation for the design dialogue?
    b. Which graphics and narratives might be useful to better understand the environment and problem set?
    c. Analyze how the IPB/JIPOE process supports the planning process at the operational and tactical levels of war.
    d. Evaluate the steps of the IPB/JIPOE process. Are they logical? Are they in the correct order? Should there be fewer steps or additional steps?
    e. What are the various IPB products and how are they used?
    f. Who is responsible for preparing detailed IPB products? Do you agree?

6. Relationship to other Instruction

The *Design and Intelligence Preparation of the Battlefield* lesson provides the initial context for addressing the military problem set for the Marine Corps Planning Process.

7. References

JP 2-01.3, *Joint Intelligence Preparation of the Operational Environment*. Joint Chiefs of Staff, 2017.

MCWP 5-10, *Marine Corps Planning Process.* Marine Corps Combat Development Command, 2020.

MSTP Pamphlet 5-0.1 *Marine Corps Design Methodology Marine Corps Combat Development* Command 2017.

Lesson Hours

Lecture	Guest Lecturer	Seminar Discuss	Film	Practical Applicat	Staff Ride	Evaluat ion Test	Student Prep	TOT AL
0.0	0.0	1.0	0.0	0.0	0.0	0.0	2.0	3.0

If I always appear prepared, it is because before entering on an undertaking, I have meditated for long and foreseen what may occur.

- Napoléon Bonaparte

1. **Introduction**

   SE8760, *Problem Framing*, begins the in-depth education of the Marine Corps Planning Process steps. It covers the injects (beyond design and the IPB), activities, and results of problem framing. This lesson also introduces the proper use of terminology.

2. **Learning Outcome**

   8.3 Demonstrate how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty.

3. **Educational Objectives**

   8760.01   Analyze the injects, activities, and results associated with the problem framing step.

   8760.02   Evaluate the application of COG analysis within the Marine Corps Planning Process.

   8760.03   Assess the importance of the proper use of terminology in planning.

4. **Student Requirements**

   a. **Reading Requirements**
      1) Read: SE8760REQA, *MCWP 5-10, Marine Corps Planning Process* (13 pages)
      2) Read: SE8760REQB, *JP 5-0, Joint Planning* (8 pages)
      3) Read: SE8760REQC, *Terminology Overview* (4 pages)

   b. **Other Requirements**

      1)   View: IMI SE8760, Problem Framing, Interactive Multimedia Instruction (30:00)

c. **Supplemental Readings**

   1) Read: SE8760SUPA, Col Ridderhof Problem Framing Notes (6 pages)
   2) Read: SE8760SUPB, JDN 1-15, *Operation Assessment* (102 pages)
   3) Read: SE8760SUPC, Steven D. Kornatz. The Primacy of COG in Planning, JFQ-82 (7 pages)

5. **Issues for Consideration**

   a. Compare specified tasks, implied tasks, and essential tasks; where they come from; and their relationship to the mission statement.
   b. What is the relationship between the commander's operational approach, commander's intent, and commander's COA development guidance? What should the COA development guidance include?
   c. What are assumptions and how do they benefit planning? What are some examples of assumptions that were identified in previous operations or the BARBARY SWORD planning exercise?
   d. Define and assess the framework of critical factors that should be used to analyze centers of gravity.
   e. What is a "decisive point" and what is its relationship to center of gravity analysis?
   f. In your experience, when has unclear or confusing terminology caused problems during operation planning?
   g. What task(s) should the MEF be assigned for BARBARY SWORD Phase III?

6. **Relationship to other Instruction**

   Problem Framing along with the previous lesson on design and IPB provide the required context and inputs for the rest of the MCPP.

Lesson Hours

Lecture	Guest Lecturer	Seminar Discuss	Film	Practical Applicat	Practical Exercise	Evaluation Test	Student Prep	TOTAL
0.0	0.0	0.0	0.0	0.0	5.0	0.0	1.5	6.5

"Success is a matter of planning and it is only careless people who find that Heaven will not help their mortal designs."

- Themistocles (524-459 BC)
  (Athenian leader during the Persian Wars)

1. **Introduction**

   Problem Framing Practical Application, is the first of three practical exercises that enhance the learners' knowledge of the MCPP through its practical application. It utilizes a joint and multinational operational scenario to begin the planning for MEF-level dominate phase conventional operations on a linear battlefield. During this planning session, operational design, task, and center of gravity analyses are performed to develop a problem set, mission statement, and refine the commander's intent.

2. **Learning Outcome**

   8.3 Demonstrate how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty.

3. **Educational Objectives**

   8765.01   Develop the products/results of the problem framing step using the appropriate injects and activities (with a special emphasis on the construction of the mission statement).

4. **Student Requirements**

   a. **Reading Requirements**
      1) Read: SE8765REQA, BARBARY SWORD Exercise Guide, *CJTF-Tunisia OPORD 2000-XX* pp. 13-40, *CJTF-T FRAGORD 02 to OPORD 2000-XX*: pp. 71 to 74; and II MEF Commander's Orientation for Phase III: pp. 77 to 79 (31 pages).

   b. **Products to be Produced**
      1) Define the problem set.
      2) Identify Phase III MEF specified, implied, and essential tasks.

3) Perform a center of gravity analysis on the Libyan forces and the MEF.
4) Identify assumptions necessary to continue planning.
5) Draft the proposed Phase III MEF mission statement and refine the commander's intent.

  c. Other Requirements

1) After the seminar session, complete a reflection journal entry for the lesson. Follow the reflective writing prompts in the reflection journal instructions.

  d. Supplemental Material

1) SE8765SUPA COL Ridderhof Problem Framing Notes cont.(4 pages)

5. Relationship to other Instruction

This problem framing practical application will provide the learners the context and inputs that will be used for the remaining portions of the MCPP.

6. References

BARBARY SWORD Exercise Guide, *CJTF-Tunisia OPORD 2000-XX* Annexes A, B, C, D, G, J, P and W (including appendices and tabs): pp. A-1 to A-17, B-1 to B-1-4, C-1 to C-19-3, D-1 to D-9-7, G-1 to G-10, J-1 to J-1-1, P-1 to P-5, and W-1 to W-4.

Lesson Hours

Lecture	Guest Lecturer	Seminar Discuss	Film	Practical Applicat	Staff Ride	Evaluat ion Test	Student Prep	TOT AL
0.0	0.0	1.5	0.0	0.0	0.0	0.0	4.0	5.5

"The time to win a fight is before it starts."

- BGen Frederick W. Lewis (Army)
  Spanish-American War

1. **Introduction**

   Course of Action Development and War Game continues the in-depth education of the planning process steps. It covers the injects, activities, and results of both the COA development and COA wargame steps. Specifically, it introduces the development and wargame analysis of the course of action, task organization, supporting concepts, synchronization matrix, and other planning process tools.

2. **Learning Outcome**

   8.3 Demonstrate how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty.

3. **Educational Objectives**

   SE8770.01 Examine the injects, activities, and results associated with the COA development step.

   SE8770.02 Examine the injects, activities, and results associated with the COA wargame step.

   SE8770.03 Analyze how to apply the red and green cells in the Marine Corps Planning Process.

4. **Student Requirements**

   a. **Reading and Viewing Requirements**

      1) Read: SE8770REQA, MCWP 5-10, *Marine Corps Planning Process* (16 pages).

      2) Read: SE8770REQB, JP 3-0, *Joint Operations* (8 pages).

      3) Read: SE8770REQC, MCWP 5-10, *Marine Corps Planning* (9 pages).

      4) Read: SE8770REQD, MSTPP 2-0.1, *Red Cell – Green Cell* (5 pages).

   b. **Other Requirements**

1) View: IMI SE8770, COA Development, Interactive Multimedia Instruction (80:00)

2) View: IMI SE8770, COA War Game Interactive Multimedia Instruction (72:00)

c. **Supplemental Material**

1) Read: SE8770SUPA, MCWP 5-10, *Marine Corps Planning Process* (Staff Estimates) (3 pages)

5. **Issues for Consideration**

a. While developing initial COAs, should planners consider all possible solutions, or only those that strictly meet the commander's planning guidance? Explain.

b. What are some techniques for developing COAs? What COA development factors should be considered?

c. Explain the wargame techniques, when they should be applied, and how to conduct and record a wargame.

d. Regarding the red cell, should the COA wargame be an unbiased force-on-force exercise, or a scripted, closely controlled exercise? Should the red cell try to win the wargame?

e. How should the red and green cells be task-organized and staffed?

f. What value do you place on the COA wargame and why?

6. **Relationship to Other Instruction**

This lesson will provide the learners the tools to successfully complete the COA development and wargame PE.

7. **References**

JP 3-0, *Joint Operations*. Joint Chiefs of Staff, 2017.
MCDP 1-0, *Operations,* Marine Corps Combat Development Command, 2011
MCWP 5-10, *Marine Corps Planning Process.* Marine Corps Combat Development Command, 2020.
MSTP Pamphlet 2-0.1, *Operational Planning Team Leader's Guide*, Marine Corps Combat Development Command 2017.

Lesson Hours

Lecture	Guest Lecturer	Seminar Discuss	Film	Practical Applicat	Practical Exercise	Evaluation Test	Student Prep	TOTAL
0.0	0.0	0.0	0.0	0.0	5.0	0.0	.5	5.5

"Thus, what is of supreme importance in war is to attack the enemy's strategy."

- Sun Tzu

1. Introduction

COA Development Practical Application, presents the second of three practical applications that enhance the warfighting skills of future commanders and staff by developing a common, in-depth understanding of COA development. It provides an opportunity for learners to demonstrate an understanding of the purpose, considerations, and criteria for developing COAs and how to articulate COAs in graphic and written formats. The event template and matrix and the initial draft of the COA synchronization matrix will also be addressed during this lesson for the dominate phase of conventional operations.

2. Learning Outcome

8.3 Demonstrate how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty.

3. Educational Objectives

8775.01 Develop the products/results of the COA development step using the appropriate injects and activities.

4. Student Requirements

   a. Review

   1) BARBARY SWORD Exercise Guide.
   2) All planning products produced during step one, problem framing.

   b. Reference

   1) BARBARY SWORD Exercise Guide, *CJTF-Tunisia OPORD 2000-XX* Annexes A, B, C, D, G, J, P and W (including appendices and tabs): pp. A-1 to A-17, B-1 to B-1-4, C-1 to C-19-3, D-1 to D-9-7, G-1 to G-10, J-1 to J-1-1, P-1 to P-5, and W-1 to W-4.

c. Products to be Produced

    1) Draft one COA graphic and narrative that is suitable, feasible, acceptable, complete, and distinguishable (from COA 2 in the IMI), and identify its task organization. Include staff warfighting function concepts of supportability.

    2) From COA graphic and narrative create products that illustrate the stages of Shaping, Decisive Action, and Consolidation and Reorganization. Each stage should have task and purpose for each MSC.

d. Supplemental Material

    1) Read: SE8775SUPA, Col Ridderhof COA DEV Planning Notes.

5. Relationship to other Instruction

This course of action development practical application will provide the tactical approach that will be wargamed in the following practical application.

Lesson Hours

Lecture	Guest Lecturer	Seminar Discuss	Film	Practical Applicat	Practical Exercise	Evaluat ion Test	Student Prep	TOT AL
0.0	0.0	0.0	0.0	0.0	3.0	0.0	.5	3.5

Victory smiles upon those who anticipate the changes in the character of war, not upon those who wait to adapt themselves after they occur.

—Giulio Douhet

1. **Introduction**

   COA War Game Practical Application, is the third and final practical application and demonstrates how wargaming helps planners (1) visualize the COA flow of battle; (2) foresee friendly actions, enemy reactions, civilian reactions, and friendly counteractions during the fight; and (3) help identify COA critical events, tasks, requirements, problems, and solutions. It provides learners an opportunity to experience the wargaming process and gain an appreciation for the value of the red and green cells. The war game worksheet, and decision support template and matrix will be developed during this lesson, while the synchronization matrix is further fleshed out to better define actions performed by the warfighting functions.

2. **Learning Outcome**

   8.3: Demonstrate how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty.

3. **Educational Objectives**

   8780.01 Develop the products/results of the COA war game step using the appropriate injects and activities.

   8780.02 Apply the red and green cell concepts in the Marine Corps Planning Process.

4. **Student Requirements**

   a. **Review**

      1) BARBARY SWORD Exercise Guide:
      2) All planning products produced during step one, problem framing, and step two COA DEV:

    b. **Products to be Produced**

       1) Updated COA War Game brief with enemy reaction and friendly counter action.
       2) Complete War Game Worksheet.

    c. **Supplemental Material**

       1) SE8780SUPA Col Ridderholf planning notes.

5. Relationship to other Instruction

This war game practical application will validate the command's operational approached that would later be refined in the final steps of the MCPP.

6. Reference

1) BARBARY SWORD Exercise Guide, *CJTF-Tunisia OPORD 2000-XX* Annexes A, B, C, D, G, J, P and W (including appendices and tabs): pp. A-1 to A-17, B-1 to B-1-4, C-1 to C-19-3) D-1 to D-9-7, G-1 to G-10, J-1 to J-1-1, P-1 to P-5, and W-1 to W-4.

**SENIOR ENLISTED BLENDED SEMINAR PROGRAM
MARINE CORPS PLANNING PROCESS COURSE
SE8785: COA COMPARISON AND DECISION, ORDERS DEVELOPMENT, AND
TRANSITION LESSON CARD**

Lesson Hours

Lecture	Guest Lecturer	Seminar Discuss	Film	Practical Applicat	Staff Ride	Evaluation Test	Student Prep	TOTAL
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

When all is said and done the greatest quality required in commanders is 'decision'. . .

—Viscount Montgomery of Alamein, *Memoirs*

1. **Introduction**

   COA Comparison and Decision, Orders Development, and Transition, completes the in-depth education of the Marine Corps Planning Process steps. It covers the injects, activities, and results of the COA comparison and decision step, the orders development step, and the transition step.

2. **Learning Outcome**

   8.3: Demonstrate how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty.

3. **Educational Objectives**

   8785.01 Analyze the injects, activities, and results associated with the COA comparison and decision step.
   8785.02 Recognize the injects, activities, and results associated with the orders development step.
   8785.03 Analyze the injects, activities, and results associated with the transition step.

4. **Student Requirements**

   a. **Reading and Viewing Requirements**

      1) Read: SE8785REQA MCWP 5-10, *Marine Corps Planning Process* (2020): (11 pages)
      2) View: IMI SE8785, COA Comparison and Decision Interactive Multimedia Instruction (25 minutes)
      3) View: IMI SE8785, Orders Development Interactive Multimedia Instruction (30 minutes)
      4) View: IMI SE8785, Transition Interactive Multimedia Instruction (25 minutes)

   b. **Other Requirements**

1) After the seminar session, complete a reflection journal entry for the lesson. Follow the reflective writing prompts in the reflection journal instructions.

   c. **Supplemental Material**

      1) SE8785SUPA Col Ridderhof planning notes. (4 pages)

   d. **Journal Requirements**

      2) After the seminar session, complete a reflection journal entry for the lesson. Follow the reflective writing prompts in the reflection journal instructions.

5. **Issues for Consideration**

   a. Evaluate the activities of the COA comparison and decision step; and advantages and disadvantages of your OPT COA 1 using the commander's evaluation criteria. Develop a COA comparison matrix that compares COA 2 in the IMI with your OPT COA 1

   b. Discuss the activities and formats of orders development; and discuss Paragraph 3.b. *Concept of Operations* of the base OPORD.

   c. Evaluate the activities of the transition step including transition, event options and their application at the MEF level of command.

   d. Discuss a plan of activities to transition the MEF operation order to its major supporting commands for Operation BARBARY SWORD.

6. **Relationship to other Instruction**

This lesson completes the study of the Marine Corps Planning Process MCPP. After successfully completing the study of the MCPP, learners will be equipped to participate as a member of a planning team.

7. **References**

MCWP 5-10, *Marine Corps Planning Process* (2020): pp. 143 to 188.

**SENIOR ENLISTED BLENDED SEMINAR PROGRAM
WARFIGHTING COURSE
SE8790: FORCE DESIGN 2030 LESSON CARD**

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

"Thus, the option some advocate, of holding our maritime power near home waters, would inevitably lead to abandoning our allies. This is unacceptable, morally, legally, and strategically. Allied strategy must be prepared to fight in forward areas. That is where our allies are and where our adversary will be."
- Admiral James D. Watkins, USN, 1986

1. **Introduction**

   The future operating environment poses significant challenges to joint forcible entry and amphibious operations and the types of "to the sea" naval expeditionary operations envisioned in contemporary concepts. As in the interwar period between World War I (WWI) and World War II (WWII), America's peer/near-peer competitors have developed new capabilities across multiple domains, which challenge U.S. military might and its ability to fulfill its obligations to allies. The U.S. can no longer assume unfettered access to the global commons (i.e., oceans, atmosphere, and space) or the ability to close and assemble a joint force with relative ease. Therefore, it is essential that the Navy and Marine Corps skillfully leverage current capabilities and develop new ones to counter the growing capability of state and non-state actors to deny access to U.S. forces in the littorals.

   This lesson will examine the USMC's doctrinal concepts and equipping the force that are integrated into naval operations that addresses future challenges with near-peer competitors in littoral area of operations.

2. **Learning Outcomes**

   8.5 Examine the relationship between the Marine Corps' overarching doctrinal publications and the employment of MAGTF resources.

   8.7 Discuss joint organizations, the requirements to successfully support joint activities, and the requirements to supervise members of multiple services.

3. **Educational Objectives**

   8790.01 Comprehend the capabilities of the MAGTF to conduct the full range of military operations against the capabilities of 21st century adversaries.

8790.02   Understand how the Navy and Marine Corps are integrating to more effectively conduct naval expeditionary operations in contested environments and analyze best approaches and practices.

4. **Student Requirements**

    a. **Reading and Viewing Requirements**

        1) Read: SE8790REQA, *Naval Expeditionary Operations in an Evolving Environment* (12 pages)

        2) View: SE8790REQB, *Fighting the Future MAGTF* (31:30 min)

        3) View: SE8790REQC, *Interview with CG III MEF LtGen Stacy Clardy* (8:30 min)

        4) View: SE8790REQD, *Reshaping the Marine Corps for the 21st Century* (10 min)

        5) View: SE8790REQE, *United States Marine Corps Force Design 2030* (22:20 min)

        6) Read: SE8790REQF, *A Concept for Stand-In Forces* (9 pages)

        7) Read: SE8790REQG, *On Future Wars and the Marine Corps: Asking the Right Questions* (10 pages)

    b. **Other Requirements**

        1) After the seminar session, complete a reflection journal entry for the lesson.

    c. **Supplemental Material**

        1) Read: SE8790SUPA, *TM EABO First Edition* (184 pages)

        2) Read: SE8790SUPB, *A Concept for Stand-In Forces* (32 pages)

        3) Read: SE879SUPC, *Charting a Path to Naval Integration* (2 pages)

        4) Read: SE8790SUPD, *Four Block Littoral Force* (7 pages)

        5) Listen: SE8790SUPE, (Entire) *Interview with CG III MEF LtGen Stacy Clardy* (40:53)

        6) Review SE8790SUPE1, (Notes) *Interview with CG III MEF LtGen Stacy Clardy* (2 pages)

        7) Listen: SE8790SUPF, (Entire) *Reshaping the Marine Corps for the 21st Century* (1:05:25)

        8) Review SE8790SUPF1, (Slides) *Reshaping the Marine Corps for the 21st Century* (13 pages)

5. **Issues for Consideration**

    a. In light of great power competition with China and Russia, evaluate the Commandant's arguments for changing the force. Will these changes to force design limit or jeopardize the Marine Corps' fulfillment of its Title 10 responsibilities? What are the risks to the force, and how might they be mitigated?

b. Assess and describe the USMC employment concept of the Marine Littoral Regiment (MLR) capabilities into naval sea denial operations such as EABO. Should the MLR be integrated into the MAGTF, or should it operate separately with the Navy or independently as a separate entity? Discuss the advantages and disadvantages of these three options.

c. Consider the risks of operationalizing *Force Design 2030* and EABO, and the risks of not operationalizing them. Is the Marine Corps on the right track or not? Regardless of your view, what factors will most likely determine whether *Force Design 2030* is operationalized over the next decade?

d. In his interview, Lieutenant General Clardy stated that he did not see any tension between the requirement to aggregate effects from geographically dispersed and technologically networked formations and mission command. Do you agree with him and why?

e. What will be the Marine Corps' biggest challenge in developing effective Stand-in-Forces that will be required to intentionally disrupt the plans of a potential adversary?

6. **Relationship to other Instruction**

This lesson completes the *Warfighting* instruction for the ECDEP Senior Enlisted Course. All previous *Warfighting* lessons provide the underpinnings for adaptive operations that Marine forces may encounter in the near or future littoral operating environment.

7. **References**

Berger, David H., Commandant, U.S. Marine Corps Wilson, George C. "A Concept for Stand-In Forces." *Proceedings,* November 2021.

Erdelatz, Scott, "Naval Expeditionary Operations in an Evolving Environment." CDET CSCDEP 8907 Course Material, 2021

Barrick, Tim, "On Future Wars and the Marine Corps: Asking the Right Questions." War on the Rocks, April 12, 2022

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	2.0	0.0	0.0	0.0	0.0	2.0	4.0

"Effective personal relations in an organization can be satisfactory only when there is complete understanding and respect between individuals…[Leaders must] build a feeling of confidence which will ensure the free approach by subordinates for advice and assistance not only in military matters but for personal problems as well."

—Marine Corps Manual

"[Leaders must] *endeavor to remove on all occasions those causes which make for misunderstanding or dissatisfaction…*[and] *build a feeling of confidence which will ensure the free approach by subordinates for advice and assistance not only in military matters but for personal problems as well."*

—Marine Corps Manual

1. **Introduction**

   Senior enlisted advisors must understand how the Marine Corps handles complaints and grievances. The lesson discusses request mast procedures and using the prohibited activities and conduct (PAC) complaint resolution processes (informal and formal). The lesson examines equal opportunity and prohibited discrimination. Finally, the lesson discusses the two sexual assault reporting options (unrestricted and restricted).

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

   8.2 Evaluate the basis of ethical decision making as it relates to the profession of arms. (Leadership and Professional Ethics)

   8.6 Defend ideas or positions both orally and in writing employing rhetorical strategies suited to audience and occasion. (Communication Studies)

3. **Educational Objectives**

   8945.01   Analyze the roles and responsibilities of the request mast program and Inspector General of the Marine Corps Inspections Program.

   8945.02   Examine alternative methods to surface complaints or grievances beside request mast.

   8945.03   Analyze the responsibility of leaders to follow up to ensure that a grievance has been

resolved and that there were no reprisals.

8945.04 Interpret the Marine Corps' prohibited activities and conduct (PAC) prevention and response policy and the formal and informal conflict resolution processes.

8945.05 Interpret the responsibilities in overseeing or assisting the command's prohibited activities and conduct prevention and response measures for a successful equal opportunity program.

8945.06 Interpret the sexual assault prevention and response (SAPR) program.

4. **Student Requirements**

   a. **Reading Requirements**

      1) Read: SE8945REQA, Extract of MCO 1700.23G, *Request Mast Procedures*. (10 pages)

      2) Read: SE8945REQB, Other Avenues of Redress Besides Request Mast. (4 pages)

      3) Read: SE8945REQC, Extract of MCO 5040.6J, *Inspector General of the Marine Corps Inspections Program.* (4 pages)

      4) Read: SE8945REQD, Extract of MCO 5354.1F, *Marine Corps Prohibited Activities and Conduct (PAC) Prevention and Response Policy.* (14 pages)

      5) Read: SE8945REQE, Extract of MCO 1752.5C, *Sexual Assault Prevention and Response (SAPR) Program.* (6 pages)

   b. **Supplemental Material** (Entire orders provided for reference.)

      1) Read: SE8945SUPA, MCO 1700.23G, *Request Mast Procedures.* (19 pages)

      2) Read: SE8945SUPB, MCO 5040.6J, *Inspector General of the Marine Corps Inspections Program.* (44 pages)

      3) Read: SE8945SUPC, MCO 5354.1F, *Marine Corps Prohibited Activities and Conduct (PAC) Prevention and Response Policy.* (80 pages)

      4) Read: SE8945SUPD, MCO 1752.5C, *Sexual Assault Prevention and Response (SAPR) Program.* (68 pages)

5. **Issues for Consideration**

   a. What are the responsibilities of the individual who desires to request mast?

   b. What is the responsibility of the individual who desires not to reveal the subject of the request mast to subordinate commanders in the chain of command?

   c. Who in the request mast process can deny a request mast, and what is required when it is denied?

   d. What are some of the alternate methods to surface complaints or grievances besides request mast?

   e. How should leaders follow up to ensure that a request mast matter was resolved and that there were no reprisals? What should leaders do if someone interferes with the request mast process?

   f. What are the command's responsibilities to support request mast(s) to the office of the Inspector General of the Marine Corps (IGMC) during a unit's readiness inspection? What are some of the common findings or failures of a unit's request mast program?

g. How can commands effectively use the Headquarters Marine Corps Inspector General's functional area checklists (FACs) to ensure compliance with inspection requirements?

h. What does equal opportunity mean to you, and what does prohibited discrimination include?

i. How can senior enlisted leaders assist commanders to ensure their unit has a successful equal opportunity program?

j. What is the Marine Corps' prohibited activities and conduct (PAC) prevention and response policy and purpose of Marine Corps Order (MCO) 5354.1?

k. How does the Marine Corps use the informal and formal complaint resolution processes?

l. Describe the sexual assault reporting options: restricted and unrestricted.

6. **Relationship to other Instruction**

This lesson addresses handling grievances and preventing or responding to prohibited activities and conduct. This lesson supports all leadership lessons in the program.

7. **References**

DD Form 2910, Victim Reporting Preference Statement, Apr. 2020.

Manual for Courts-Martial (MCM) United States, 2019 Edition.

Marine Corps Manual, 21 Mar. 1980, with Changes 1-3, (13 May 1996).

MCO 1700.23G, *Request Mast Procedures,* Headquarters Marine Corps, 21 Jun. 2019.

MCO 1752.5C, *Sexual Assault Prevention and Response (SAPR) Program,* Headquarters Marine Corps, 03 Jun. 2019.

MCO 1900.16 with Chg. 2, *Separation and Retirement Manual,* Headquarters Marine Corps, 15 Feb. 2019.

MCO 5040.6J, *Inspector General of the Marine Corps Inspections Program,* Headquarters Marine Corps, 11 Jul. 2019.

MCO 5354.1F, *Marine Corps Prohibited Activities and Conduct (PAC) Prevention and Response Policy,* Headquarters Marine Corps, 20 Apr. 2021.

NAVMC 11296 (Rev 05-19), Marine Corps Request Mast Form

NAVMC 11512 (01-21), Prohibited Activities and Conduct Complaint Form

United States Navy Regulations, 14 Sep. 1990 through interim change 18 Apr. 2017.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8950: ASSESSING PERFORMANCE

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	2.0	0.0	0.0	0.0	0.0	2.0	4.0

"[The fitness report] *is the primary means of evaluating a Marine's performance…therefore, the completion of this report is one of an officer's most critical responsibilities.*"

- NAVMC 10835 (USMC Fitness Report form)

"*Awards are an important aspect of command responsibility at all levels. Prompt and judicious recognition of an individual's achievement or service is a vital factor of morale.*"

- MCO 1650.19J

1. **Introduction**

   To assist juniors and seniors, senior enlisted advisors should know how leaders evaluate their Marines. With an understanding of how to interpret a Master Brief Sheet, leaders can help Marines review their performance record and assist reporting officials with assignment and retention of excellent Marines. Marine leaders ought to recognize what level award is warranted by an individual's performance or achievement.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

3. **Educational Objectives**

8950.01	Analyze the role and objective of senior enlisted advisors in the performance evaluation or assessment process.
8950.02	Interpret the obligations of senior enlisted advisors in overseeing, assisting, and advising the Marine reported on and reporting officials.
8950.03	Examine the role of senior enlisted advisors regarding adverse material and the appeal process.
8950.04	Interpret a Master Brief Sheet to assist your Marines and reporting officials.
8950.05	Examine the role of senior enlisted advisors in overseeing or assisting in the awards process.

4. **Student Requirements**

   a. **Reading Requirements**

      1) Read: SE8950REQA, *Performance Evaluation System (PES)* (MCO 1610.7A extract) (26 pages)

      2) Read: SE8950REQB, *Junior Enlisted Performance Evaluation System (JEPES) Responsibilities* (MCO 1616.1 extract) (4 pages)

      3) Read: SE8950REQC, *Military Awards Process* (Extracts of MCO 1650.19J, SECNAVINST 1650.1J, and SECNAV M-1650.1) (4 pages)

      4) Read: SE8950REQD, 360-Degree Feedback (Extract of *Talent Management 2030*) (1 page)

   b. **Other Requirements**

      1) **Homework – *Performance-based Recommendations*:** Follow the instructions in SE8950HW, submit the assignment in the course site, and bring a copy of your submission to seminar for discussion.

   c. **Supplemental Material**

      1) Read: SE8950SUPA, MCO 1610.7A (Entire PES Order) (159 pages)

      2) Read: SE8950SUPB, JEPES Command Input Instructions (MCO 1616.1 extract) (5 pages)

      3) Read: SE8950SUPC, Personal Military Decorations Criteria (SECNAV M-1650.1 extract) (43 pages)

      4) Read: SE8950SUPD, Useful References List (2 pages)

5. **Issues for Consideration**

   a. What are the senior enlisted advisor's responsibilities in assessing performance and conduct and the performance evaluation system (PES)?

   b. What are the objectives of the PES and the primary purpose of the fitness report?

   c. What fitness report advice can the senior enlisted advisor provide to Marines whose performance is being assessed and to reporting officials who do the assessments?

   d. What advice can the senior enlisted advisor provide about observed, extended, and annual fitness reports?

   e. What advice can the senior enlisted advisor provide regarding adverse fitness reports and the appeal process?

   f. What is the purpose of the Master Brief Sheet, and how can senior enlisted advisors use it to assist their subordinate Marines and reporting officials?

   g. What are the senior enlisted advisor's responsibilities in the junior enlisted performance evaluation system (JEPES)?

   h. Should the Marine Corps use 360-degree feedback in the future? If so, how? If not, why not?

   i. What is the purpose of military awards, and what roles can senior enlisted advisors have in overseeing or assisting in the awards process?

6. **Relationship to other Instruction**

   The lesson generally supports all leadership lessons in the program and directly supports Lesson 8960, *Mentoring and Counseling*, by discussing how to assess and recognize performance.

7. **References**

   MCO 1610.7A, *Performance Evaluation System,* Headquarters Marine Corps, 01 May 2018.

   MCO 1616.1, *Junior Enlisted Performance Evaluation System (JEPES),* Headquarters Marine Corps, 25 Nov. 2020.

   MCO 1650.19J, with Chg. 1, *Administrative and Issue Procedures for Decorations, Medals, and Awards,* Headquarters Marine Corps, 15 Oct. 2012.

   NAVMC 10835 (Rev. 7-11) (EF) USMC Fitness Report form, July 2011.

   SECNAVINST 1650.1J, *Department of the Navy Military Awards Policy,* Department of the Navy, 29 May. 2019.

   SECNAV M-1650.1, *Navy and Marine Corps Awards Manual,* Department of the Navy, 16 Aug. 2019.

   Talent Management 2030, Headquarters Marine Corps, Nov. 2021.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8955: UNIT COHESION LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

"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."

- MajGen John A. Lejeune

1. **Introduction**

   Unit cohesion is that bond that holds a group of Marines together in the most difficult of times in the face of the most insurmountable odds to achieve victory. While unit cohesion begins with the belief in oneself and of the abilities of all that bear the title "Marine," true cohesion of a group is the result of efforts up and down the chain of command that cement individuals into a greater whole. The role of a senior enlisted leader in encouraging and maintaining unit cohesion cannot be understated. The ability to destroy this cohesion can exceed the efforts to build it if a leader is not self-aware or if they lack knowledge of their Marines. This lesson will discuss aspects of unit cohesion and the senior enlisted leader's role in its promotion.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

   8.2 Evaluate the basis of ethical decision-making as it relates to the profession of arms. (Leadership and Professional Ethics)

3. **Educational Objectives**

   8955.01   Differentiate between teamwork and unit cohesion.

   8955.02   Distinguish between types of cohesion.

   8955.03   Identify indicators of unit cohesion and ways to positively affect them.

   8955.04   Discuss the effects of family readiness, fraternization, and other challenges to unit cohesion.

4. **Student Requirements**

   a. **Reading Requirements**

     1) Read: SE8955REQA, MCRP 6-11D, *Sustaining the Transformation*. (6 pages)

     2) Read: SE8955REQB, *Group Dynamics*. (8 pages)

b. **Other Requirements**

     1) View: SE8955VIDA, *CSC Director's Leadership Series #3 – Building Cohesion*. (1:02:10)

     2) View: SE8955VIDB, *Understanding Group Dynamics*. (10:34)

     3) After the seminar session, complete a reflection journal entry for the lesson. Follow the reflective writing prompts in the reflection journal instructions.

c. **Supplemental Material**

     1) View: SE8955VIDC, *CSC Director's Leadership Series #9 – Building Trust*. (51:10)

     2) Read: SE8955SUPA, MCO 1754.9B, *Unit, Personal, and Family Readiness. (60 pages)*

     3) Read: SE8955SUPB, ALMAR 185/96 *Marine Corps Manual Ch. 3*. (3 pages)

5. **Issues for Consideration**

a. What is the relationship between teamwork and cohesion? Can you have one without the other? How does understanding group dynamics assist a leader?

b. Identify different types of cohesion from the readings and describe how they interact? Describe techniques you've encountered to build cohesion.

c. A unit with good cohesion is fairly easy to identify. What are the good and bad indicators that make this so? What are behaviors members in a cohesive unit partake in? Can encouraging behaviors promote cohesion, or must cohesion be present before these positive behaviors manifest?

d. How important is trust to cohesion? Which direction of trust is most important?

e. How does family readiness impact unit cohesion? What about fraternization? What are other challenges within your unit to its unit cohesion?

6. **Relationship to other Instruction**

This lesson builds on former lessons like *Command Climate and Culture* and *Leadership Challenges* to further refine the students' understanding of group dynamics and building successful teams to accomplish the Marine Corps' mission. Future lessons will draw on the students' understanding of these concepts when analyzing their roles as leaders to develop subordinates, mitigate challenges posed by social issues, and rehabilitating reintegrating Marines who have fallen short.

7. **References**

ALMAR 185/96, *Marine Corps Manual Ch. 3*. Headquarters Marine Corps, 1996.

MCO 1754.9B, *Unit, Personal, and Family Readiness Program*. Marine Corps Combat Development Command, 2019.

MCRP 6-11D, *Sustaining the Transformation.* Marine Corps Combat Development Command, 1999.

Organization Behaviors. University of Minnesota Libraries Publishing, 2010.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8960: MENTORING AND COUNSELING LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

"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, Marine Corps Manual

1. **Introduction**

   A key next step in developing any subordinate after assessing their performance is to document your assessment and communicate it along with recommendations for future goals and changes. During this lesson, students will become more familiar with the Marine Leader Development Order and its resources, counseling requirements for both positive and negative circumstances, and the competency review board process.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

   8.2 Evaluate the basis of ethical decision-making as it relates to the profession of arms. (Leadership and Professional Ethics)

   8.6 Defend ideas or positions both orally and in writing employing rhetorical strategies suited to audience and occasion. (Communication Studies)

3. **Educational Objectives**

   8960.01   Compare the actions of a senior enlisted leader in teaching, coaching, counseling, and mentoring subordinates.

   8960.02   Relate the relationship between the processes associated with counseling and mentoring with those of assessing performance.

   8960.03   Discuss the senior enlisted leader's options when the actions taken in teaching, coaching, counseling, and mentoring have not produced desired changes.

   8960.04   Analyze the roles of the senior enlisted, command, and individual in the competency review board process.

4. **Student Requirements**

a. **Reading Requirements**

    1) Read: SE8960REQA, MCO 1500.61, *Marine Leader Development* (7 pages)

    2) Read: SE8960REQB, *6105 Counseling* (MCO 1900.16 Ch. 2, MARCORSEPMAN extract) (3 pages)

    3) Read: SE8960REQC, *Competency Review Board* (CRB) (MCO P1400.32D extract) (13 pages)

    4) Read: SE8960REQD, *Overview of the Marine Corps Counseling Program* (NAVMC 2795 extract) (6 pages)

b. **Other Requirements**

    1) Practical Application: Students will review the Marine Leader Development website in SE8960HW to thoroughly familiarize them with the site's contents before researching the functional area (one of the six Fs) assigned by the adjunct faculty during the *Unit Cohesion* lesson. The research will inform an in-class exercise. NOTE: The whole-website overview should be done first, followed by the in-depth assessment of your assigned functional area. Your individual assessment should be done in advance of the collaboration to be completed the evening before the 8960 seminar during PSPT time.

c. **Supplemental Material**

    1) Read: SE8960SUPA, *Competency Review Board Correspondence* (MCO P1400.32D extract) (6 pages)

5. **Issues for Consideration**

a. Compare the actions of a senior enlisted leader in teaching, coaching, counseling, and mentoring subordinates.

b. In which of the Six Functional Areas of Leader Development is your unit best and worst at developing? Describe your strengths and areas to improve regarding your personal ability to teach, coach, counsel, and mentor. What are personal steps you may take to improve areas you need to improve?

c. How do the processes of assessing performance and mentoring and counseling interrelate? What is the senior enlisted leader's most important functions during these processes?

d. When efforts to improve the performance of a subordinate have failed, describe the options on which a senior enlisted leader should be prepared to advise a commander.

e. What are the responsibilities of the individual, senior enlisted advisor, and command in the competency review board process?

6. **Relationship to other Instruction**

This lesson extends discussions that began in the *Assessing Performance* lesson. Having already covered positive reinforcement through awards, it continues the ideas to their other natural conclusions of counseling and mentoring. Additionally, this lesson reinforces other topics discussed throughout the leadership curriculum, and the proper use of the information and techniques discussed will contribute to better command climate, culture, and unit cohesion.

7.   **References**

MCO 1400.32D, *Marine Corps Promotion Manual, Volume 2, Enlisted Promotions,* Headquarters Marine Corps, 14 June 20174.

MCO 1500.61, *Marine Leader Development,* Headquarters Marine Corps, 28 July 2017.

MCO 1900.16 Ch. 2, *Marine Corps Separation and Retirement Manual.* Headquarters Marine Corps, 15 Feb 2019.

**SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8965: MANPOWER LESSON CARD**

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

"The Marine Corps will only be able to practice maneuver warfare if its personnel policies are consistent with what maneuver warfare demands."

- General A.M. Gray, Jr., 29th Commandant of the Marine Corps

1. **Introduction**

   The Marine Corps must constantly evolve to meet current threats. The Commandant's job is to make sure the Marine Corps is organized, equipped, and trained to meet the threats which present the clearest challenge to our Nation. Whether the Corps is "built" for those challenges relies upon the great effort of Marines and civilians overseeing the structure of the Marine Corps. This chapter will begin discussing the mission of those charged with ensuring our force is shaped to meet and defeat our adversaries. It will cover retention, enlisted career force controls, and separations—three ways the Marine Corps stays in the right configuration to fight our Nation's battles. While the recruiting force's mission is to attract and bring in high quality individuals, developing their proficiency in their assigned jobs and assisting the commander in retaining the very best is a core competency of engaged senior enlisted leaders.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

3. **Educational Objectives**

   8965.01   Analyze the senior enlisted leader's role in ensuring the Marine Corps retains the right Marines to enable its warfighting mission.

   8965.02   Describe how enlisted career force controls, service limitations, and standardized promotion tempos interact.

   8965.03   Analyze how enlisted career force controls and separations function to right-size the force and adjust promotion tempo.

4. **Student Requirements**

   a. **Reading Requirements**

      1) Read: SE8965REQA, *Force Design 2030*. (7 pages)

2) Read: SE8965REQB, *Talent Management 2030.* (5 pages)

3) Read: SE8965REQC, Marine Corps Manual (excerpt). (3 pages)

4) Read: SE8965REQD, MCO 1040.31, *Enlisted Retention and Career Development Program* (excerpt, 4 pages)

5) Read: SE8965REQE, MARADMIN 200/21, *Fiscal Year 2022 Enlisted Retention Campaign.* (3 pages)

6) Read: SE8965REQF, MARADMIN 335/21, *FY22 Command Retention Mission.* (4 pages)

7) Read: SE8965REQG, MARADMIN 408/19, *Enlisted Active Duty Service Limits and High Year Tenure.* (3 pages)

8) Read: SE8965REQH, MCO 1900.16 w/Ch 2, *Marine Corps Separations and Retirement Manual* (12 pages)

b. **Other Requirements**

1) View: SE8965VIDA, *Enlisted Career Retention Boards* (3:08)

c. **Supplemental Material**

1) Read: SE8965SUPA, *Commander's Retention Toolkit.* (17 pages)

2) Read: SE8965SUPB, MCO 1040.31*, "Definitions" from Enlisted Retention and Career Development Program* (excerpt, 8 pages)

3) Read: SE8965SUPC, *Force Design 2030* (complete).

4) Read: SE8965SUPD, *Talent Management 2030* (complete).

5) Read: SE8965SUPE, *FY21 First Term Alignment Program Quality Marine Identification Eligibility Requirements*

5. **Issues for Consideration**

a. Discuss the roles of the institution, the commander, the senior enlisted leader, and the Marine in retaining the right Marines in the force.

b. Describe the methods leaders can use to assist their Marines in the retention process if a decision to re-enlist has been made after boatspaces have filled.

c. What roles do senior enlisted leaders have in supporting the Command Retention Mission?

d. How does the Marine Corps use enlisted career force controls and high year tenure to support the Commandant's vision of the future force?

e. What requirements must be met for a Marine to be approved for transfer to the FMCR or retirement?

f. Separations and retirements (or authorizations to retire) contribute to shaping the force in what ways?

6. **Relationship to other Instruction**

This lesson on Marine Corps manpower topics builds on the students' understanding of other policies and systems—from PES and awards to competency review boards and counseling—and lays an additional foundation for continued discussion of manpower topics in the *Career Development* lesson. The second and third educational objectives for this lesson are shared with that lesson because the information required to completely cover the objective requires two seminar blocks.

7. **References**

Berger, David H. *Force Design 2030*, Headquarters Marine Corps, 2020.

Berger, David H. *Talent Management 2030*, Headquarters Marine Corps, 2021.

"Enlisted Career retention Boards." https://www.facebook.com/watch/?v=669229373754340

MARADMIN 200/21, *Fiscal Year 2022 Enlisted Retention Campaign,* Headquarters Marine Corps, 13 Apr 2021.

MARADMIN 335/21, *FY22 Command Retention Mission,* Headquarters Marine Corps, 29 Jun 2021.

MARADMIN 408/19, *Enlisted Active Duty Service Limits and High Year Tenure,* Headquarters Marine Corps, 23 Jul 2019.

Marine Corps Manual, w/Ch1-3, Headquarters Marine Corps, 1980.

MCO 1041.31, *Enlisted Retention and Career Development Program*, Headquarters Marine Corps, 8 Sep 2010.

MCO 1900.16 w/Ch2, *Marine Corps Separation and Retirement Manual,* Headquarters Marine Corps, 15 Feb 2019.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8970: SOCIETAL ISSUES LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	4.5	0.0	0.0	0.0	0.0	2.0	5.0

"Marine Corps leaders must ensure their people are well-led and cared for physically, emotionally, and spiritually, in and out of combat. "Taking care of Marines" means vigorously enforcing our high standards of performance and conduct."

- MCO 5354.1F, *Marine Corps Prohibited Activities and Conduct Prevention and Response Policy*

1. **Introduction**

   Societal Issues will cover many of the toughest challenges to true cohesion and performance facing Marine Corps units today. Among the topics to be discussed are extremist activities, inclusion and diversity, equal opportunity, sexual assault prevention and response, and suicide. Most of these issues are directly or collaterally discussed in the Marine Corps' Prohibited Activities and Conduct Prevention and Response order. Something to keep in mind with the challenges addressed in this lesson is that senior enlisted leaders must be vigilant to ensure they do not think about the victims, as well as the perpetrators, as problems to be dealt with, but rather as human beings with feelings, stressors, and desires to serve their country as you do. This is not a plea to be warm and fuzzy; it is a reminder that to be an effective leader, you need to be empathetic and think through your advice to commanders or senior leaders through several different perspectives to give them the best advice. Decisions on how to work through any of these challenges effect the Corps, your unit, the victim, and the perpetrator.

   Additionally, as you work through these—among other issues—during the course of any day, perform your primary duties, and take part in your life outside the Marine Corps, pay attention to how you are affected. Sometimes the easiest way to understand how we are being affected is to talk to friends, peers, or mentors, and they can often offer assistance. The challenges discussed in this lesson are all decidedly difficult and can be complex when combined with other dynamics at play within any unit. This lesson is designed to merely start conversations among you, the Corps' senior leaders, that can and should continue after this course. With vigilance and a concerted effort at prevention and effective response, you can help to reduce the impact these challenges have on our Corps.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

   8.2 Evaluate the basis of ethical decision-making as it relates to the profession of arms. (Leadership and Professional Ethics)

3. **Educational Objectives**

8970.01   Analyze the senior enlisted leader's role in supporting the prevention and response of prohibited activities and conduct in their Marines.

8970.02   Evaluate the degree to which the senior enlisted leader's unit fulfils its obligations in supporting the intent of the Prohibited Activities and Conduct Prevention and Response order.

4. **Student Requirements**

   a. **Reading Requirements**

   1) Read: SE8970REQA, MCO 5354.1F, *Marine Corps Prohibited Activities and Conduct (PAC) Prevention and Response Policy.* (Extract, 10 pages)

   2) Read: SE8970REQB, *Department of Defense Progress on Implementing Fiscal Year 2021 NDAA Section 554 Requirements Involving Prohibited Activities of Covered Armed Forces.* (6 pages)

   3) Read: SE8970REQC, "*Army Reports the Most Racist Extremism Cases, Marines the Most Anti-Government.*" (2 pages)

   4) Read: SE8970REQD, MCO 1752.5C, *Sexual Assault Prevention and Response Program.* (3 pages)

   5) Read: SE8970REQE, "*The Truth About False Sexual Assault Reports in the Military.*" (2 pages)

   6) Read: SE8970REQF, "*Military's Dubious Stats on False Sex Assault Cases Cloud Prosecutions, Debate.*" (3 pages)

   7) Read: SE8970REQG, *DOD Annual Report on Sexual Assault in the Military FY 2020.* (10 pages)

   8) Read: SE8970REQH, "*It's Time for Us to Have a Real Conversation About Suicide in America.*" (2 pages)

   9) Read: SE8970REQI, "*Stress Management for Leaders Responding to a Crisis.*" (2 pages)

   10) Read: SE8970REQJ, "*How to Talk Openly About Suicide.*" (1 page)

   11) Review if necessary, SE8970SUPA (Read during 8945 Addressing Grievances as SE8945REQD, Extract of MCO 5354.1F, *Marine Corps Prohibited Activities and Conduct Prevention and Response Policy.* (14 pages)

   12) Review if necessary, SE8970SUPB (Read during 8945 Addressing Grievances as SE8945REQE, Extract of MCO 1752.5C, *Sexual Assault Prevention and Response (SAPR) Program.* (6 pages)

   b. **Other Requirements**

   1) Homework (Due 2130 evening before Seminar): Students will follow instructions in SE8970HW, Unit Evaluation.

   c. **Supplemental Material**

   1) Read: SE8970SUPA, Extract of MCO 5354.1F, *Marine Corps Prohibited Activities and*

Conduct Prevention and Response Policy. (14 pages)

2) Read: SE8970SUPB, Extract of MCO 1752.5C, *Sexual Assault Prevention and Response (SAPR) Program.* (6 pages)

3) Read: SE8970SUPC, "Stand-Down to Address Extremism in the Ranks." (Powerpoint slide deck of 27 slides from Marine Corps Stand-Down on 27 Mar 2021)

4) Read: SE8970SUPD, *Marine Corps-specific reports from the Department of the Navy Enclosure 2 to the DOD Annual Report on Sexual Assault in the Military FY 2020.* (75 pages)

5) Read: SE8970SUPE, MCO 5354.1F, *Marine Corps Prohibited Activities and Conduct (PAC) Prevention and Response Policy.* (80 pages)

6) Read: SE8970SUPF, MCO 1752.5C, *Sexual Assault Prevention and Response (SAPR) Program.* (68 pages)

5. **Issues for Consideration**

a. DOD did not meet the NDAA's requirement to provide guidance on tracking and reporting extremist activity for an extended period after it was required. Does this signal a lack of concern about this sort of activity by the DOD (This means is there a perception of a lack of concern, not necessarily an interpretation of intent)? Did the information provided during the Marine Corps' stand-down do enough to raise awareness or to draw significant attention to the problem of increasing division? Justify both responses.

b. Bullying, dissident and protest activity, harassment, hazing, and prohibited discrimination are behaviors that limit diversity and inclusion. What behaviors have you witnessed during your career that you might evaluate differently after reading the PAC order? What has most influenced your re-evaluation, Marine Corps' change in policies of acceptable conduct, or a change in your personal perspectives? How so?

c. Numbers of reported sexual assaults have not diminished in any meaningful way since redoubled efforts at providing a safer environment in which to report led to an initial increase almost ten years ago or changes to assist the victim in recent years. While there are certainly many causes for this, how much of a role does a continuing belief in the existence of large numbers of false reports contribute to an apathy in Marine Corps leaders? How can senior enlisted leaders help dispel the notion of a significant prevalence of false reports?

d. Suicide among service members has been addressed unsuccessfully for many years and has increased since the end of the Long War. A senior enlisted leader deals with many emotionally significant issues for their Marines, often serving as their sounding board, problem solver, and confidante, while simultaneously dealing with personal life stressors. Describe a time that you have experienced—or that you've witnessed—a sense of being inundated by this combination of leadership and personal stress. What steps did you/they take to alleviate the feeling? What are steps you take now, or have seen your leaders take, to preserve your/their own mental well-being? What actions can you or the Marine Corps take to defeat the stigma that mental health issues are a sign of weakness?

6. **Relationship to other Instruction**

This lesson scratches the surface of many different tough conversations about each of these topics. The way senior enlisted leaders support their Marines and deal with the challenges associated with these topics differ between each. Many of the means to begin addressing or documenting the problems have been covered in earlier lessons. Future lessons will also cover, in more detail, other actions senior enlisted leaders will advise their commanders on or take themselves to either provide aid to those who have suffered through these challenges or hold those responsible for them accountable.

7. **References**

Britzky, Haley. "The truth about false sexual assault reports in the military." *Taskandpurpose.com*, 18 Mar. 2021. https://taskandpurpose.com/news/truth-about-false-sexual-assault-reports/. Accessed 5 Dec. 2021.

"Department of Defense Progress on Implementing Fiscal Year 2021 NDAA Section 554 Requirements Involving Prohibited Activities of Covered Armed Forces." *Office of Inspector General*. Department of Defense, 1 Dec 2021.

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SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8975: CAREER DEVELOPMENT LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

"To compete at peak effectiveness, we must bring into the service the right people with the right skill sets, measure their talents, and then match their skills to the duties they desire and are suited to perform. Once we invest in these individuals, we need to incentivize the retention of the right numbers of the most capable among them so they can continue to add value to our organization in ways that are necessary to achieve the requirements of the future force. We must do so in a sufficiently flexible manner that accommodates changing career aspirations over time. Organizations that do this well for a sustained period gain a competitive advantage."

- General David H. Berger, Commandant of the Marine Corps, *Talent Management 2030*

1. **Introduction**

   The most important roles of a senior enlisted leader in the career development of their Marines are that of mentor and counsel. This mentoring includes assisting the Marines with planning their careers, including special duty assignments, assignments, the attendance of PME and MOS training courses, special programs (to include commissioning), and actions taken for personal development. How each of these career milestones fit within the Marines' MOS promotion tempo and with their own personal lives is another important aspect of the mentoring Marines need from their senior enlisted leaders. As the Marine Corps continues to transform itself to meet the threats in an ever increasingly complex world with adversaries ranging from near-peers to non-state actors, managing and retaining the right talent and experience in the force—and getting it to the right place—is even more important than ever before. How senior enlisted leaders engage and develop their subordinates plays a crucial part in ensuring the right Marines continue to wear the cloth of our Nation and remain determined to defend the Constitution.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

3. **Educational Objectives**

   8975.01   Discuss the considerations to normal assignments which affect a Marines choices of duty station and the current restrictions on special duty assignments.

   8975.02   Describe the requirements to be eligible and highly qualified for promotion within the Marine Corps and the restrictions to promotion.

   8975.03   Analyze the senior enlisted leaders' roles in developing the careers of Marines within

their unit.

8965.02   Describe how enlisted career force controls, service limitations, and standardized promotion tempos interact.

8965.03   Analyze how enlisted career force controls and separations function to right-size the force and adjust promotion tempo.

4. **Student Requirements**

   a. **Reading Requirements**

      1) Read: SE8975REQA, Extract from MCO 1300.8, *Marine Corps Personnel Assignment Policy*. (5 pages)

      2) Read: SE8975REQB, Extract from MCO 1326.6 w/ Ch1, *Selecting, Screening, and Preparing Enlisted Marines for Screenable Billets and Independent Duty Assignments (SCREENMAN)*. (10 pages)

      3) Read: SE8975REQC, Extract from MCO 1400.32D, *Enlisted Promotion Manual*. (10 pages)

      4) Read: SE8975REQD, Extracts from various MARADMINS. (4 pages)

   b. **Other Requirements**

      1) View: SE8975VIDA, *Marine Corps Promotion Process*. (10:44)

   c. **Supplemental Material**

      1) Read: SE8975SUPA, Extract from *Talent Management 2030*. (5 pages)

      2) Read: SE8975SUPB, MCO 1300.8, *Marine Corps Personnel Assignment Policy* (complete).

      3) Read: SE8975SUPC, MCO 1326.6 w/ Ch1, *Selecting, Screening, and Preparing Enlisted Marines for Screenable Billets and Independent Duty Assignments (SCREENMAN)* (complete).

      4) Read: SE8975SUPD, MCO 1400.32D, *Enlisted Promotion Manual* (complete).

5. **Issues for Consideration**

   a. What do you believe the Commandant's intent is in revising the way the Marine Corps approaches talent management? How would his intended changes impact your MOS/unit?

   b. What is your understanding of the senior enlisted leader's role in talent management?

   c. How can you as a senior enlisted leader best affect the Marine Corps through your actions while mentoring or counseling your Marines on their future assignments, including special duty assignments?

   d. How do you determine promotion tempo for a particular MOS to counsel a subordinate on their career decisions?

   e. When mentoring a Marine about improving their qualification for promotion, describe the most important aspects to discuss.

f. Describe the roles a senior enlisted leader fills for their subordinates, their unit, and the institution when developing the careers of the Marines in their purview.

6. **Relationship to other Instruction**

This lesson continues conversations from throughout the course aimed at increasing a senior enlisted leader's ability to lead and develop their subordinates, specifically finishing discussion to meet educational objectives introduced in 8965, *Manpower*.

7. **References**

Berger, David H. *Talent Management 2030*, Headquarters Marine Corps, 2021.

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MCO 1326.6 w/Ch1, *Selecting, Screening, and Preparing Enlisted Marines for Screenable Billets and Independent Duty Assignments* (SCREENMAN), Headquarters Marine Corps, 11 May 2021.

MCO 1400.32D w/ Ch2, *Enlisted Promotions*, Headquarters Marine Corps, 14 June 2012.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8980: MILITARY JUSTICE AND REHABILITATION LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

" The purpose of military law is to promote justice, to assist in maintaining good order and discipline in the armed forces, to promote efficiency and effectiveness in the military establishment, and thereby to strengthen the national security of the United States."

- Manual for Courts Martial, 2019 p. I-1

"To err is human, to forgive is divine."

- Alexander Pope

1. **Introduction**

"To err is human, to forgive is divine...neither is Marine Corps policy." A play on the Alexander Pope quote, this longer line is the name of a paperback book and the punchline for many memes poking fun at the tendency for most Marines to believe that messing up once will consign them to a failed career. Marines will, on occasion, commit acts that violate the UCMJ. The good order and discipline of the force requires that such acts are dealt with, each on their own merits. This lesson will better acquaint the student with the roles and responsibilities they will fill in upholding the discipline and standards of the Marine Corps and recommending to their officers the proper correction method for each instance. After correction though, comes the rehabilitation. This is probably more important to the institution, for if done correctly, it ensures the Marine learns from their mistake and becomes a better Marine and person for it and is able to continue their service to Corps and Country.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

   8.2 Evaluate the basis of ethical decision-making as it relates to the profession of arms. (Leadership and Professional Ethics)

3. **Educational Objectives**

   8980.01   Analyze the roles and responsibilities of senior enlisted advisors regarding the implementation of military justice.

   8980.02   Discuss the responsibilities and considerations of commanding officers during the implementation of military justice.

   8980.03   Analyze the factors which suggest positive potential for rehabilitation of a Marine

following the adjudication of an infraction.

4. **Student Requirements**

   a. **Reading Requirements**

      1) Read: SE8980REQA, Extract from *Manual for Courts Martial 2019*. (26 pages)

      2) Read: SE8980REQB, *NJP Checklist and Flowchart for Defense Services*. (2 pages)

   b. **Supplemental Material**

      1) View: SE8980VIDA, "Company Level NJP." (25:14) This video should be viewed by any senior leader who has not conducted an NJP in the last 2 years, or any senior leader that does not consider themselves well-versed in the pre- and post-NJP processes.

5. **Issues for Consideration**

   a. From the discovery of a potential violation of the UCMJ, list the various roles a senior enlisted leader may serve regarding the individual who violated the UCMJ, the unit, and the commander. Describe the duties and responsibilities inherent within each role.

   b. List the various circumstances (extenuating, mitigating, aggravating, or personal circumstances the commander feels are relevant) the commander will assess and use in determining the method by which to administer and punish violations of the UCMJ? Describe the senior enlisted leader's role in ensuring the commander has all relevant information.

   c. How do the factors from the previous question affect the punishments awarded?

   d. Describe the various avenues available to assist in the rehabilitation of a Marine who has been punished for an infraction of the UCMJ?

   e. Describe the obligation of senior enlisted leaders to prepare those Marines who, due to their transgressions, will not be eligible for continued service past their current contract?

6. **Relationship to other Instruction**

   This lesson continues to discuss the roles senior enlisted leaders serve in advising the commander, units, and Marines. It is a more detailed examination of the processes most common after the violation of the UCMJ—sometimes for reasons outlined in other lessons. This lesson concludes discussions began during the *Assessing Performance* lesson and will end after addressing requirements of the senior enlisted leader in the *Administrative Requirements* lesson.

7. **References**

   Manual for Courts Martial 2019. *Department of Defense*, 2019.

   "NJP Checklist and Flowchart for Defense Services." *HQ MCAS Iwakuni*. https://www. mcasiwakuni .marines.mil/Portals/112/Docs/sja/NJP%20Counseling.pdf. Accessed 4 January 2022.

   "Company Level NJP." *MarineNet Video Services*, https://www.marinenet.usmc.mil/mvs/ VideoPlayer.aspx?Id=2557BC771C3A. Accessed 5 January 2022.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8985: ADMINISTRATIVE OBLIGATIONS LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	0.0	3.0	0.0	0.0	0.0	0.0	2.0	5.0

"Marine Corps leadership qualities include: ... (2) Technical proficiency—Knowledge of the military sciences and skill in their application…"

- Marine Corps Manual, para. 1100.1

1. **Introduction**

   Throughout the blended seminar, the senior enlisted leader's role or the institutional intent for many processes have been discussed. This final seminar will look more closely at the specific roles and obligations to ensure administrative completion of those processes. The follow-up and attention to detail required to ensure everything is done is incumbent on the leader. The subordinate Marine does not have the knowledge or experience to ensure the processes are closed out, but the future repercussions to their career could be great.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

3. **Educational Objectives**

   8985.01   Distinguish the administrative obligations of the senior enlisted leader for administrative, legal, and training processes.

   8985.02   Discuss the relationships between the senior enlisted leader and both unit and installation administrative personnel.

4. **Student Requirements**

   a. **Reading Requirements**

      1) Read: SE8985REQA, Extract from MCO 5000.14D, *Marine Corps Administrative Procedures (Short title: MCAP).* (10 pages)

      2) Read: SE8985REQB, Extract from MCO 1650.19J W/Ch 1, *Administrative and Issue Procedures for Decorations, Medals, and Awards.* (9 pages)

      3) Read: SE8985REQC, Extract from MCO 1900.16, *Separation and Retirement Manual.* (8 pages)

4) Read: SE8985REQD, Extract from MCOP1070.12K W/ Ch 1, *Marine Corps Individual records Administration Manual (Short title: IRAM)*. (12 pages)

5) Read: SE8985REQE, MCO 6110.3A W/ Ch 3, *Marine Corps Body Composition and Military Appearance Program.* (7 pages)

6) Read: SE8985REQF, *Update and Extract Cycle Calendar, February 2022.* (1 page)

7) Review: SE8975REQC, Extract from MCO 1400.32D, *Enlisted Promotion Manual*. (9 pages)

b. **Supplemental Material**

1) Read: SE8985SUPA, "Key Administrative References" Extract from MCO 5000.14D, *Marine Corps Administrative Procedures (Short title: MCAP)*. (12 pages)

2) Read: SE8985SUPB, "Submitting Awards Through iAPS" Extract from MCO 1650.19J W/Ch 1, *Administrative and Issue Procedures for Decorations, Medals, and Awards*. (9 pages)

5. **Issues for Consideration**

a. Discuss your past relationship with Unit S-1 personnel. What were the major challenges and positive experiences? How was communication between the S-1 and your unit? What best practices have you observed?

b. Discuss your past relationship with the installation personnel administration center (IPAC). What were the major challenges and positive experiences? How was communication between the IPAC and your unit? What best practices have you observed?

c. From reading the applicable orders, what are the obligations regarding administrative processes (promotions, separations, PCS, inbound/new join, dependency changes, etc.)?

d. From reading the applicable orders, what are the obligations regarding legal processes (UPBs, admin separations, 6105s, etc.)?

e. From reading the applicable orders, what are the obligations regarding training processes (BCP, training scores, etc.)?

6. **Relationship to other Instruction**

This lesson offers a more in-depth understanding and review of all procedural obligations for senior enlisted leaders for the various processes discussed throughout the blended seminar program.

7. **References**

MCOP1070.12K W/ Ch 1, *Marine Corps Individual records Administration Manual,* Headquarters Marine Corps, 14 Jul 2000.

MCO 1400.32D, *Enlisted Promotion Manual,* Headquarters Marine Corps, 19 Feb 2009.

MCO 1650.19J W/Ch 1, *Administrative and Issue Procedures for Decorations, Medals, and Awards,* Headquarters Marine Corps, 15 Oct 2012.

MCO 1900.16, *Separation and Retirement Manual,* Headquarters Marine Corps, 15 Feb 2019.

MCO 5000.14D, *Marine Corps Administrative Procedures,* Headquarters Marine Corps, 4 June 2004.

MCO 6110.3A W/ Ch 3, *Marine Corps Body Composition and Military Appearance Program,* Headquarters Marine Corps, 15 Dec 2016.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8990: COLONEL PANEL LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	2.0

"There are leaders and there are those that lead. Leaders hold a position of power or influence. Those who lead inspire us."

- Simon Sinek, *Start With Why: How Great Leaders Inspire Everyone to Take Action*

1. **Introduction**

   Expectations are important to outcomes. During the colonel panel, students will have the opportunity to discuss the expectations of commanders for their senior enlisted at an informal social event. How do different commanders use their senior enlisted during the planning process? What are some of the best, or most effective, practices the commanders have seen used by their senior enlisted in the past to engage the command and affect command climate? The intent is to begin with a panel-style question and answer session and then conclude with an opportunity for the students to pose follow-up questions with panel members in a relaxed setting. The panel members should be given an opportunity for a short (2-minute) introduction of their background and assignments as senior enlisted advisors before panel questions begin to add context to their answers. Questions may start with the three examples listed under Issues for Consideration below or could immediately begin with the questions prepared by the students.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

   8.2 Evaluate the basis of ethical decision-making as it relates to the profession of arms. (Leadership and Professional Ethics)

   8.4 Interpret how the Marine Corps Planning Process, used as a practical methodology for analytical military problem solving, incorporates maneuver warfare concepts to overcome friction, disorder, and uncertainty. (Warfighting)

   8.5 Discuss joint organizations, the requirements to successfully support joint activities, and the requirements to supervise members of multiple services. (Joint Operations) (Senior Level JLA 1 – 6)

3. **Educational Objectives**

   8990.01   Discuss positive and negative experiences or impacts by senior enlisted leaders within the command.

   8990.02   Discuss the expectations and benefits of senior enlisted leader participation in the

Marine Corps Planning Process.

4. **Student Requirements**

    1) Prepare two questions concerning positive or negative experiences the colonels have had with senior enlisted leaders in their units and their ideal role of a senior enlisted leader in the Marine Corps Planning Process.

    2) After the seminar session, complete a reflection journal entry for the lesson. Follow the reflective writing prompts in the reflection journal instructions.

5. **Issues for Consideration**

    a. What are the most positive or negative experiences the panel members have had with senior enlisted leaders in their commands?

    b. What are the panel members' expectations for senior enlisted in OPTs?

    c. What traits have the panel members found in common among the senior enlisted leaders they most highly regarded?

6. **Relationship to other Instruction**

This lesson offers an opportunity to gain a senior commander's perspective of the contribution of a senior enlisted leader to the command and its Marines, to their staff, and as a member of the unit's planning team. The expectations will be useful in contextualizing the inputs to the planning process and help to frame some of the discussions during Leadership Course lessons.

SENIOR ENLISTED BLENDED SEMINAR PROGRAM
LEADERSHIP COURSE
SE8995: SENIOR ENLISTED PANEL LESSON CARD

Lesson Hours

Lecture	Guest Lecturer	Seminar Discussion	Film	Practical Application	Staff Ride Battle Study	Evaluation Test	Student Prep Time	TOTAL HOURS
0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	2.0

"There are leaders and there are those that lead. Leaders hold a position of power or influence. Those who lead inspire us."

- Simon Sinek, *Start With Why: How Great Leaders Inspire Everyone to Take Action*

1. **Introduction**

   Experience lends context and understanding to knowledge. During the senior enlisted panel, students will have the opportunity to discuss leadership topics and challenges from the curriculum with sergeants major and master gunnery sergeants at an informal social event. The intent is to begin with a panel-style question and answer session and then conclude with an opportunity for the students to pose follow-up questions with panel members in a relaxed setting. The panel members should be given an opportunity for a short (2-minute) introduction of their background and assignments as senior enlisted advisors before panel questions begin to add context to their answers. Questions may start with the three examples listed under Issues for Consideration below or could immediately begin with the questions prepared by the students.

2. **Learning Outcomes**

   8.1 Evaluate the senior enlisted advisor's leadership role as a member of the command team. (Leadership and Professional Ethics)

   8.2 Evaluate the basis of ethical decision-making as it relates to the profession of arms. (Leadership and Professional Ethics)

3. **Educational Objectives**

   8990.01   Analyze differing approaches for dealing with leadership challenges as related by senior enlisted leaders.

4. **Student Requirements**

   1) Prepare two questions concerning the role of a senior enlisted leader in meeting a leadership challenge relating to a topic discussed during the class.

   2) After the seminar session, complete a reflection journal entry for the lesson. Follow the reflective writing prompts in the reflection journal instructions.

5. **Issues for Consideration**

a. What is the most challenging event or set of circumstances you have dealt with as a senior leader?

b. What are the best practices you have successfully used in advising your commander/officer when you and they have been in disagreement?

c. What are the best practices you have used in maintaining situational awareness of problems experienced by your unit's Marines?

6. **Relationship to other Instruction**

This lesson offers an opportunity to synthesize the seminar discussion and contemplation during the first week and a half of the final resident seminar with experiences and opinions of senior enlisted leaders from the region.

SE8500 CONTRIBUTION RUBRIC (FRS)
SENIOR ENLISTED BLENDED SEMINAR PROGRAM

Contribution is essential to the seminar process and constitutes 40% of the student's total grade. This rubric provides a shared understanding of seminar expectations between the instructor and the student. Your contribution should be analytical, insightful, timely, and thorough. Use the following feedback to improve the quality of your contribution.

Criteria	Unsatisfactory (0 – 69%; 0 – 5.5 pts)	Needs Improvement (70 – 79%; 5.6 – 6.3 pts)	Satisfactory (80 – 89%; 6.4 – 7.1 pts)	Excellent (90 – 100%; 7.2 - 8 pts)	Score
Critical Thinking	• Unclear, irrational and poorly supported positions • Poor analysis that adds very little or no value to the discussion • Limited evaluation of few of the lesson issues, theories, principles, or concepts	• Clear but loosely supported positions • Analysis of topic adds limited value to the discussion • Fair evaluation of several of the lesson issues, theories, principles, and concepts	• Reasonable and mostly supported positions • Analysis of topic contributes positively to the discussion • Good evaluation of most of the lesson issues, theories, principles, and concepts	• Rational and well-supported positions • Analysis of topic enhances the overall discussion • In-depth evaluation of all but a few of the lesson issues, theories, principles, and concepts	

	Unsatisfactory (0 – 69%; 0 – 2.7 pts)	Needs Improvement (70 – 79%; 2.8 – 3.1 pts)	Satisfactory (80 – 89%; 3.2 – 3.5 pts)	Excellent (90 – 100%; 3.6 - 4 pts)	Score
Originality and Use of Course Material	• No original thought • Little, improper, or unclear use of material • Relies heavily on unsupported personal opinions • Conduct suggests very limited or no preparation.	• Limited original thought • Limited use of material to support points • Conduct suggests inconsistent commitment to preparation	• Some original thought, but relies on others' conclusions • Mostly appropriate use of material to support points • Conduct suggests adequate preparation	• Original, fresh, and unique perspectives • Effective use of material to support points • Introduces unique material that supports educational objectives • Relates course material to experience	
Engagement With Peers	• Negligible contribution to the learning community • Rarely engages and generally disregards others' comments • Infrequent participant even when prompted • Indifferent, dismissive, or disrespectful	• Little impact on others' learning • Participates when prompted • Most comments maintain a respectful attitude	• Contributes positively to others' learning • Elaborates on others' comments with further observation • Always maintains respectful attitude	• Greatly facilitates others' learning • Attentive to others; extends meaningful discussion by building on previous comments • Always a willing participant • Shows respect to all	
Communication	• Frequent mistakes in communication (grammar, vocabulary, body language, tone, etc.) • Not convincing in use of language or message is challenging to understand • Behavior reflects a failure to listen or attend to the discussion	• Several mistakes in communication (grammar, vocabulary, body language, tone, etc.) • Casual use of language that is generally clear • Inconsistent attempts to listen to what others are saying; superficial efforts to build on or clarify others' comments	• Limited mistakes in communication (grammar, vocabulary, body language, tone, etc.) • Generally, convincing use of language and message is clear • Usually listens well, takes steps to build on others' comments, and checks comprehension by asking clarifying and probing questions	• Few or no mistakes in communication (grammar, vocabulary, body language, tone, etc.) • Entirely convincing use of language; clear, concise and persuasive message • Actively attends to what others say by regularly building on, clarifying, and responding to their comments	
Comments				**Total**	

SE8500 JOURNAL ENTRY RUBRIC
SENIOR ENLISTED BLENDED SEMINAR PROGRAM

Reflection is essential to learning and constitutes nearly 13% of the student's total grade for NRS and 6% of the grade for FRS. Reflection helps to develop critical thinking skills and improve future performance. This rubric provides a shared understanding of journal expectations between the instructor and the student.

Criteria	Unsatisfactory (0 – 69%; 0 – 5.5 pts)	Needs Improvement (70 – 79%; 5.6 – 6.3 pts)	Satisfactory (80 – 89%; 6.4 – 7.1 pts)	Excellent (90 – 100%; 7.2 – 8 pts)	Score
Content Reflection	● Reflection fails to record any significant insights or new understanding from content. ● Little to no evidence of understanding linkage to other program concepts or ideas evident.	● Journal mentions specific information or concepts in the lesson without reflecting on how this information affects their professional development. ● Minimal linkage of lesson's material to other program concepts or personal experiences.	● Reflection provides examples of insights or understanding from material and its impact to their knowledge. ● Describes understanding of linkage between lesson material and program key concepts.	● Reflection provides detailed examples of how significant insights or new understanding gained through the material impacted their professional competence. ● Describes why the lesson material is important through contextual explanation. ● Demonstrates analysis which links connections between the lesson's material and other concepts within the program or personal experiences.	
Personal Growth	● Lacks enough reflection on impact to personal growth by lesson material. ● Conveys little reflection on learning experience.	● Conveys limited evidence of critical thinking about how the lesson concepts and information has affected their capability. ● Fails to describe in detail how information confirmed or led re-evaluation of previous beliefs, assumptions, or biases.	● Conveys understanding of lesson material's relevance to current assignment and future service. ● Identifies specific concepts of information which contradicted previous beliefs, assumptions, or biases. ● Identifies additional information they think is important to their development.	● Conveys awareness of material's utility to past circumstances and impact to immediate assignment and future applications. ● Relates specific questions the material raised within them that requires further study. ● Conveys through clear examples how the material challenged previous assumptions, preconceived ideas, or biases and their intended changes in future thinking.	
	Deduct 2.1 – 3.0 points	**Deduct 1.1 – 2.0 points**	**Deduct 0.5 – 1.0 point**	**0 Points deducted**	**Score**
Timeliness	● Journal reflection is submitted 2 or more days (49-72 hours) after the deadline.	● Journal reflection is submitted 1-2 days (25-48 hours) after the deadline.	● Journal reflection is submitted within 1 day (24 hours) after the deadline.	● Journal reflection is submitted on or before the deadline.	
Comments:				**Total:**	

SEMINAR ONSITE PLANNING PRODUCT RUBRIC
8500 SENIOR ENLISTED BLENDED SEMINAR PROGRAM

This rubric provides a shared understanding of seminar expectations between the instructor and the student. This rubric is worth a total of **9 points**. This rubric will only address the planning products of Problem Framing, COA Development, and COA War Gaming. This rubric can be used as an overall seminar grade or be used to assess an individual or a group of students collaborative planning product.

Criteria	Unsatisfactory (0 – 69%; 0 –6.2 pts)	Needs Improvement (70 – 79%; 6.3 – 7.1 pts)	Satisfactory (80 – 89%; 7.2 – 8.0 pts)	Excellent (90 – 100%; 8.1 – 9 pts)	Score
Planning products address/include all of the necessary or prescribed parts, components, considerations, steps, and activities	• The Planning Product does not address/include any necessary or prescribed parts, components, considerations, steps, and activities	• The Planning Product addresses/includes some of the necessary or prescribed parts, components, considerations, steps, phases, stages, or events.	• The Planning Products addresses/includes completed or prescribed parts, components, considerations, steps, and activities.	• The Planning Products addresses/includes completed or prescribed parts, components, considerations, steps, and activities. • Planning products are insightful with strong evidence of critical and creative thinking	
Feedback					

Grading Procedures for 8500 Essays

The purpose of the essay is to assess students' performance against stated MCU learning outcomes. Adjunct faculty need to determine whether the student is learning at a mastery level. The rubric is a holistic scoring/grading tool. Tally the total number of points earned and place them in the Moodle Gradebook. The essay is worth 80 points which is 8.0% of each student's total grade.

Criteria	Unsatisfactory (0 – 69%; 0 – 17.4 pts)	Needs Improvement (70 – 79%; 17.5 – 19.9 pts)	Satisfactory (80 – 89%; 20 – 22.4 pts)	Excellent (90 – 100%; 22.5 - 25 pts)	Score
Understanding of Concepts	• Does not demonstrate understanding of course concepts. • There is inadequate or inappropriate use of course material to support positions. • The evidence used does not support the main argument.	• Demonstrates a limited understanding of course concepts. • Uses relevant course material to support the central point, but support is general and broad. • Details are lacking or inappropriately repetitive.	• Demonstrates understanding of essential course concepts. • Strong use of evidence, primarily through course material. • Contains appropriate details or examples.	• Demonstrates mastery of course concepts. • Novel and robust use of evidence, mainly through course material, augmented by additional credible outside sources. • The evidence used to support the central point is rich, detailed, and well-chosen.	
Critical Thinking	• Fails to separate the argument into parts, or the parts identified are not correct or relevant. • The links between the components are inaccurate or incomplete. • The rebuttal does not connect to the overall prompt and is not clearly argued against. • Conclusion is inconsistently tied to the information discussed or is not supported by consistent logic.	• Separates the argument, issue, or problem into mostly relevant parts. • The links between the components are generally clear and accurate; some points inadequately linked. • Reasoning is sometimes vague or unclear. • The rebuttal generally connects to the overall prompt, but the argument is vague and unsupported. • Conclusion is generally tied to the information presented.	• Successfully separates the argument, issue, or problem into relevant parts. • The links between the components are logical and mostly clear and accurate. • The rebuttal directly connects to the overall prompt, and the argument is clear and supported. • Conclusion is logical and tied to a range of information presented.	• Skillfully separates the argument, issue, or problem into relevant parts. • The links between the components are logical and explicitly clear, accurate, and insightful. • The rebuttal is clearly and directly connected to the prompt and is skillfully argued against using support and strong analysis. • Conclusion is logical and reflect student's informed evaluation and ability to place evidence in priority order.	
	Unsatisfactory (0 – 69%; 0 – 9.0 pts)	**Needs Improvement** (70 – 79%; 9.1 – 10.3 pts)	**Satisfactory** (80 – 89%; 10.4 – 11.6 pts)	**Excellent** (90 – 100%; 11.7 - 13 pts)	**Score**
Thesis	• The thesis cannot be determined, makes no central claim, or makes a claim that is irrelevant, unclear, or self-evident. • The goal of this essay is missing or vague.	• The thesis is stated within the introduction. • The thesis makes a claim, but it is weak, uninteresting, or doesn't answer the writing prompt.	• The thesis is clear and is stated within the introduction. • The thesis makes a central claim that answers the writing prompt.	• The thesis is clearly and eloquently stated within the introduction. • The thesis makes a central claim that answers the writing prompt, is substantive, and is articulately stated.	

| Structure | • The paper fails to include an introduction, body, or conclusion.
• The logical ordering and argumentative purpose of many paragraphs are unclear. As a whole, the essay rambles without apparent direction.
• Connections and transitions between paragraphs are poor, haphazard, or missing. | • The paper contains an introduction, body, and conclusion.
• Most paragraphs have a main topic that supports the thesis, but the logical ordering of paragraphs is not clear.
• Connections and transitions between paragraphs are inconsistent. | • The paper contains an introduction, body, and conclusion.
• All paragraphs have a main topic that supports the thesis, and the logical ordering of paragraphs is mostly clear.
• Connections and transitions between paragraphs are fluid and communicate a logical sequence of ideas. | • The paper contains a clear introduction, body, and conclusion.
• Each paragraph communicates an efficient, valid argument in support of the thesis; paragraphs are arranged in a tight, logical sequence.
• Connections and transitions between paragraphs are clear, skillful, and coherent. | |

	Unsatisfactory (0 – 69%; 0 – 2.7 pts)	Needs Improvement (70 – 79%; 2.8 – 3.1 pts)	Satisfactory (80 – 89%; 3.2 – 3.5 pts)	Excellent (90 – 100%; 3.6 – 4.0 pts)	Score
Admin	• Significant deviations from assignment parameters such as word limits and formatting guidelines.	• Some deviations from assignment parameters such as word limits and formatting guidelines.	• Minor deviation(s) from assignment parameters such as word limits and formatting guidelines.	• Complies with all assignment parameters such as word limits and formatting guidelines.	
Comments					Total

Grading Procedures for 8500 Oral Presentations

The purpose of this exercise is for students to demonstrate their expertise on arguing for or against a specific topic in an oral format. This rubric identifies the standards and criteria for grading this assignment. It is intended to assist the student with an understanding of what is expected. The Debate Oral Presentation assignment is worth 80 points, which is 8.0% of a student's total grade.

Criteria	Unsatisfactory (0 – 69%; 0 – 17.4 pts)	Needs Improvement (70 – 79%; 17.5–19.9pts)	Satisfactory (80 – 89%; 20 – 22.4 pts)	Excellent (90 – 100%; 22.5–25 pts)	Score
Critical-Thinking	• No analysis or unsupported ideas. • Relevance is difficult to relate to the prompt. • An opposing stance is not outlined or is vaguely outlined and is not clearly connected to the overall thesis or argued against.	• Partially supported ideas. • An opposing stance is outlined that connects to the overall thesis and is vaguely argued against. • Conclusions not clearly connected to the prompt.	• Reasonably constructed and logical conclusions. • An opposing stance is clearly outlined, is connected back to the thesis, and is argued against using support. • Analysis is generally connected to the prompt.	• Rational, engaging, and well supported conclusions. • Analysis fully considers the prompt. • An opposing stance is strongly outlined, is directly connected back to the thesis, and uses strong support and analysis to argue against its claims.	
Organization	• The presentation fails to include an introduction, body, or conclusion. • The logical ordering and purpose of the speech is unclear. As a whole, the speech rambles without apparent direction. • Connections and transitions between ideas are poor. • There is no clear conclusion to the speech.	• The speech contains an introduction, body, and conclusion. • There is an order and direction to the speech with minimal rambling, but it needs more support to inform their ideas on the topic. • Connections and transitions between ideas are inconsistent. • There is a conclusion that summarizes the main idea but makes no attempt to engage the audience.	• The speech contains an introduction, body, and conclusion. • There is a clear direction to the speech with no rambling. • Connections and transitions between ideas are fluid and communicate a logical sequence of ideas. • There is a conclusion that summarizes the speech and engages the audience.	• The speech contains a clear and engaging introduction, body, and conclusion. • The speech communicates a well-reasoned idea in support of the thesis; ideas are arranged in a tight, logical sequence with fully analyzed ideas. • Connections and transitions between ideas are clear, skillful, and coherent. • The conclusion skillfully summarizes the speech, engages with the audience, and relates the prompt back to the topic at large.	

	Unsatisfactory (0 – 69%; 0 – 9.0 pts)	Needs Improvement (70 – 79%; 9.1 – 10.3 pts)	Satisfactory (80 – 89%; 10.4–11.7 pts)	Excellent (90 – 100%; 11.7 – 13 pts)	Score
Thesis Statement	• The thesis cannot be determined, makes no central claim, or makes a claim that is irrelevant, unclear, or self-evident. • The goal of this presentation is missing or vague.	• The thesis is stated within the introduction. • The thesis makes a claim, but it is weak, uninteresting, or doesn't respond to the prompt.	• The thesis is clear and is stated within the introduction. • The thesis makes a central claim that responds to the prompt.	• The thesis is clearly and eloquently stated within the introduction. • The thesis makes a central claim that responds to the prompt, is substantive, and is articulately stated.	

Style	• Failed to verbally communicate ideas. • Frequent mistakes demonstrated a lack of knowledge of the topic. • Informal language used. • Inconsistencies with point of view.	• Several mistakes in verbal communication. • Casual use of language that is generally clear. • Use of language or message is sometimes disorderly or difficult to understand.	• Noticeable fluctuating rate of delivery; some mistakes in verbal communication. • Generally, convincing use of language; message is sufficiently clear. • Formal language and consistent point of view	• Rate of delivery greatly enhances audience engagement. • Few or no mistakes in verbal communication • Confident delivery of concise and convincing message.	
	Unsatisfactory **(0 – 69%; 0 – 2.7 pts)**	**Needs Improvement** **(70 – 79%; 2.8 – 3.1 pts)**	**Satisfactory** **(80 – 89%; 3.2 – 3.5 pts)**	**Excellent** **(90 – 100%; 3.6 – 4 pts)**	**Score**
Admin	• Significant deviations from assignment parameters such as time limits, due dates, and submission requirements.	• Some deviations from assignment parameters such as time limits, due dates, and submission requirements.	• Minor deviation(s) from assignment parameters such as time limits, due dates, and submission requirements.	• Complies with all assignment parameters such as time limits, due dates, and submission requirements.	
Comments				**Total**	

Grading Procedures for 8500 Essays

The purpose of the essay is to assess students' performance against stated MCU learning outcomes. Adjunct faculty need to determine whether the student is learning at a mastery level. The rubric is a holistic scoring/grading tool. Tally the total number of points earned and place them in the Moodle Gradebook. The essay is worth 100 points which is 10% of each student's total grade.

Criteria	Unsatisfactory (0 – 69%; 0 – 13.9 pts)	Needs Improvement (70 – 79%; 14.0 – 15.9 pts)	Satisfactory (80 – 89%; 16.0 – 17.9 pts)	Excellent (90 – 100%; 18.0 - 20 pts)	Score
Understanding of Concepts	• Does not demonstrate understanding of course concepts. • There is inadequate or inappropriate use of course material to support positions. • The evidence used does not support the main argument.	• Demonstrates a limited understanding of course concepts. • Uses relevant course material to support the central point, but support is general and broad. • Details are lacking or inappropriately repetitive.	• Demonstrates understanding of essential course concepts. • Strong use of evidence, primarily through course material. • Contains appropriate details or examples.	• Demonstrates mastery of course concepts. • Novel and robust use of evidence, mainly through course material, augmented by additional credible outside sources. • The evidence used to support the central point is rich, detailed, and well-chosen.	
Critical Thinking	• Fails to separate the argument into parts, or the parts identified are not correct or relevant. • The links between the components are inaccurate or incomplete. • The rebuttal does not connect to the overall prompt and is not clearly argued against. • Conclusion is inconsistently tied to the information discussed or is not supported by consistent logic.	• Separates the argument, issue, or problem into mostly relevant parts. • The links between the components are generally clear and accurate; some points inadequately linked. • Reasoning is sometimes vague or unclear. • The rebuttal generally connects to the overall prompt, but the argument is vague and unsupported. • Conclusion is generally tied to the information presented.	• Successfully separates the argument, issue, or problem into relevant parts. • The links between the components are logical and mostly clear and accurate. • The rebuttal directly connects to the overall prompt, and the argument is clear and supported. • Conclusion is logical and tied to a range of information presented.	• Skillfully separates the argument, issue, or problem into relevant parts. • The links between the components are logical and explicitly clear, accurate, and insightful. • The rebuttal is clearly and directly connected to the prompt and is skillfully argued against using support and strong analysis. • Conclusion is logical and reflect student's informed evaluation and ability to place evidence in priority order.	
	Unsatisfactory (0 – 69%; 0 – 13.9 pts)	**Needs Improvement** (70 – 79%; 14.0 – 15.9 pts)	**Satisfactory** (80 – 89%; 16.0 – 17.9 pts)	**Excellent** (90 – 100%; 18.0 - 20 pts)	**Score**
Thesis	• The thesis cannot be determined, makes no central claim, or makes a claim that is irrelevant, unclear, or self-evident. • The goal of this essay is missing or vague.	• The thesis is stated within the introduction. • The thesis makes a claim, but it is weak, uninteresting, or doesn't answer the writing prompt.	• The thesis is clear and is stated within the introduction. • The thesis makes a central claim that answers the writing prompt.	• The thesis is clearly and eloquently stated within the introduction. • The thesis makes a central claim that answers the writing prompt, is substantive, and is articulately stated.	

| Structure | • The paper fails to include an introduction, body, or conclusion.
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• Connections and transitions between paragraphs are fluid and communicate a logical sequence of ideas. | • The paper contains a clear introduction, body, and conclusion.
• Each paragraph communicates an efficient, valid argument in support of the thesis; paragraphs are arranged in a tight, logical sequence.
• Connections and transitions between paragraphs are clear, skillful, and coherent. | |

Writing Style (15 points for the category)

Criteria	Unsatisfactory (0 – 69%; 0 – 10.4 pts)	Needs Improvement (70 – 79%; 10.5 – 11.9 pts)	Satisfactory (80 – 89%; 12 – 13.4 pts)	Excellent (90 – 100%; 13.5 - 15 pts)	Score
Writing Style	• Sentences are unclear, fragments, run-ons, or wordy. • There are frequent informal and inappropriate usage errors—slang is present. • Excessive use of the passive voice and familiar tone. • Inconsistent or improper point of view. • Many spelling, punctuation, and grammatical errors create distraction, making reading difficult.	• Sentences are mostly easy to understand, occasionally wordy or ambiguous. • The tone of the paper is primarily formal; occasional use of passive voice or familiar tone. • Point of view is mostly consistent and appropriate for the audience or purpose. • Most spelling, punctuation, and grammar are correct, allowing reader to progress through essay with minimal confusion.	• Sentences are clear, concise, and direct. • Provides a tone and point of view that is consistent and appropriate for the audience or purpose. • Essay has very few spelling, punctuation, or grammatical errors that do not confuse the meaning of sentences. • Passive voice generally avoided.	• Writing is exceptionally clear, understandable, and efficient. • Provides a professional tone using active voice and appropriate point of view; a strong understanding of audience or purpose. • Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.	
	Unsatisfactory (0 – 69%; 0 – 3.4 pts)	Needs Improvement (70 – 79%; 3.5 – 3.9 pts)	Satisfactory (80 – 89%; 4.0 – 4.4 pts)	Excellent (90 – 100%; 4.5 – 5.0 pts)	Score
Admin	• Significant deviations from assignment parameters such as time limits, word limits, and cover sheet requirements.	• Some deviations from assignment parameters such as time limits, word limits, and cover sheet requirements.	• Minor deviation(s) from assignment parameters such as time limits, word limits, and cover sheet requirements.	• Complies with all assignment parameters such as time limits, word limits, and cover sheet requirements.	
Comments					Total