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MARINE CORPS ORDER 1500.61

From: Commandant of the Marine Corps
To: Distribution List

Subj: MARINE LEADER DEVELOPMENT

Ref: (a) Marine Corps Manual
(b) MCDP-1
(c) MARADMIN 162/10
(d) MCO 1553.4B
(e) MCTP 6-10A
(f) MCO 1610.7
(g) NAVMC 2795
(h) MCO 1754.6C
(i) MCO 1754.9A
(j) MCWP 6-10
(k) MCRP 6-11B
(l) MCO 1320.11G
(m) SECNAV M-5210.1
(n) 5 U.S.C. 552a
(o) SECNAVINST 5211.5E
(P) MCO P1070.12K

Encl: (1) Marine Corps Order No. 29 (Relations Between Officers and Men [and Women])

1. Situation

a. While a formalized, structured approach to mentoring is no longer prescribed, mentoring remains an important component of developing Marines and is addressed in this Order along with teaching, coaching, and counseling.

b. The Marine Corps makes Marines, wins battles, and ultimately returns quality citizens back to society. This Order builds on that foundation by addressing key elements in the development of Marines necessary for them to succeed in their units and in life. This Order also supports the objective of Marine Corps leadership as stated in the Marine Corps Manual (reference (a)): "to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and Society."

c. The process of making Marines begins at entry-level training. This is a life-changing, transformative event which is sustained at follow-on schools and in successive units by leaders who are devoted to developing the next generation of Marines. While resources and methods vary over time and must be adapted to the individual and the environment, the spirit in which leaders prepare Marines and Sailors for future challenges was captured by our 13th Commandant, General John A. Lejeune, when he compared the

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senior/subordinate relationship to that of a teacher and scholar, or a parent and child (Encl (1)).

d. Our commitment to developing Marines is closely linked to our warfighting philosophy (reference (b)). Maneuver warfare places a high priority on decentralized execution and exploiting opportunities in the absence of explicit orders. This method of warfighting demands leaders of high moral character and professional competence who are not just technically and tactically proficient but who earn and breed trust among subordinates. These leaders in turn form the foundation of effective warfighting units characterized by mutual understanding, implicit communication, and esprit de corps.

2. Cancellation. NAVMC DIR 1500.58 and MCO 1500.58.

3. Mission. Marine leaders, relying on timeless principles of good leadership and the guidelines set forth in this Order, develop Marines and Sailors in order to sustain the transformation, help them achieve their full potential, and prepare them for long-term personal and professional success.

4. Execution

a. Commander's Intent and Concept of Operations

(1) Commander's Intent

(a) Purpose. To provide a common framework and practical tools to assist leaders in developing all Marines and Sailors to achieve their full potential and be successful.

(b) Endstate. Leaders have set conditions for all Marines to succeed, personally and professionally. Leaders have established a culture where ongoing and regular interaction and feedback assist Marines in their individual development. Marines understand, embrace, and live our core values both on-duty and off-duty and are prepared to assume progressively greater leadership responsibilities.

(2) Concept of Operations

(a) Effective leaders take a holistic approach to developing subordinates. Leaders model behaviors consistent with our core values and serve as teachers and coaches. They instruct, encourage and demonstrate a vested interest in the success of those they lead. Leadership is a privilege and it is imperative that leaders pass on their knowledge and experience to those they serve. The most effective leaders never miss a chance to teach and coach, approaching every interaction as an opportunity.

(b) The development of Marines and Sailors is a deliberate process, driven by commanders and leaders, and includes all Marines and Sailors. Regular teaching, coaching, counseling, and mentoring between Marine leaders and subordinates is vital. Some counseling requirements are mandatory. Reference (f) directs that an initial counseling take place between Reporting Seniors (RS) and Marines Reported On (MRO) and reference (g) prescribes proficiency and conduct counseling at regular intervals. However, it is also important that leaders be alert to important events and milestones in the lives of Marines which naturally present opportunities to teach and coach. Examples include: becoming eligible for promotion or

reenlistment, the birth of a child, a permanent change of station (PCS) move, buying a first car or house, selection to a resident school, or special training, etc. These events present opportunities for leaders to pass along perspective, wisdom, and encouragement.

(c) As Marines, our approach to leadership means being aware of and involved in the lives of those we lead. Effective and engaged leaders do this not to be intrusive but because they care and because they understand there is no other way to look after the total welfare and development of their subordinates. Unlike any other organization, we expect our leaders to have knowledge of all aspects of the lives of their Marines and Sailors, from the names and ages of their children to their educational and fitness goals, and to their living conditions, both on and off base. We cannot develop Marines to their fullest potential without truly knowing about them as individuals. We must know their past, their present situation, and their future goals.

(d) Functional Areas of Marine Leader Development. The following six functional areas of leader development provide a comprehensive framework to focus training and coaching/counseling sessions. The Marine Leader Development website: <https://www.usmcu.edu/lli> contains a more detailed description of each functional area and supporting resources.

1. Fidelity. Faithfulness to one another, our Corps, and the Nation. It is expressed through our motto, "Semper Fidelis," meaning "Always Faithful," as well as our core values, leadership traits and principles, heritage, and high standards of ethical conduct.

2. Fighter. The cumulative skill-sets and knowledge that make Marines well-rounded warriors. This addresses Professional Military Education (PME), as well as the classifications of duties, such as Military Occupational Specialty (MOS)/Navy Enlisted Code (NEC)/Navy Officer Billet Classification (NOBC), and corresponding standards of performance, interpersonal communication skills, and on and off-duty education. This area also helps focus training of both individuals and the team.

3. Fitness. Physical, mental, spiritual, and social health and well-being. Ensuring holistic well-being boosts morale, cohesiveness, and resiliency - enabling Marines to execute the toughest challenges and recuperate in shorter time.

4. Family. The bedrock, fundamental social relationships from which Marines draw strength, and cumulatively make a stronger Corps. The challenges of military life require families to be resilient like the Marines they support.

5. Finances. The disciplined practice of personal financial responsibility. Marines and Sailors who are financially responsible mitigate stress and are better prepared for deployments, family changes, big financial decisions (e.g., buying a home or vehicle), and transition to civilian life.

6. Future. The practice of setting and accomplishing goals in all of the other five functional areas of leader development. Goal-setting maximizes the likelihood of personal and professional success, which carries through to civilian life.

b. Tasks

(1) Commanding Officers (Lieutenant Colonel and above) (Main Effort)

(a) In accordance with the references and the guidance contained in this Order, deliberately integrate the six functional areas of Marine Leader Development into operations, training, and unit activities. Examples of unit best practices and unit leader development orders can be found on the Marine Leader Development website.

(b) Ensure leaders at all levels are afforded the necessary time and resources to effectively coach and counsel their subordinates. Further guidance on required and recommended occasions are provided in paragraph 4.c. of this Order.

(c) Instruct junior leaders in the use of supporting tools to assist them in leading and developing Marines (e.g., purpose and content of Marine Leader notebooks, six functional area Discussion Guides, example coaching/counseling forms, leadership assessments, MOS Roadmaps, etc).

(d) Share Marine Leader Development initiatives, lessons learned, and best practices with higher, adjacent, and subordinate commands and with the Lejeune Leadership Institute. The Marine Leader Development website will serve as a repository for the most up-to-date tools and resources across the Marine Corps.

(e) Regardless of rank, identify, assign, and recognize personnel within the command who have subject matter expertise (SME) in the six functional leader development areas that may be beneficial across the command (e.g., command financial counselor, Chaplain, Family Readiness Officer, Force Fitness Instructor, etc.)

(2) Commanding General, Marine Corps Combat Development Command (CG MCCDC). Develop, catalog, and make available training and educational resources that can be used by Marine leaders to develop themselves and subordinates in the six functional leader development areas.

(3) Deputy Commandant, Manpower and Reserve Affairs (DC MRA). Support CG MCCDC by developing and making available resources in the six functional leader development areas that can be used by unit commanders and individual Marines to develop themselves and support their families.

c. Coordinating Instructions

(1) Terms

(a) Teaching. Teaching is the process of imparting knowledge from one with experience or expertise, to one without the same level of experience or expertise. For Marine leaders, teaching is a continuing action.

(b) Coaching. Coaching is closely related to teaching. It is the process of both encouraging and demanding output. Coaching focuses on both individual and team success. Successful coaching draws greater performance from individuals and teams than they might realize they possess. All coaches are teachers. Good leaders are coaching every day. Good coaches

welcome questions and feedback. Coaching and counseling are complementary actions. Coaching provides encouragement to succeed in stated goals. It is forward-looking. The best leaders coach every day and counsel as required. For Marine leaders, coaching is a continuing action.

(c) Counseling. Counseling is the mechanism Marine leaders use to provide feedback on performance. Too often, Marines and leaders view counseling in a negative light. Done effectively, counseling can be either positive or negative and depends on the specific circumstances of performance. It is the process of two-way communication between senior and junior to help achieve or maintain the highest possible level of performance. Counseling allows the senior to identify both areas of excellence and deficiency. It also allows the junior the opportunity to ask questions and seek guidance in order to improve. Counseling primarily focuses on actions that have already occurred. Within counseling, teaching and coaching can occur.

(d) Mentoring. Mentoring is a voluntary relationship between two individuals and should not be directed or forced. One individual has experience and knowledge and is seeking to guide another whose development they have taken interest in. The other individual seeks to learn, gain experience, and model his or her development after the person providing guidance. Mentoring happens most effectively when two individuals find commonality and although it is not limited to the chain of command, the initial relationship between leader and led should contain an element of mentoring. Most leaders naturally mentor others. In a mentoring relationship, teaching, coaching, and counseling usually occur.

(2) Occasions. Baseline counseling requirements set forth in this Order and associated references include establishment of RS and MRO relationship; issuance of a fitness report; assignment of proficiency and conduct markings; eligibility for promotion; joining a new unit; PCS; assignment to Force Preservation; and major changes in billet responsibilities. These occasions serve as the minimum requirement, are not all-inclusive, and should be balanced against significant events and milestone that occur throughout a Marine's career and life.

(3) Assessments. Commanders and leaders are encouraged to continually assess the effectiveness of leader development efforts. Methods for assessment include the CMC Command Climate Survey, unit inspections, and focus groups. The Marine Leader Development website contains examples of assessment best practices.

(4) Best Practices. Commanders and leaders are encouraged to share best practices within the chain of command, laterally among fellow leaders and units, and across the institution via feedback to Marine Corps University. The Lejeune Leadership Institute will serve as the repository for lessons learned and best practices and will provide a mechanism for distribution across the Total Force. Submissions are encouraged not only by units, but by individuals as well.

5. Administration and Logistics

a. Resources. The Marine Leader Development website organizes a wealth of web-based resources and leadership best practices throughout the Marine Corps. References (g) through (l) are excellent resources in the areas of Marine Corps leadership and leadership development. Additional resources are

also available at most bases and stations, and most importantly among those in units who possess the experience, character and passion to develop fellow Marines and Sailors.

b. Documentation and Records Management

(1) This Order does not specify the use of certain forms or formats, but leaders are expected to keep notes and records that enable them to better develop their subordinates. Use of tools such as Marine Leader Notebooks are not meant to just document (i.e., "paper drill" or "check the block"), but rather to help leaders maintain a record of goals, progress, and information related to a Marine's personal and professional development that, in turn, leads to more meaningful coaching and counseling.

(2) Records created as a result of this Order shall be managed according to National Archives and Records Administration approved dispositions per reference (m) to ensure proper maintenance, use, accessibility and preservation, regardless of format or medium.

c. Privacy Act. Any misuse or unauthorized disclosure of Personally Identifiable Information (PII) may result in both civil and criminal penalties. The DON recognizes that the privacy of an individual is a personal and fundamental right that shall be respected and protected. The DON's need to collect, use, maintain, or disseminate PII about individuals for purposes of discharging its statutory responsibilities will be balanced against the individuals' right to be protected against unwarranted invasion of privacy. All collection, use, maintenance, or dissemination of PII will be in accordance with the Privacy Act of 1974, as amended (reference (n)) and implemented per reference (o).

d. Support. Support is available from:

(1) The Lejeune Leadership Institute. Website:
<https://www.usmcu.edu/lli>.

(2) Commercial phone: (703) 432-4688.

6. Command and Signal

a. Command. This Order is applicable to the Marine Corps Total Force.

b. Signal. This Order is effective the date signed.



Robert B. Neller

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LtGen John A. Lejeune: Relations between Officers and Men

Title: Marine Corps Order No. 29 (Relations Between Officers and Men [and Women])
Author/Presenter: Major General John A Lejeune, USMC
Commandant of the Marine Corps
Date: 14 August 1920

Young Marines respond quickly and readily to the exhibition of qualities of leadership on the part of their officers. Each officer must endeavor by all means in his power to develop within himself those qualities of leadership, including industry, justice, self-control, unselfishness, honor, and courage, which will fit him to be a real leader of men and which will aid in establishing the relationship described below.

The spirit of comradeship and brotherhood in arms which has traditionally existed throughout the ranks of the Marine Corps is a vital characteristic of the Corps. It must be fostered and kept alive and made the moving force in all Marine Corps organizations.

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

The recognition of this responsibility on the part of officers is vital to the well-being of the Marine Corps. It is especially so for the reason that so large a proportion of the men enlisting are under 21 years of age. These men are in the formative period of their lives and officers owe it to them, to their parents, and to the Nation, that when discharged from the service they should be far better men physically, mentally, and morally than they were when they enlisted. To accomplish this task successfully a constant effort must be made by all officers to fill each day with useful and interesting instructions and wholesome recreation for the men. This effort must be intelligent and not perfunctory, the object being not only to eliminate idleness, but to train and cultivate the bodies, the minds, and the spirit of our men.

It will be necessary for officers not only to devote their close attention to the many questions affecting the comfort, health, morals, religious guidance, military training, and discipline of the men under their command, but also to actively enlist the interest of their men in building up and maintaining their bodies in the finest physical condition; to encourage them to improve their professional knowledge and to make every effort by means of historical, educational, and patriotic addresses to cultivate in their hearts a deep abiding love of the Corps and Country. The provisions of the above apply generally to the relationships of non-commissioned officers with their subordinates and apply specifically to non-commissioned officers who may be exercising command authority.

