

## NAVAL POSTGRADUATE SCHOOL

**MONTEREY, CALIFORNIA** 

# THESIS

STRUCTURING NAVAL SPECIAL WARFARE'S LEAD CHIEF PETTY OFFICER'S COMBAT LEADERSHIP COURSE

by

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June 2010

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1. AGENCY USE ONLY (Leave	e blank)	2. REPORT DATE June 2010	3. RE		ND DATES COVERED 's Thesis			
4. TITLE AND SUBTITLE Stru Petty Officer's Combat Leaders	hip Course	pecial Warfare's Lea	d Chief	5. FUNDING N	NUMBERS			
6. AUTHOR(S) LT David F. Na	sh							
7. PERFORMING ORGANIZAT Naval Postgraduate Schoo Monterey, CA 93943-5000	l	AND ADDRESS(ES)		8. PERFORMI REPORT NUM	NG ORGANIZATION IBER			
9. SPONSORING /MONITORIN N/A		RING/MONITORING EPORT NUMBER						
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12a. DISTRIBUTION / AVAILA Approved for public release; dis				12b. DISTRIB	12b. DISTRIBUTION CODE			
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14. SUBJECT TERMS Naval S	pecial Warfare,	NSW, SEAL, Profess	sional Milita	ry Education.	15. NUMBER OF PAGES 201			
					16. PRICE CODE			
17. SECURITY CLASSIFICATION OF REPORT Unclassified	PAGE	Y FION OF THIS classified	ABSTRA	ICATION OF CT classified	20. LIMITATION OF ABSTRACT UU			
NSN 7540-01-280-5500				Standard	Form 298 (Rev. 8-98)			

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#### STRUCTURING NAVAL SPECIAL WARFARE'S LEAD CHIEF PETTY OFFICER'S COMBAT LEADERSHIP COURSE

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Submitted in partial fulfillment of the requirements for the degree of

#### MASTER OF SCIENCE IN DEFENSE ANALYSIS

from the

#### NAVAL POSTGRADUATE SCHOOL June 2010

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#### ABSTRACT

Naval Special Warfare (NSW) does not currently have a professional military education program for the enlisted community. There have been courses developed by the U.S. Navy, which all NSW enlisted members are required to attend in order to progress in rank, but there are no courses specifically designed to increase the tactical and operational effectiveness of the enlisted Sea, Air, and Land (SEAL) community. The current wars experience shows few deficiencies in our way of battle and there is an increasing interest in NSW to create programs designed for NSW by NSW in order to maximize the enlisted community's professionalism and capabilities on the battlefield.

With the current demands on the NSW community and the increased pressure to increase our ranks, the development of our SEALs must be a priority, and it must be a continuous process in order to maintain the quality of the force.

Through analysis of a survey of Naval Special Warfare officers and enlisted, this thesis attempts to determine what educational topics are critical for SEAL Chief Petty Officers. The results of this thesis will help determine the focus of the recently introduced Lead Chief Petty Officer's Combat Leadership course.

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## LIST OF ACRONYMS AND ABBREVIATIONS

CACO	Casualty Care Officer
COIN	Counter-insurgency
F3EA	Find, Fix, Finish, Exploit, Analyze
JTAC	Joint Terminal Air Control
LL	Lessons Learned
LPO	Lead Petty Officer (E-6)
LCPO	Lead Chief Petty Officer (E-7)
JOTC	Junior Officer Training Course
NSW	Naval Special Warfare
OIC	Officer in Charge
OPLAN	Operational Plan
PME	Professional military education
SA	Special Activities
SEAL Team	Sea, Air, Land Team
SOF	Special Operations Force(s)

#### ACKNOWLEDGMENTS

I would like to thank the Naval Special Warfare community for its responsiveness to my ideas and willingness to participate in this thesis process. Without the survey response, this project would have had no foundation from which to make recommendations. I would also like to thank Brad Voigt, CDR retired, from the Center for SEAL and SWCC, as well as the other SEALs who aided in my research from NSW Training Center, PME cell. Their guidance at the beginning of this project helped provide support and reaffirmed the need this research. Finally, I would like to thank Doowan Lee and Nancy Roberts for their guidance and assistance while working on this project. Their insight regarding statistical analysis greatly enhanced the quality of this project.

### I. PROBLEMS WITHIN THE NAVAL SPECIAL WARFARE PROFESSIONAL DEVELOPMENT TRAINING PIPELINE

#### A. INTRODUCTION

#### 1. NSW Professional Military Education

People are our greatest asset. In order to prepare this asset for its best use, Naval Special Warfare (NSW) must not only teach it to shoot, move, and communicate but also apply the same intensity in creating leaders. To do this, I believe it is our responsibility as a community to prepare our leaders to become well-rounded leaders, not just great tactical leaders.

My first commanding officer was respected by officers and enlisted alike. He was humble, had great vision, and pushed us to train hard, but fight harder. His leadership and personality had such an effect upon the team that his battlefield expectations became second nature, almost a mantra if you will. One of these expectations was to lead in the absence of orders. At first glance, this may seem readily apparent, however, it implies that we are a community of leaders waiting for the opportunity to command a situation and make things happen. I believe this drive to lead is instilled in us as SEALs, but how can we capitalize on this trait?

Everyone joined the NSW community for different reasons, and we have all passed the rigors of BUD/S and platoon workups. However, until recently NSW did not have a leadership program that was part of a pipeline for officers, and there is still no NSW specific leadership training for our enlisted community. A NSW course to augment the required Navy leadership training would be a good compliment. Life in the platoon defined who would survive and who would fall. This will always be the testing ground and the crucible for leadership, but

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how can we better prepare our officers and enlisted men for combat leadership and beyond? The training center and the professional military education staff are currently addressing this void.

In order to find the correct solution, first we must look at what the community needs and define how the solution should be implemented. What are the best methods to teach leadership in NSW? Should we continue to create courses or should a handbook be created? Should NSW create a leadership pipeline that will prepare the officer and enlisted man for the next milestone, or should we continue to rely on on-the-job training as the primary instructor?

#### B. LEADERSHIP BEYOND THE TACTICAL LEVEL

#### 1. Officer Leadership Training

During the last decade, NSW has integrated two courses into the officertraining pipeline. The Junior Officer Training Course (JOTC) was designed to establish and identify the environment that a junior officer will encounter in a modern combat zone. The SEAL Platoon Commander Course was redesigned over the past few years from a two-week course to a five-week course for platoon commanders and their respective platoon chiefs, which will help refine platoon leadership and their understanding of the current and future battlefield. This course has been enhanced by guest lecturers from the Defense Analysis curriculum at the Naval Postgraduate School in Monterey. This has increased the quality of the junior officers to the platoon commander level, but NSW is relying on past experience to carry our officers into the senior ranks. It is imperative for the community to address the void of senior leadership training, explicitly at the troop commander level and the Commanding Officer level.

However, the focus of these courses is not to teach leadership. There are segments devoted to ethics and leadership scenarios, but it is the overall experience that will create a better leader. The work-up becomes the practical application of the theories learned during these courses, and trial by error becomes a reality before the leaders step onto the battlefield.

#### 2. Enlisted Leadership Training

Currently, all of the courses that were created are focused on NSW officers. The inclusion of platoon chiefs at the SEAL Platoon Commander Course was a temporary fix. The community has realized that there is a need to invest more time and education in our enlisted community to enable them to realize a higher potential. In January 2010, a pilot course was launched for NSW chiefs, which will be similar to the Seal Platoon Commander Course and will have some overlapping sections to develop the platoon leadership together.

Admiral Mullen, the Chairman of the Joint Chiefs of Staff, stated this past June at the National Defense University that "how they are grown in the service is key to the military's success" (Mullen, 2009). The courses NSW have implemented in the recent past mark progress and shows that professional development is important, but NSW needs to look at addressing this issue earlier. Every platoon member knows the responsibility of each department head and the LPO, but how can we make them smarter and better? Would short leadership workshops at the appropriate levels be a good starting point? Whatever the answer, once you become a platoon commander or a platoon chief, you are likely to have already solidified your leadership style and are no longer malleable. The community needs to identify methods to enhance our leadership potential earlier in our careers to increase the already great stature of the community.

Regardless of the method of professional military training, be it a leadership course, a handbook, or something else, the community must have buy-in from its members regarding the content and approach. A method to increase the professionalism of the community and increase our leadership capabilities on the battlefield and beyond should be implemented for NSW by

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NSW. This will make our senior enlisted and mid-grade officers better leaders. The pilot course has a stated mission statement:

The Naval Special Warfare Chief Petty Officer Combat Leadership Course is designed to formally educate qualified NSW Chief Petty Officers (E-7) in administrative, leadership, and operational planning skills required to function effectively in their respective teams/units. (U.S. Naval Special Warfare Training Center, 2009)

#### C. STATEMENT OF PURPOSE AND SCOPE

The purpose of this thesis is to study the NSW enlisted community and to develop a training program to address shortfalls regarding professional development training. At the time this project was developed, there were no professional development courses implemented to train NSW's platoon chiefs. Currently, there is a pilot course that has just concluded its first iteration.

The scope of this study is to consider what should be taught to the enlisted community. This will be accomplished by analyzing responses from the enlisted community to determine what training is necessary to increase the capabilities of the platoon chiefs.

#### D. METHODOLOGY

A survey of the enlisted community will be conducted with enlisted SEALs E-6s, who will be in poised to become SEAL chiefs, current SEAL platoon chiefs, and SEAL chiefs who have completed their platoon chief tour. Surveys will be conducted with junior officers who lead the tactical SEAL platoon to provide the perspective of superior to subordinate relationship and what is expected of the platoon chiefs from the platoon commander. Based upon the survey data, a course of instruction will be proposed using the topics importance to determine the focus the course will have.

This is a continuation of Tom Donovan's thesis, which redesigned the SEAL Platoon Commander's Course. His survey of the SEAL community

reflected a need to institute a more comprehensive leadership course for the junior officers. The majority of the community felt that on-the-job training constituted the majority of training received during their time in the NSW officer community, and that there was a need for standardized leadership training. His focus was on the community's junior officers and created an outstanding product. I assert that our community needs to address the void in enlisted professional development. This coming winter a pilot program was launched for the enlisted community and the input from this thesis will be incorporated into the evaluation process for this pilot course in order to make it more relevant and reflect the needs of the NSW enlisted community.

#### E. THEORETICAL FRAMEWORK

In order to find the correct solution, first we must look at what the community needs and define how the solution should be implemented. What are the best methods to teach leadership in NSW? Should we continue to create courses or should a handbook be created? With the creation of a pilot enlisted development course, NSW has identified the method it desired to impart knowledge onto the community. The conclusions will recommend additional steps to be taken to increase the level of performance of the community.

#### II. LITERATURE REVIEW

The leadership literature available in today's libraries and bookstores represents corporate leadership strategies, personal memoires from the business environment or a military professional. These are great references to see what worked for a specific company, at a specific time given a specific problem or challenge. However, with a dynamic battlefield as an office, there are no books detailing techniques used to teach Special Operations Forces (SOF) how to prepare for battle, nor should there be. Their working environment is very fluid and one of their greatest strengths has always been their flexibility and their lack of doctrine. If there were volumes of work detailing how to train, equip, and hone these forces, it would be detrimental to the capabilities that are expected from these elite troops by its government and the citizens due to the exposure of the information and the inflexible nature that may become associated with it.

#### III. DATA

#### A. REVIEW BOARD

This project was approved for human subject research. The survey was created and conducted in accordance with the prescribed procedures of the internal review board.

#### B. SURVEY

The survey used for this thesis was developed by using topics that are currently being taught in NSW courses: the pilot-NSW LCPO Combat Leadership Course and the SEAL Platoon Commander Course for the officers. These topics were categorized according to their relationship to leadership, the tactical battlefield, or their administrative nature. A pilot survey was conducted with SEALs attending the Defense Language Institute in order to finalize the survey.

The survey included 57 individual variables listed as the topics being taught. The sample group would then give a value to each topic in accordance with how important they thought the topic would be for instruction to a platoon chief. Some of these topics were repetitive and have been dropped from the statistical analysis.

The sample group had four specific groups who were identified to have a perspective on the input to the chief course because of their relationship to the job. The four groups are: lead petty officers (LPO), who would be moving into a platoon chief position in the immediate future, Chief Petty Officers (LCPO) who are currently serving as platoon chiefs, troop or post-platoon chiefs who have completed their platoon chief position successfully, and junior officers who will command platoon chiefs.

The intent of the groups was to focus on those jobs that are intimately related to the platoon chief.

Each group perspective provides a unique need. The LPO looks ahead at what he believes will ne necessary in order to make him more successful at a job he aspires to. The current platoon chief can immediately identify shortfalls in this experience and knowledge and identify what he believes is necessary to fill these shortfalls. The troop chief and post platoon chief have successfully completed the platoon chief position and have a more rounded perspective on the platoon chief position as an entirety had have been able to gain perspective after moving past this job. The officers provide the superior to subordinate perspective that allows for a more removed perspective regarding what is expected from a platoon chief. These sub-groups will allow for the chief's course to address the needs of the entire community, not just a specific sub-set and will provide better guidance for a well-rounded course.

The three categories that the topics were broken down into, leadership, tactical, and administrative. This was done for each course's topics. The survey initially asked for biographical data that can be used to further delineate the type and experience of SEAL that is providing the requested information.

#### C. MENTAL FRAMING

Each category of topics was introduced with conditions that a SEAL might encounter specific to that category. These conditions ranged from leadership challenges to tactical and administrative concerns during a platoon cycle. This was provided in order to set the mental framework regarding how the topics in the category may help a platoon chief respond to certain challenges.

#### D. SURVEY SAMPLE POOL

The NSW community is not an easy community to catch up with for faceto-face business. Their training and work schedule keeps them on the move, so I identified the commands who were beginning their training process or commands that I had relationships' who would allow for a survey audience. There were 126 candidates who fit into the categories that have been previously described and determined to have the perspective sought after for this survey. Of the 126, 102 surveys were returned, which is an 82% return rate. Of the 102 that were returned, six were discarded due to incomplete data within the survey. The data used for analysis is created from the values on the 96 viable surveys.

#### E. RAW DATA

Data from the surveys will be provided upon request.

#### IV. ANALYSIS

#### A. ANALYTIC FRAMEWORK

#### 1. Statistical Analysis

The data has been analyzed using descriptive statistics stating the mean and standard deviation for each variable. The mean is the average of all values given for each variable and "is sensitive to the magnitude of the values on either side of it" and the standard deviation shows the level of variation from this mean (Lipschutz, 1998). The median is also used to find the middle value, however, the median is "sensitive only to the number of values on either side of it" (Lipschutz, 1998). A high standard deviation number represents a higher distribution of values for a given variable and a low standard deviation shows a stronger consensus for a given topic. Thus, a smaller standard deviation would indicate that the SEALs had a similar value for a topic. Descriptive statistics also included determining the frequency of each value for each variable. This data has also been represented in a histogram and covers five groups: the entire sample group, as well as the groups broken down by position: LPO, platoon chief, troop chief, and officer.

The correlation analysis has allowed the researcher to identify clusters of topics that are related to each other. Running a correlation analysis of all the variables to identify relationships greater than 0.5 as an indicator of a significant relationship. This correlation results identifies the relationships between each topic; however, the correlation coefficients for all 53 topics are quite complex to interpret.

In order to reduce the complexity of these results, a factor analysis has been conducted. This analysis reduces the complexity of the results by reducing the number of variables and provides its results in factors (Kim 1978). There were 14 factors in the factor analysis results. This decreases the complexity from 53 variables to 14 items to be analyzed and discussed. These factors or dimensions, represent the major relationships with the topics that were loaded in each factor and allow the researcher to draw conclusions due to these relationships (Kim, 1978). The frequency, histogram, and correlation results are provided in Appendix B.

#### B. ANALYSIS

#### 1. Descriptive Analysis

The characteristics of the results from the sample group provided positive results to the topics that could be included in the LCPO Combat Leadership Course. The survey provided a value of one to seven to be chosen by the sample group. This was the importance they place upon the topic; one being low, four being medium, and seven as the highest value. The mean results show four topics, 7.5%, that have a mean value of 6.0–6.09. These topics were mentorship, combat leadership, subordinate development, and combat roles. These four topics have a standard deviation of 1.0 or below and no other topic had a standard deviation this low. Combat leadership and combat roles had the only median value of 7. There were 26 topics, 49.1%, that have a mean value of 5.0–5.9. There were 22 variables, 41.5%, that have a mean of 4.0–4.0. There was only one topic, 1.9%, that had less than a 4.0 value, this was the space systems overview with a value of 3.6 (Table 1).

	Mean	Median	Strf		Mean	Median	Std
Var/Factor			Deviation	Var/Factor			Deviation
Ethics	5.2	5	1.5	Jihadi Info Ops	5.3	5.5	1.1
Mentorship	6.1	6	.97	Terror 101	53	5	13
Counseling	5.3	5.5	1.3	Culture Seminar	4.5	5	13
CbiLdr	6.4	7	1.0	Terror Network	5.6	6	12
NY	5.3	6	13	uw	53	6	1.4
SCF/Con Princ	5.6	6	12	Service Culture	42	4	1.4
Fire Spt	5.8	5	12	Joint Staff	4.4	4	1.4
MOMP	5.3	5	1.3	DOS	4.7	5	13
Mission Analysis	5.7	6	1.0	Population Assessment	4.0	4	1.3
COA	5.7	6	12	Civil Affairs	4.0	4	1.4
JSOC Brief	5.4	6	13	Special Activities	53	6	13
Military Correspond	4.6	5	1.3	Space Systems	3.6	4	1.4
Public Speaking	5.9	6	1.1	PSYOP	4.1	4	1.4
Procuze Process	4.8	5	13	Combined Arms	4.6	4	1.2
Military Class	4.1	4	1.3	JTAC	5.7	6	1.3
Disciplinary Review Board	4.3	5	15	F3EA	5.7	6	13
Military Justice	4.0	4	1.3	Concise Writing	5.3	6	1.2
Career Development	5.4	6	1.1	CasualtyCare	4.9	5	15
Ranking Board	5.1	5	1.3	Group Brief	4.2	4	1.4
Lessons Learned	5.8	6	1.1	OPLAN	4.9	5	1.5
Financial Concepts	43	5	12	Law of War	4.7	5	1.3
Subordinate Development	6.0	6	1.0	Rules of Engagement	5.2	6	1.3
Combat Roles	6.5	7	.75	WARCOM	4.6	5	1.4
Mental Prep	5.1	5	1.3	MSC	4.5	5	1.5
COIN	5.1	6	13	Eval Writing	5.6	6	1.3
Net Warfare	4.3	4.5	1.4				
Military Advisor	4.7	5	12				
SOF Principles	5.2	5	13				

## Table 1. Mean, Median, Standard Deviation Matrix

#### 2. Correlation Analysis

The correlation analysis showed significant relationships between many of the variables. The matrix of all 53 topics is very complex and difficult draw the key conclusions to identify clusters of relationships from the results. The clusters that developed were between the following topics: counseling and mentorship; SOF and conventional principles; evaluation writing and ethics, mission analysis, course of action development, military decision-making process, and joint staff plans; military classification system and procurement process; military justice, disciplinary board, career development, ranking board, and financial concepts; COIN, net warfare, military advisor, SOF principles, jihadi information operations, terror 101, terror networks, UW, service culture, CA, population assessment, and combined arms; group brief, OPLAN, law of war, rules of engagement, WARCOM, and SOF principles; DOS, CA, and population assessment; service culture, law of war, and rules of engagement; culture seminar, PSYOP, and UW; OPLAN, F3EA, WARCOM, and law of war. These relationships and the descriptive statistics do not provide enough analysis to identify what kind of relationship exists or how the topics should be clustered. Thus, the factor analysis provided the key tool to interpret the data when combined with the descriptive statistics and correlation results.

#### 3. Factor Analysis

A verimax rotational factor analysis was run in order to reduce the complexity of the data (Kim, 1978). This analysis determines additional relationships between the topics that may not be seen in the descriptive statistics. These results are also corroborated with a correlation analysis. The factor analysis shows the analyzer relationships between variables by identifying topics that load together. Each topic that has a loading over 0.40 is determined to have a relationship to the other topics with a similar loading, while the topics with a loading under 0.40 do not have as strong a relationship with the topic and should be taught during a different unit of instruction.

The factors have been renamed according to the clusters of topics that loaded together in order to define the curriculum for the NSW LCPO combat leader course. These factors will be referred to as units. The recommendations below are due to a reflection of my experience in the NSW community on the factor analysis results.

It should be noted that factor analysis provides for stronger results in the first factors. As can be seen in Table 2, as the factors increase up to the 14th factor, there become fewer relationships. There has also been some double loading of topics. This refers to a situation when a topic is loaded in more than one factor. The double loading of a topic would normally indicate that the topic would be discarded, however, in this case, these topics are relevant to the current battlefield and have been dropped from the factor that had less of a relationship with the other topics. There are a total of nine recommended units of instruction for the LCOP Combat Leader Course from the factor analysis results and one unit of instruction added due to write in comments from the survey.

Variable/Factor	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Ethics	.16	07	.31	.16	.21	.34	.48	.30	09	.09	01	04	.01	.01
Mentorship	.00	.09	.08	.08	.09	.07	.78	.14	.14	.05	.06	.06	.04	04
Counseling	03	.15	.08	.07	.27	.04	.63	12	04	.17	.21	.18	.05	.18
Combat Ldr	05	03	01	.57	01	.08	06	.42	.10	.25	.16	.00	.04	17
IW	.22	.18	.02	.23	.07	.18	.05	02	06	.10	.69	.05	.04	.02
SOF/Con Princ	.08	.01	.39	.18	.10	.06	.25	.14	19	.02	.69	.03	.09	01
Fire Support	.14	.01	.04	.14	.11	.11	.06	.82	.06	04	.05	.10	.01	.05
MDMP	04	.17	.30	.63	.01	.33	.24	.07	.02	.02	.12	.21	07	.15
Mission Analysis	.09	.02	.03	.88	.11	.08	.01	04	.05	01	.09	.02	.14	01
COA	.18	.11	.14	.81	.08	04	.05	.11	.06	.02	.06	.06	06	.03
JSOC Brief	.42	03	.11	.05	.17	.10	.20	.16	.01	.21	06	.26	.06	.45
Military	.09	.21	.09	.26	.02	.66	03	.13	.06	.03	.02	.21	.08	.29
Correspond														
Public Speaking	.03	10	.04	.18	.24	.68	.10	06	.21	.00	05	01	.05	21

Table 2.Factor Analysis Results

Procure Process	.01	.20	04	.12	.30	.18	.09	.18	.06	.19	.21	.66	.08	.04
Military Class	.18	.24	.18	.02	.34	04	.19	.37	.15	.06	.22	.42	.03	0
Disciplinary Review Board	.00	.21	10	.03	.38	03	.40	.08	.38	.01	.28	.22	01	.0
Military Justice	.02	.11	.11	.03	.64	.00	.22	.17	.24	23	.10	.25	.05	(
Career Development	.04	.13	.18	.11	.81	.19	.10	03	.04	.05	.00	.00	.00	(
Ranking Board	.17	.04	.06	.03	.78	.03	.11	.14	.00	.18	.07	.02	.05	.2
Lessons Learned	.14	.11	09	.03	.37	.04	12	03	.43	.21	.11	.17	.05	.2
Financial Concepts	07	.49	.34	.18	.45	.22	.01	,21	04	.11	15	08	.04	
Subordinate Development	.03	.15	.15	06	.13	.12	.55	05	.00	10	.01	10	.56	.0
Combat Roles	.28	03	.02	.04	02	.03	01	.03	.12	.02	.04	.07	.83	.0
Mental Prep	.16	.05	.23	.28	.32	11	.26	.06	14	.20	.17	.10	.50	
COIN	.66	.24	.09	.26	.00	.10	12	05	.12	.12	.22	.05	.09	
Net Warfare	.32	.50	.00	.19	.25	.08	03	.23	.13	.20	.15	.14	.20	
Military Advisor	.40	.46	.16	.24	.19	.02	.10	.29	.10	.00	.14	.17	.07	
SOF Principles	.44	.15	.52	.30	.05	.07	.15	.30	.08	.05	.07	04	.05	
Jihadi Info Ops	.80	.27	.09	.08	.19	08	07	.12	03	.05	07	01	.10	
Terror 101	.77	.22	.07	.04	.09	.09	.07	.00	.11	.09	.06	09	.17	.0
Culture Seminar	.05.	.23	.26	.17	.14	.16	.36	10	.08	.13	03	.07	12	
Terror Network	.70	04	.23	07	05	.07	.13	.14	.02	.09	.10	.41	.07	.(
UW	.62	.15	.19	.10	03	.13	02	.15	.16	.03	.31	.15	.16	
Service Culture	.42	.50	.20	.15	03	.14	.41	.03	.00	05	.24	.17	.00	
Joint Staff	.24	.34	.37	.41	05	.00	.13	.04	.04	.02	06	.55	.02	
DOS	.42	.30	.11	.13	04	.06	02	16	.19	.04	24	.52	01	.(
Population Assessment	.23	.82	.08	.08	.07	.08	.15	.02	.06	.00	.05	.13	06	
Civil Affairs	.21	.79	.18	.01	.15	10	.06	02	.08	.13	.08	.10	.02	.(
Special Activities	.09	05	.14	.08	.13	.06	.12	11	.25	.74	.10	.00	05	.(
Space Systems	.13	.37	.09	02	.05	.16	.02	.13	14	.67	02	.31	.10	05
------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
PSYOP	.21	.59	.07	01	.02	.01	01	03	.07	.56	01	.04	.06	.23
Combined Arms	.21	.35	.06	.20	.00	04	.11	.34	.31	.43	.36	02	.10	02
JTAC	.07	.13	.08	06	.01	.05	.16	.45	.63	01	22	08	.09	.27
F3EA	.17	.11	.15	.19	.10	.15	.03	.00	.73	.13	07	.13	.09	14
Concise Writing	.03	.11	02	.04	03	.68	.02	.07	04	.24	.14	.04	.05	07
Casualty Care	.05	.15	.31	12	.25	.29	07	.47	.37	.11	.08	.15	10	24
Group Brief	.15	.15	.46	.19	.12	.38	.08	.15	.19	.35	.12	07	10	24
OPLAN	.13	04	.46	.36	.08	.31	.04	.11	.45	.16	12	.06	03	18
Law of War	.32	.18	.61	03	.17	05	.15	02	.10	.07	.24	.20	.19	11
Rules of Engagement	.24	.13	.73	.12	.19	.13	.21	.07	01	.04	.03	.07	.21	.00
WARCOM	.31	.15	.53	.32	.08	.18	.07	13	.07	.14	.25	.02	12	.36
MSC	.02	.32	.61	.10	.11	.03	14	.15	.23	.10	.12	.07	04	.11
Evaluation Writing	.15	10	.28	13	.17	.64	.28	.18	.12	04	.21	.01	04	.09

#### 4. Results from Factor Analysis

While compiling the results and conducting the analysis, the researcher integrated the correlation results, factor analysis results, and potential demands from the current and future battlefield to group the topics into a series of modules. Some of the topics have been moved from their "factor" to another unit of instruction in order to facilitate a curriculum that is relevant and orderly. This will explain why some of the topics have no significant relationship to other topics in the correlation matrixes below.

#### a. Battlefield Strategies

The first factor has been determined to have most relevance to the current battlefield and has been renamed battlefield strategies. Battlefield strategies will educate LCPO so that he can identify the cause of the conditions necessary for SOF involvement. These strategies will enable the SEAL platoon chief to choose the best strategy given the battlefield conditions to ensure the best possible results. The factor analysis showed relationships due to loading on the following topics: COIN, military advisor, SOF principles, jihadi information operations, terror 101, culture seminar, terror networks, unconventional warfare, service culture, JSOC brief, irregular warfare and SOF and conventional principles. This is supported by the correlation of these topics in the figure below. There is a relationship between these topics reflected by a value larger than 0.40. Some of the correlation coefficients are relatively low, 0.091–0.287. However, given their substantive relevancy to battlefield strategies, it makes more operational sense to include them in the first factor. The correlation results of this unit of instruction can be seen in Figure 1.

The modules of training in this unit should include counter terror operations, counter insurgency, unconventional warfare and irregular warfare with the appropriate topics in each module. Two topics that loaded in factor eleven were added to this unit of instruction because the concepts of irregular warfare and SOF and conventional principles will allow for a comparison of SOF and conventional concepts regarding this unit's major modules of training. These topics will naturally have lower correlation coefficients because they were added due to their content, not their correlation to the other topics in this unit of instruction. The Department of State overview and military advisor were dropped from this unit, since they double loaded.

The importance of these topics to the sample group is also demonstrated in the frequency and histogram results in the appendix, supporting that the majority of these topics have a 70+% rating these topics between the top three possible values on the survey.

Figure 1. Correlation matrix for Unit of Instruction 1.

	COIN sofprin SOFconvprin IW jihadinfo terror culturesem terrnetwork UW JSOC											
COIN	1.000											
sofprin	0.485	1.000										
SOFconvprin	0.208	0.428	1.000									
IW	0.468	0.254	0.578	1.000								
jihadinfo	0.561	0.505	0.091	0.235	1.000							
terror	0.514	0.469	0.192	0.231	0.738	1.000						
culturesem	0.465	0.454	0.274	0.198	0.388	0.498	1.000					
terrnetwork	0.500	0.428	0.267	0.201	0.524	0.534	0.449	1.000				
UW	0.685	0.518	0.381	0.417	0.482	0.534	0.484	0.639	1.000			
JSOCbrief	0.270	0.287	0.210	0.271	0.447	0.344	0.250	0.425	0.233			
(significant relationship = 0.5)												

#### b. Population Centric Strategies

Population centric strategies will allow the SEAL LCPO to understand the additional units, tools, and concepts that support counter insurgency and other special operations world wide. This has significant applicability to the current conflicts in Iraq and Afghanistan, but will also enable the NSW LCPO to prepare for operations in future states and failed-states against any enemy. This unit of instruction will cover the topics of financial concepts (as related to terror networks), net warfare, military advisor, population assessment, civil affairs, and psychological operations. All of these topics were loaded in the factor analysis and all are related to preparing the NSW community to become more effective counter insurgent operators. The correlation results in Figure 2 shows a significant relationship between these topics with the exception of PSYOP. The lower correlation coefficient of 0.30 with financial concepts and military advisor will not be considered abnormal because these topics will only be indirectly related to each other in this unit of instruction, instead of a building block for one another. Overall, the correlation results corroborate the factor analysis results. The frequency data for these topics had normal distribution with the largest percentages landing between the values of four and five on the sample group survey.

Figure 2. Correlation matrix for Unit of Instruction 2.

financial netwar miladvisor popassess CA PSYOP 1.000 financial netwar 0.469 1.000 miladvisor 0.465 0.626 1.000 popassess 0.477 0.496 1.000 0.549 CA 0.446 0.538 0.501 0.722 1.000 PSYOP 0.303 0.464 0.300 0.492 0.637 1.000 (significant relationship = 0.5)

#### c. Mission Support

The third unit of instruction revolves around mission support activities and has been named mission support. This unit of instruction will increase the knowledge of NSW's capabilities regarding surface and sub-surface operations and will provide the commander's vision. In addition to this, the mission support center overview will reinforce the mission planning support that is available from the center. The loaded topics include the briefs on NSW Group 3 and 4, OPLAN/CONPLAN, law of war, rules of engagement, the WARCOM brief, and the mission support center. The correlation matrix of the final topics for this unit of instruction all shows significant relationships of 0.4 or greater. The frequency results for this unit of instruction also have a normal distribution with the majority of the sample group ranking these topics between the values of four and five.

It is suggested that the OPLAN/CONPLAN could be moved to the mission planning unit of instruction, or that this topic be dropped and only used in the SEAL platoon commanders course. Law of war and rules of engagement have been moved to the topics in factor 7 and will become part of the general leadership unit of instruction.

Figure 3. Correlation matrix for Unit of Instruction 3.

Gpbrief WARCOM MSC

Gpbrief 1.000

WARCOM 0.576 1.000

MSC 0.430 0.485 1.000

(significant relationship = 0.5)

#### d. Mission Planning

The topics having to deal with mission planning loaded on the fourth factor and fully describe the planning process from large scale to small scale. These topics are critical to ensuring mission success on and off the battlefield. This unit of instruction will increase the professional's understand of the military planning process and will create a more professional force. This factor is aptly renamed mission planning and will include the topics of combat leadership, military decision-making process, mission analysis, and course of action development. An addition to this unit will be the lesson-learned overview and JTAC and F3EA that will help round out the planning cycle. These topics loaded on the ninth factor along with OPLAN, which has been discussed. This results also corroborates with the correlation analysis. Looking at Figure 4, there are significant relationships ranging from 0.4 - 0.7 between most of these topics. The two additions to this factor, JTAC and F3EA, have less significant correlation coefficients, (-0.19–0.2), but this is to be expected because these topics were added to this factor due to content, not correlation. Regardless of this lower significance in the correlation analysis, the frequency results were similar to the results in factor 1. Combined arms had a lower correlation with mission analysis, but again, the content of this topic can help provide for a comparison of different tactics and round out the mission planning cycle. These topics, with one exception, were all heavily valued between five and seven in the survey.

Figure 4. Correlation matrix for Unit of Instruction 4.

cbtldr MDMP misanaly COA JTAC F3EA combinedarms cbtldr 1.000 MDMP 0.342 1.000 misanaly 0.471 0.625 1.000 COA 0.406 0.571 0.721 1.000 JTAC 0.129 0.109 -0.019 0.068 1.000 F3EA 0.170 0.242 0.295 0.267 0.477 1.000 combarm 0.388 0.302 0.245 0.362 0.314 0.370 1.000 (significant relationship = 0.5)

#### e. Career Development

The fifth factor was combined with the thirteenth factor and renamed career development. Career development is the true method that NSW

can use to take care of its people. Understanding how to advance one's own career in addition to developing subordinates is essential to the proper growth of the NSW community. This unit of instruction will have two modules. The first module will focus on the development and management of one's personal career while the second module will focus on the management of subordinate careers. The topics for the personal development module are military justice, career development, ranking boards, and financial concepts. The second module of training will focus on the topics of subordinate development, combat roles and mental preparation. The correlation coefficient for subordinate development is significantly lower than that of the other topics. This will be mitigated by the separation of the topics into the two modules of training on career development. The factor analysis shows relationships between these topics and also shows a few significant relationships in the correlation matrix in Figure 5. The frequency results showed that at least 70% of the respondents rated this topic as a five or higher for career development, combat leadership, and ranking boards. The other topics had 70% or higher between the values of four to six.

#### Figure 5. Correlation matrix for Unit of Instruction 5.

	miljustice	e cardev	rankboard	l financial	subdev	cbtroles	mentalprep
miljustice	1.000						
cardev	0.498	1.000					
rankboar	d0.450	0.722	1.000				
financial	0.363	0.517	0.367	1.000			
subdev	0.194	0.245	0.237	0.150	1.000		
cbtrole	0.070	0.024	0.114	0.041	0.380	1.000	
mentalp	0.340	0.316	0.340	0.311	0.405	0.368	1.000
(significa	ant relatio	onship = (	0.5)				

#### f. Writing and Public Speaking

The sixth factor loaded all of the topics that deal with writing and public speaking. In order to have a professional force NSW must prepare our leaders to write and speak in an effective fashion. These skills are invaluable and increase the effectiveness of NSW's operators in all aspects of life. The correlation matrix in Figure 6 shows a significant relationship between evaluation writing and concise writing while public speaking shows a significant relationship with evaluation writing. The frequency results had 85+% of the respondents rate evaluation writing and public speaking between a five and seven. Military correspondence had approximately 60% between values four and five. concise writing had approximately 60% between five and six. This unit of instruction has been named briefings and includes the topics of military correspondence, concise writing, evaluation writing, and public speaking.

Figure 6. Correlation matrix for Unit of Instruction 6.

	milwrit	concisewrite	e evalwrite	pubspeak
milwrit	1.000			
concisewrite	0.376	1.000		
evalwrite	0.375	0.416	1.000	
pubspeak	0.359	0.389	0.461	1.000

(significant relationship = 0.5)

#### g. Leadership

Topics dealing with leadership were highlighted in factor seven. Leadership is the foundation of success for the NSW community. These topics will allow the leader to develop a strong sense of who they are as well as how to develop other leaders. This unit has been named general leadership and consists of the following topics: ethics, mentorship, counseling, disciplinary review board, and service culture seminar. The correlation matrix in Figure 7 also shows strong relationships between these topics, with the exception of law of war and rules of engagement. These topics were moved from where they loaded in factor three. The placement of these topics in this unit will allow the leadership to incorporate the rules of war into leadership scenarios. The topic of disciplinary review board also had a low correlation coefficient with ethics, but it is related to the leadership concepts that are important for a platoon chief to understand and it should be coupled with mentorship and counseling. The frequency results shows a heavy weighting between the first three topics with almost 80% of the sample group giving the topics a value between five and seven. The last four topics were normally distributed and had approximately 50% of their distribution between three and six.

	ethics	mentors	mentorsh counsel DRB serviceculture Lawofwar								
ethics	1.000										
mentorsh	0.438	1.000									
counsel	0.305	0.560	1.000								
DRB	0.279	0.345	0.395	1.000							
serviceculture	0.342	0.371	0.327	0.354	1.000						
Lawofwar	0.308	0.239	0.311	0.271	0.529	1.000					
ROE	0.496	0.269	0.287	0.167	0.511	0.743	1.000				
(significant relation	onship =	0.5)									

The eighth factor will become split between other factors. Casualty care (CACO) will be moved to the unit of instruction regarding general leadership. Combat leadership was double loaded in this category and will be dropped, since it has been covered in the mission planning unit of instruction.

There is no figure with this factor due to fact that all of these topics have been reassigned to other units of instruction.

#### h. Data Collection and Analysis

The ninth factor was combined with the fourth factor dealing with mission planning. Factor ten will be renamed data collection and analysis. Intelligence is the driving force behind all operations and data collection and analysis will help increase the understand of the targeting process and tools available to the SEAL platoon. The topics for this unit of instruction are special activities, space systems. PSYOP was loaded in this factor, but will be dropped due to its inclusion in the unit of instruction on population centric strategies. Combined operations also loaded in this factor but will be moved to the mission planning unit of instruction. Since these topics are being paired together in order to provide a more consistent unit of training, they did not necessarily correlate or load together in the factor analysis. The frequency results showed 77% of the respondents rated special activities between a five and seven and 70% rated space systems between a three and five on the survey.

Figure 8. Correlation matrix for Unit of Instruction 8.

 SA
 Space

 SA
 1.000

 Space 0.350
 1.000

 (significant relationship = 0.5)

## i. Administration

Factor twelve had loading on a variety of different topics and will be renamed administrative topics. Although this not a sexy unit of instruction, it is critical to develop NSW leaders to operate off of the battlefield. Understanding the larger picture regarding the joint staff and support functions such as the supply and procurement process will round out the perspective of the NSW leader and allow them to be more effective. The topics that loaded in this factor are procurement process, military classification process, Joint Staff plans, and Department of State overview. The topic terror network was also loaded in this factor and will be dropped from this unit of instruction. The Department of State overview will be relocated to a separate unit of instruction for interagency The remaining three topics, procurement process, military coordination. classification process, Joint Staff plans show relationships in Figure 9. The frequency results were not as supportive for these topics, but these are considered the administrative topics and normally are not highly valued by an operator. Fifty-five percent of the sample group valued between a four and five for procurement process, military classification process and 62% of the respondents rated the procurement process between a five and seven on the survey.

Figure 9. Correlation matrix for Unit of Instruction 9.

procure milclass Jtstaff

procure 1.000

milclass 0.545 1.000

Jtstaff 0.401 0.483 1.000

(significant relationship = 0.5)

In the recommendations section, an additional unit of instruction is suggested. The interagency coordination unit of instruction could prove to be one of the most critical elements to the NSW LCPO. Grasping a solid understanding of how all of the interagency members coordinate and what authorities they operate under will allow for an increase in the effectiveness of NSW and the national force. To complete the analysis of the factors, the eleventh factor was combined with the first factor, battlefield strategies, and the thirteenth factor was combined with the fifth factor.

# V. RECOMMENDATIONS

## A. RECOMMENDATIONS

The following recommendations are a distilled version of the above analysis.

# B. UNIT OF INSTRUCTION FOR NSW LCPO COMBAT LEADERSHIP COURSE

# 1. Battlefield Strategies

**Topics:** COIN, SOF principles, jihadi information operations, terror 101, culture seminar, terror networks, unconventional warfare, service culture, JSOC brief, irregular warfare and SOF and conventional principles

# 2. **Population Centric Strategies**

**Topics:** Financial concepts (as related to terror networks), net warfare, military advisor, population assessment, civil affairs, and psychological operations.

# 3. Mission Support

**Topics:** NSW Group 3 and 4 overview, WARCOM brief, and mission support center.

# 4. Mission Planning

**Topics:** Combat leadership, military decision-making process, mission analysis, and course of action development, F3EA, JTAC, and combined operations.

## 5. Career Development

**Topics:** Military justice, career development, ranking boards, financial concepts, subordinate development, combat roles and mental preparation.

## 6. Briefing/Writing

**Topics:** Military correspondence, concise writing, evaluation writing, and public speaking.

# 7. General Leadership

**Topics:** Ethics, mentorship, counseling, disciplinary review board, and service culture seminar, law of war, rules of engagement.

## 8. Data Collection and Analysis

Topics: Special Activities, Space Systems overview.

#### 9. Administration

**Topics:** procurement process, military classification process, Joint Staff plans,

#### **10.** Interagency Coordination

**Topics:** Department of State, USAID, DIA and CIA overviews.

# VI. CONCLUSION

#### A. COMMENTS

The combination of the topics suggested for the pilot-Chiefs course and the current Platoon Commander's course have provided a structure for the way ahead to train our current platoon chiefs. The recommendations based upon the needs assessed from the community match with the desires that are stated in the mission statement for this course and the intent of our military leadership. With a few modifications to the pilot course, regarding grouping of topics and the addition of courses from the Platoon Commander's course and the addition of an interagency unit of instruction, the graduates from the LCPO Combat Leadership Course will be the most highly trained SEAL chiefs to hit the battlefield.

#### B. COMMENTS FROM THE SURVEY

The last portion of the survey asked individuals for their input regarding any topics that were not listed for critique. The majority of this space was left blank, but the there were a number of responses that reiterated topics that had been rated in the survey. There were also a number of suggested topics that have identified a void in training.

#### 1. Tactical

No fewer than five SEALs stated that a more in-depth understanding of the interagency process was essential. Currently, there is an overview of the State Department, but it may help to incorporate short briefs on USAID, as well as from the intelligence community.

The second most commented topic was related to ISR platforms. With the ever-increasing arsenal of aerial reconnaissance platforms available to an operator, a capabilities brief will always be essential to keep the operator updated with what is on the battlefield.

#### 2. Leadership

Additional comments reflected the importance of mentorship and values in order to help a chief with junior SEAL development. The importance of this topic has already been shown from the factor analysis above.

Roles and responsibilities of the platoon chief and officers were noted twice. There is also a relatively high response regarding this topic's importance in the survey.

#### 3. Administrative

One SEAL asked if this course would eventually be approved by CNET and replace a senior enlisted course required by the Navy. This is not necessarily the nature of this course, but the possibility can be explored.

One SEAL asked for education on Title 10 and Title 50 in order to better understand the legal aspects of operations allowed under these authorities.

## C. ASSESSING THE CURRENT COURSES

As the battlefield changes, so will the requirements to prepare our men for combat. Here are a few suggested methods that can be used in order to evaluate the courses in existence and determine their shortfalls. An interview process or survey will need to be conducted for this assessment.

It will be important to realize any preconceived notions for a solution and ensure that these thoughts are not presented in the survey or interview. The development of an interview or survey should be conducted with professionals to help eliminate any bias and to ensure that the survey and interview questions are constructed in accordance with prescribed regulations.

#### 1. Experiment Group

There will be a comparison of two groups, a control and an experimental group, to assess if the new LCPO Combat Leaders Course and the current SEAL

Platoon Commander Course is an effective method to teach leadership. The surveys and interviews should be conducted to ascertain the performance of the individuals who have recently completed the current leadership courses. These individuals will compose the experimental group. They have been exposed to the independent variable and the perception of their performance will help to determine the effectiveness of the leadership process that has been created. This will help to determine a sequential method of training to create a more professional SEAL.

The platoon members and subordinates will be interviewed to compare how their current platoon commander performed in relation to a previous platoon commander who had not had the same training. The platoon commander's superiors; troop commander, operations officer and commanding officer will also be interviewed and surveyed in order to determine the performance relative to other platoon commanders who did not have the new leadership training. Figure10 depicts what has been described.



Figure 10. Course Assessment

## 2. Control Group

The control group will consist of officers currently in the NSW communities who have already completed their platoon commander tour. This will ensure that all of the members of this group will not have been exposed to the independent variable (due to the fact that the course has just started and the first platoon commanders to have completed it will return from deployment this Fall) and thus provide a performance comparison to the experimental group. It will be essential to identify officers who have similar backgrounds to those who have completed the leadership courses. Consideration regarding their background will be important. The activities these individuals were engaged in prior to the Navy, as well as what jobs they have held in the military, will influence their perception. The college, sports, and leadership experiences they have engaged in will need to correspond as closely as possible. Surveys and interviews of their subordinates and superiors will be conducted to determine their performance and this will be compared to the experiment group.

The current leadership continuum has the NSW officer's pass through basic and advance training with the enlisted members of the community. They are placed into the Junior Officer Training Course (JOTC), which covers the basics of what the new officer will encounter on the current battlefield and joint operating environment. The SEAL Platoon Commander course is the product of Tom Donovan's thesis and has created the foundation to take our junior officers further into their professional career more than any other training or mentorship in NSW. The concept is that these steps will create a more successful platoon commander due to the processes he has traveled through, theorized upon and applied during his platoon commander tour. What is needed is to continue this training to carry the officer into the rest of his career and also to initiate a program for NSW's other half, the enlisted community.

An ideal training pipeline is depicted in Figure 11. Though, how to get there has not been determined. A goal of this thesis is to help provide information from which the unknown can become known and addressed.



Figure 11. NSW PME Continuum

Through discussion with senior enlisted members of NSW, I have concluded that this may be a way ahead. For the enlisted community, it would consist of a department head class, an LPO course, the current Chief course, a troop chief class and a CMC course. For the officer community, the track would be the JOTC, LT career course, troop commander course, and a CO course. In addition to the current courses, the JOTC, the SEAL Platoon commander course, and the LCPO Combat Leaders course, NSW should incorporate a PME structure before and after this instruction in order to help shape junior SEAL's thoughts prior to gaining command of a platoon as a LT or LCPO and to continue to shape our thinking in order to best become an operational and strategic leader in the community.

# **APPENDIX A. SURVEY**

Team:	
BUD/S Class:	
Platoon Experience: (see below)	
# of platoons:	
Deployment to:(circle)	CENTCOM,EUCOM,PACOM,SOUTHCOM,AFCOM
Current position: (circle one)	OIC, Plt Chief, LPO, Post OIC, Post Plt Chief
Married	Y N
Age	
Instructions: see cover sheet	

Think of the leadership challenges you have faced during your career. (Junior SEALs who were not tactically competent or guys getting DUIs.) In terms of leadership, how have you handled these situations and how could you increase your performance in dealing with them? As you think of these situations, reflect and rate your performance.

Торіс		Importance Level						Officer
(proposed topics for E7 course)								
	High			Medium			Low	
_	7	6	5	4	3	2	1	P/OE/PLT
<u>Leadership</u>								
a Ethics								
b Mentorship								
c Counseling								
d Combat leadership								

Think of the situations you will face in combat (DA, FID, battlefield relationships). What courses will aid in developing your awareness of how to best fight the enemy you are facing?

<b>Tactical</b>				
e Irregular Warfare seminar				
f SOF / Conventional principles				
g Fire support				
h Mil Decision-making Process				
i Mission Analysis				
j COA development				

What administrative issues have you had? Equipment and gear deficiencies and requests? Want tips on how to work ranking boards, write evals and develop your junior SEALs? What would help you guide them?

(proposed topics for E7 course)	High			Medium			Low	Officer
	7	6	5	4	3	2	1	P/OE/PLT
<u>Administrative</u>								
k JSOC brief								
1 Military correspondence								
m Public speaking/briefing skills								
n Procurement process								
o Military classification system								
p Disciplinary Review Board process								
q Military justice								
r Career development								
s Ranking Boards								
t Lessons learned / AAR review								
u Financial concepts								
The topics below are currently taught critical for the evolution of a platoon of		latoon Leaders cou	rse.	What topic	s de	o yo	u think	are also
	High			Medium			Low	Officer
	7	6	5	4	3	2	1	P/OE/PLT
Leadership:								
v Subordinate Development								
w Combat Leader roles								
x Mental Prep								
<u>Tactical</u>								
y Counter insurgency Seminar								
z Net Warfare								
aa Military Advisor								
bb SOF Principles								
cc Jihad Info Ops								
dd Terrorism 101								
ee Military Ethics Seminar								
ff Culture Seminar								
gg Terror Networks								
hh Unconventional Warfare Sem.								
ii Service culture seminar								
jj Joint Staff Plans								
kk State Dept Overview								
ll Population Assessments								
mm Civil Affairs Overview								
	High			Medium			Low	Officer
	7	6	5	4	3	2	1	P/OE/PLT

			r	
nn Special Activities				
oo Space Systems				
pp PsyOps Overview				
qq Combined Arms				
rr JTAC				
ss Find Fix Finish, Exploit, Analyze				
Administrative:				
uu Concise Writing				
vv Casualty Care				
ww NSWG-3/4 overview				
xx Operations Plan/Contingency Plan				
yy Public Speaking				
zz Ethics				
aaa Law of War				
bbb Rules of Engagement				
ccc WARCOM Brief				
ddd Msn Support Center				
eee Eval/Fitrep writing				

List any additional topics that were not listed above that you think are critical to the development of our platoon chiefs.

Thank you for your input.

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# **APPENDIX B. CORRELATION ANALYSIS RESULTS**

ethics	1.000									
mentorsh		1.000								
counsel		0.560	1 000							
cbtldr		0.300		1 000						
IW		0.207			1 000					
SOFconvprir						1 000				
firesup		0.303					1 000			
MDMP		0.329						1 000		
misanalysis									1 000	
COA		0.031								1 000
JSOCbrief		0.266								
JOCODIIEI	1.000	0.200	0.202	0.000	0.271	0.210	0.203	0.240	0.100	0.150
milwrit		0.091	0 136	0 214	0 215	0 1 9 0	0 255	0 498	0 301	0 263
		1.000	0.100	0.214	0.210	0.150	0.200	0.400	0.001	0.200
pubspeak		0.175	0 136	0 266	0 104	0 1 1 4	0 1 1 7	0 274	0 201	0 122
pubbpcar		0.359		0.200	0.104	0.114	0.117	0.274	0.201	0.122
procure		0.196		0 199	0 316	0 264	0 323	0 355	0 178	0 251
procero		0.399			0.010	0.201	0.020	0.000	0.170	0.201
milclass		0.324			0 259	0.339	0.393	0 283	0 1 3 0	0 268
millioladd		0.185				0.000	0.000	0.200	0.100	0.200
DRB		0.345				0 205	0 193	0 195	0 1 2 3	0 182
BILD		0.206					0.100	0.100	0.120	0.102
miljustice		0.317					0 261	0 185	0 166	0 171
mijaotioo		0.129						0.100	0.100	0.171
careerdev		0.264						0 234	0 204	0 219
Garooraov		0.168							0.201	0.210
rankboard		0.234							0.104	0.240
		0.186								0.2.0
LL		0.112								0.263
		0.285								
financial		0.189								
		0.294								
	1.000			••						
subordev		0.488	0.408	-0.065	0.134	0.273	0.080	0.156	0.035	-0.026
		0.149								
	-	1.000	••••		00	•••••	•••••	0.2.0	0.20.	
combatroles			0.075	0.047	0.142	0.125	0.105	0.012	0.233	0.118
		0.139								
		0.380								

mentalprep	0.389 0.269 0.303 0.247 0.295 0.460 0.121 0.257 0.374 0.265 0.191 0.109 0.088 0.336 0.395 0.285 0.340 0.316 0.340 0.205	
COIN	0.311 0.405 0.368 1.000 0.118 0.064 0.101 0.204 0.468 0.208 0.139 0.192 0.369 0.34 0.214 0.066 0.297 0.258 1.000	1
netwar	0.229 0.209 0.122 0.246 0.381 0.244 0.289 0.301 0.250 0.329 0.296 0.309 0.131 0.473 0.463 0.308 0.335 0.298 0.348 0.374 0.469 0.159 0.249 0.403 0.495 1.000	
miladvisor	0.281 0.284 0.194 0.250 0.399 0.365 0.326 0.287 0.230 0.424 0.345 0.330 0.161 0.400 0.488 0.369 0.431 0.323 0.277 0.218 0.465 0.158 0.239 0.389 0.471 0.626 1.000	
sofprin	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	
jihadinfo	0.330 0.247 0.140 0.412 0.485 0.418 0.590 1.000 0.194 -0.004 0.067 0.002 0.235 0.091 0.232 0.033 0.163 0.276 0.447 0.169 0.011 0.169 0.298 0.100 0.150 0.197 0.328 0.294	
terror	0.206 0.116 0.255 0.271 0.561 0.470 0.546 0.505 1.000 0.241 0.098 0.120 0.057 0.231 0.192 0.168 0.140 0.186 0.220 0.344 0.236 0.122 0.133 0.257 0.195 0.138 0.174 0.253 0.280	
culturesem	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	0 6
	0.250 0.158 0.285 0.194 0.411 0.239 0.269 0.351 0.225 0.10 0.297 0.233 0.094 0.327 0.465 0.372 0.462 0.454 0.388 0.498 1.000	
terrnetwork	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	1
UW	0.031 0.114 0.329 0.262 0.500 0.339 0.392 0.428 0.524 0.534 0.449 1.000 0.219 0.174 0.089 0.249 0.417 0.381 0.256 0.153 0.176 0.299	
	0.233 0.216 0.256 0.270 0.379 0.167 0.180 0.171 0.176 0.188 0.138 0.127 0.350 0.340 0.685 0.464 0.503 0.518 0.482 0.534	8
servcul	0.484 0.639 1.000 0.342 0.371 0.327 0.004 0.420 0.419 0.210 0.431 0.243 0.363 0.210 0.293 0.122 0.446 0.440 0.354 0.213 0.177 0.169	
Jtstaff	0.146 0.288 0.330 0.091 0.401 0.486 0.480 0.594 0.560 0.449 0.470 0.642 0.472 0.513 1.000 0.206 0.258 0.240 0.202 0.235 0.275 0.191 0.527 0.388 0.490	
ototan	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	8
DOS	0.486 0.466 0.418 0.526 1.000 0.062 0.090 0.056 0.087 0.133 -0.041 0.024 0.268 0.122 0.192 0.343 0.256 0.131 0.297 0.274 0.095 0.101 0.159 0.073 0.253 0.147 0.021 0.169 0.093 0.351 0.345 0.396 0.210 0.431 0.404 0.342 0.476 0.374 0.319 0.601 1.000	3

popassess	0.192 0.477	0.275 0.166	0.052 0.015	0.092 0.298 0.210 0.609	0.378 0.371	0.318 0.496	0.267 0.549	0.256	0.175	0.166
CA	0.090 0.180 0.446	0.152 0.156 0.216	0.274 0.010 0.088	0.066 0.327 0.218 0.552	0.241 0.423 0.387	0.222 0.308 0.538	0.092 0.197 0.501	0.305 0.339	0.265	0.266
SA	0.206 0.256 0.227	0.125 0.101 0.014	0.216 0.196 0.078	0.229 0.232 0.242 0.101	0.218 0.133 0.206	0.172 0.244 0.201	0.018 -0.011 0.174	0.208 0.242 0.184	0.212 0.101	0.256
space	0.219 0.314 0.266	0.184 0.293 0.059	0.252 0.052 0.140	0.150 0.443 0.321 0.305	0.256 0.310 0.299	0.127 0.157 0.474	0.127 0.042 0.339	0.161 0.180 0.278	0.042 0.264 0.289	0.191 0.260
PSYOP	0.303 0.303	0.254 0.041	-0.035 0.122	0.027 0.277 0.150 0.365	0.234 0.375	0.231 0.464	0.043 0.300	0.122 0.240	0.258 0.422	0.273 0.388
combarms	0.218 0.290	0.240 0.094	0.032 0.242	0.388 0.308 0.316	0.450 0.367	0.373 0.553	0.183 0.512	0.123 0.420	0.252 0.322	0.377 0.391
JTAC	0.489 0.178 0.264	1.000 0.256 0.184	0.053 0.061	0.419 0.129 0.127 -0.004	-0.124 0.274	-0.108 0.226	0.420 0.254	0.109 0.061	-0.019 0.196	0.068 0.232
F3EA	0.190 0.151 0.224	0.314 0.219 0.266	1.000 0.070 0.285	0.170 0.295	0.131 0.259	-0.012 0.287	0.148 0.274	0.242 0.253	0.295 0.158	0.378
concisewrite	0.387 0.227 0.214	0.181 0.370 0.086	0.284 0.477 0.123	0.196	0.329 0.193	0.336 0.176	0.239 0.078	0.193 0.259	0.313 0.132	0.195 0.093
	0.176 0.246 0.218	0.050 0.156 0.265	0.071 0.199 0.065	0.244 0.052 0.230 0.117	0.167 0.166 1.000	0.164 0.029	0.142 0.155	0.179 0.008	0.036 0.167	0.196 0.318
casualtycare	0.186	0.262	0.271	0.221 0.303 0.104	0.504	0.240	0.373	0.382	0.268	0.242

	0.335 0.235 0.350 0.230 0.262 0.135 0.2 0.146 0.340 0.379 0.438 0.227 1.000	92 0.263 0.217 0.325
Gpbrief	0.389 0.199 0.224 0.268 0.312 0.346 0.2	25 0.475 0.200 0.323
•	0.289 0.491 0.310 0.271 0.361 0.166 0.1	39 0.308 0.332 0.246
	0.437 0.179 -0.041 0.230 0.359 0.372 0.3	71 0.513 0.225 0.230
	0.425 0.289 0.383 0.357 0.312 0.152 0.2	69 0.285 0.424 0.350
	0.350 0.408 0.285 0.351 0.287 0.442 1.0	00
OPLAN	0.383 0.225 0.035 0.287 0.144 0.169 0.2	02 0.438 0.337 0.445
	0.182 0.386 0.434 0.194 0.228 0.184 0.2	25 0.308 0.206 0.293
	0.334 0.094 0.094 0.203 0.314 0.242 0.3	50 0.513 0.127 0.190
	0.426 0.240 0.431 0.263 0.423 0.274 0.1	46 0.092 0.284 0.247
	0.156 0.315 0.344 0.543 0.188 0.490 0.6	24 1.000
Lawofwar	0.308 0.239 0.311 0.059 0.281 0.488 0.1	75 0.286 0.117 0.174
	0.247 0.139 0.127 0.323 0.377 0.271 0.4	10 0.269 0.249 0.163
	0.312 0.256 0.241 0.432 0.373 0.403 0.4	59 0.543 0.417 0.458
	0.490 0.468 0.462 0.529 0.455 0.301 0.3	34 0.425 0.273 0.271
	0.329 0.365 0.077 0.332 0.082 0.329 0.3	07 0.330 1.000
ROE	0.496 0.269 0.287 0.114 0.240 0.427 0.1	86 0.396 0.221 0.268
	0.317 0.243 0.239 0.277 0.392 0.167 0.3	48 0.332 0.275 0.153
	0.472 0.352 0.211 0.471 0.331 0.282 0.3	57 0.613 0.363 0.406
	0.497 0.395 0.398 0.511 0.459 0.233 0.3	17 0.333 0.200 0.245
	0.285 0.241 0.140 0.266 0.184 0.280 0.4	60 0.451 0.743 1.000
WARCOM	0.368 0.180 0.281 0.179 0.403 0.445 0.0	17 0.487 0.348 0.409
	0.419 0.392 0.163 0.200 0.292 0.166 0.1	55 0.221 0.286 0.288
	0.316 0.059 0.077 0.266 0.462 0.325 0.3	75 0.528 0.342 0.395
	0.401 0.365 0.333 0.397 0.451 0.317 0.3	37 0.357 0.310 0.232
	0.333 0.306 0.129 0.249 0.203 0.151 0.5	76 0.377 0.454 0.546
	1.000	
MSC	0.204 0.115 0.201 0.202 0.135 0.285 0.2	
	0.163 0.225 0.114 0.190 0.364 0.153 0.2	
	0.389 0.036 0.062 0.140 0.223 0.285 0.3	
	0.221 0.218 0.326 0.258 0.406 0.244 0.3	
	0.313 0.390 0.200 0.317 0.144 0.444 0.4	30 0.383 0.420 0.448
	0.485 1.000	
evalwrite	0.530 0.313 0.259 0.038 0.276 0.329 0.3	
	0.206 0.375 0.461 0.198 0.274 0.241 0.2	
	0.256 0.220 0.103 0.118 0.121 0.182 0.1	
	0.290 0.381 0.226 0.313 0.103 0.085 0.1	
	0.014 0.132 0.219 0.220 0.416 0.446 0.4	21 0.316 0.290 0.377
	0.370 0.260 1.000	

# APPENDIX C. ALL SAMPLES HISTOGRAM AND FREQUENCY RESULTS

4 ci, Density .2 ---0 . 4 ethics Ó Percent ethics | Freq. Cum. 1| 5.21 5.21 5 2 | 2 2.08 7.29 3 | 2 2.08 9.38 4 | 14 14.58 23.96 5| 52.08 28.12 27 6| 26 27.08 79.17 7| 20 20.83 100.00 -----+-----+

Leadership:

Ethics

Mentorship



	mentorsh	•	•	ercent Cur	n.
-	3	2	2.08	2.08	
	4	4	4.17	6.25	
	5	15	15.62	21.88	
	6	32	33.33	55.21	
	7	43	44.79	100.00	
-	+				

96

100.00

Total |

Total | 96 100.00

47

Counseling



counsel	Fre	q. Per	cent Cum.
+-			
1	1	1.04	1.04
2	1	1.04	2.08
3	8	8.33	10.42
4	10	10.42	20.83
5	28	29.17	50.00
6	26	27.08	77.08
7	22	22.92	100.00
+-			

Combat Leadership



Total | 96 100.00

# Tactical:





# SOF/Conventional Principles



IW	Freq	. Perce	nt Cum.		SOFconvpr Cum.	in	Freq.	Percent
+	2	2.08	2.08		1	1	1.04	1.04
		2.08			2	1	1.04	2.08
3		5.21			3	5	5.21	7.29
4		12.50			4	9	9.38	16.67
5	23	23.96	45.83		5	21	21.88	38.54
	31	32.29	78.12		6	34	35.42	73.96
			100.00		7	25	26.04	100.00
' +				-	+.			
Total	96	100.0	0		Total	96	100.0	00

Fire Support







firesup	Fre	eq. Pero	cent Cum.	MDMP	Fr	eq. Per	cent Cum.
+				 +			
2	2	2.08	2.08	1	2	2.08	2.08
3	2	2.08	4.17	3	6	6.25	8.33
4	10	10.42	14.58	4	17	17.71	26.04
5	13	13.54	28.12	5	25	26.04	52.08
6	32	33.33	61.46	6	26	27.08	79.17
7	37	38.54	100.00	7	20	20.83	100.00
+				 +-			
Total	96	5 100.0	00	Total	96	100.0	0

# **Mission Analysis**



Course of Action Development



# Administrative:



JSOCbrief |



Freq. Percent Cum.

Military Correspondence



+-			
2	4	4.17	4.17
3	3	3.12	7.29
4	16	16.67	23.96
5	23	23.96	47.92
6	23	23.96	71.88
7	27	28.12	100.00
+-			
Total	96	100.0	0

milwrit | Freq. Percent Cum.

-----

	1	3	3.12	3.12
	2	3	3.12	6.25
	3	7	7.29	13.54
	4	34	35.42	48.96
	5	23	23.96	72.92
	6	19	19.79	92.71
	7	7	7.29	100.00
	+-			
Т	otal	96	100.0	00

# Public Speaking



**Procurement Process** 



Total | 96 100.00

Military Classification Process



**Disciplinary Review Board** 


### Military Justice



1| 2 2.08 2.08 2 | 13 13.54 15.62 20.83 36.46 3 | 20 27.08 63.54 4 | 26 5 | 23.96 87.50 23 7.29 94.79 6 7 7| 5 5.21 100.00 -----

Total | 96 100.00

Career Development



**Ranking Boards** 



Lessons Learned



Total | 96 100.00

### **Financial Concepts**



### PLT LDR Course

### Leadership:

### Subordinate Development



### subordinate |

dev	Freq.	Perce	ent Cum.
	+		
3	2	2.08	2.08
4	5	5.21	7.29
5	20	20.83	28.12
6	30	31.25	59.38
7	39	40.62	100.00
	+		
Total	96	100.0	00

### Combat Leader Roles



combatroles		Freq. I	Percent Cum.
+-			
4	2	2.08	2.08
5	9	9.38	11.46
6	23	23.96	35.42
7	62	64.58	100.00
+			
Total	96	100.0	0

# Mental Preparation



mentalprep | Freq. Percent Cum.

+-			
1	1	1.04	1.04
2	3	3.12	4.17
3	4	4.17	8.33
4	20	20.83	29.17
5	32	33.33	62.50
6	20	20.83	83.33
7	16	16.67	100.00
+-			
Total	96	100.0	0

58

#### Tactical:



Total | 96 100.00

#### Net Warfare



# Military Advisor



miladvisor | Freq. Percent Cum.

+-			
1	1	1.04	1.04
2	2	2.08	3.12
3	13	13.54	16.67
4	19	19.79	36.46
5	38	39.58	76.04
6	15	15.62	91.67
7	8	8.33	100.00
+-			
Total	96	100.0	00

SOF Principles



sofprin	Free	q. Perc	ent Cum.
+-			
1	1	1.04	1.04
2	2	2.08	3.12
3	5	5.21	8.33
4	19	19.79	28.12
5	25	26.04	54.17
6	26	27.08	81.25
7	18	18.75	100.00
+-			
Total	96	100.0	0

Jihad Info Ops



Terrorism 101

4 terror

5

3.12

9.38

26.04

55.21

100.00

100.00

Cum.

### Culture Seminar



Terror Networks



terrnetwork | Freq. Percent Cum.

+			
I			
1	1	1.04	1.04
2	1	1.04	2.08
3	3	3.12	5.21
4	13	13.54	18.75
5	20	20.83	39.58
6	28	29.17	68.75
7	30	31.25	100.00
+			
Total	96	100.0	

4. -4 en; Density .2 Density .2 ۰. 0 ò 4 serviceculture 6 4 UW servicecult | Freq. Percent UW | Cum. ure | Freq. Percent Cum. -----+-----+ 1| 2 2.08 2.08 3.12 3.12 1| 3 2 | 1 1.04 3.12 2 | 7 7.29 10.42 3 8 8.33 11.46 3 | 21 21.88 32.29 4 | 14 14.58 26.04 4 | 21 21.88 54.17 18.75 44.79 5 | 18 5 | 23 23.96 78.12 6 | 27 28.12 72.92 6 | 14 14.58 92.71 7 | 26 27.08 100.00 7 | 7 7.29 100.00 \_\_\_\_\_ -----Total | 96 100.00 Total | 96 100.00

Service Culture Seminar

### Unconventional Warfare Seminar

Joint Staff Plans



State Department Overview



### Population Assessments



Civil Affairs Overview



CA	Freq.	Perce	ent Cum.
 +			
1	8	8.33	8.33
2	5	5.21	13.54
3	17	17.71	31.25
4	26	27.08	58.33
5	26	27.08	85.42
6	10	10.42	95.83
7	4	4.17	100.00
 +			

Total | 96 100.00

**Special Activities** 

Space Systems



### **PSYOPS** Overview



**Combined Arms** 



### combinedarm |

s	Freq.	Percent	t Cum.
 4			
1	1	1.04	1.04
2	1	1.04	2.08
3	14	14.58	16.67
4	35	36.46	53.12
5	19	19.79	72.92
6	20	20.83	93.75
7	6	6.25	100.00
 4			

Total | 96 100.00



### Administrative:

3 |

4 |

5 |

6|

7|

----+-

Total |

5

15

22

36

16

96

5.21

15.62

22.92

37.50

16.67

100.00

7.29

22.92

45.83

83.33

100.00

-----



### Casualty Care



casualtycare | Freq. Percent Cum.

++				
1	2	2.08	2.08	
2	6	6.25	8.33	
3	8	8.33	16.67	
4	16	16.67	33.33	
5	25	26.04	59.38	
6	24	25.00	84.38	
7	15	15.62	100.00	
+·				
Total	96	100.0	0	

69

### NSWG3/4 Overview



Total | 96 100.00

### OPLAN/CONPLAN





+			
1	4	4.17	4.17
2	3	3.12	7.29
3	10	10.42	17.71
4	17	17.71	35.42
5	20	20.83	56.25
6	27	28.12	84.38
7	15	15.62	100.00
+			
Total	96	100.0	0

Law of War



Total | 96 100.00

**Rules of Engagement** 



#### WARCOM Brief



Mission Support Center



# Eval/Fitrep Writing



evalwrite	F	req. Pe	rcent	Cum.
+				
1	1	1.04	1.04	
2	3	3.12	4.17	
3	3	3.12	7.29	
4	6	6.25	13.54	
5	21	21.88	35.4	2
6	32	33.33	68.7	5
7	30	31.25	100.0	00
+				

Total | 96 100.00

# LPO Histogram and Frequency Results

Leadership:

Ethics



Mentorship



Total | 21 100.00

### Counseling



Combat Leadership



21 100.00

Total |

## Tactical:

### Irregular Warfare



SOF/Conventional Principles



SOFconvprin | Freq. Percent Cum.

	+		
2	1	4.76	4.76
3	1	4.76	9.52
4	3	14.29	23.81
5	7	33.33	57.14
6	4	19.05	76.19
7	5	23.81	100.00
	.+		

Total | 21 100.00

Fire Support



MDMP

6

**Mission Analysis** 



Course of Action Development



## Administrative:





# Military Correspondence



JSOCbrief   Freq. Percent Cum.				
+-				
3	1	4.76	4.76	
4	4	19.05	23.81	
5	4	19.05	42.86	
6	6	28.57	71.43	
7	6	28.57	100.00	
+-				
Total	21	100.0	00	

milwrit	Fr	eq. Per	rcent	Cum.
+				
1	1	4.76	4.76	
3	2	9.52	14.29	
4	6	28.57	42.86	
5	6	28.57	71.43	
6	5	23.81	95.24	
7	1	4.76	100.00	
+				
Total   21 100.00				

### Public Speaking



**Procurement Process** 



Total | 21 100.00

m -∩! Density ۰. 0 3 4 milclass 1 ż 6 5 milclass | Freq. Percent Cum. -----+----------1| 4.76 4.76 1 9.52 2 | 14.29 2 3 | 5 23.81 38.10 4 | 28.57 66.67 6 5 | 14.29 80.95 3 6| 2 9.52 90.48 7 | 2 9.52 100.00

21

Total |

100.00

Military Classification Process

Disciplinary Review Board



DRB	Fre	q. Perc	ent Cum.	
+-				
1	1	4.76	4.76	
2	2	9.52	14.29	
3	5	23.81	38.10	
4	3	14.29	52.38	
5	6	28.57	80.95	
6	4	19.05	100.00	
+-				
Total   21 100.00				

### Military Justice



Career Development



Total | 21 100.00

**Ranking Boards** 



Total | 21 100.00

Lessons Learned



# **Financial Concepts**



### PLT LDR Course

### Leadership:

### Subordinate Development



# subordinate |

C	lev	Freq.	Perce	nt Cum.
	+			
	3	1	4.76	4.76
	4	2	9.52	14.29
	5	6	28.57	42.86
	6	6	28.57	71.43
	7	6	28.57	100.00
	+			
Te	otal	21	100.0	0

### Combat Leader Roles



### **Mental Preparation**



mentalprep | Freq. Percent Cum.

	+			
2	2	2	9.52	9.52
3	8	1	4.76	14.29
4	F	6	28.57	42.86
5	5	4	19.05	61.90
6	5	4	19.05	80.95
7	7	4	19.05	100.00

-----+-----+

Total | 21 100.00

#### Tactical:

COIN

9.-

Density

Ņ,

0



-----+-----+ 2 | 1 4.76 4.76 4 2 9.52 14.29 5 3 14.29 28.57 6 | 10 47.62 76.19 7 | 5 23.81 100.00

Total | 21 100.00

Net Warfare



Military Advisor



SOF Principles



Jihad Info Ops



Terrorism 101

Culture Seminar



Terror Networks



terrnetwork | Freq. Percent Cum.

3   2 9.52 9.52	
4   2 9.52 19.05	
5   5 23.81 42.86	
6   5 23.81 66.67	
7   7 33.33 100.00	
++	

Total | 21 100.00

Total | 21 100.00

7 | 2 9.52 100.00

∞ -بى Density .4 e, 0 UW 5 Ġ UW | Freq. Percent Cum. -----+-----+ 3 | 2 9.52 9.52 4 | 2 9.52 19.05 5 | 2 9.52 28.57 6 8 38.10 66.67 7 | 7 33.33 100.00 Total | 21 100.00

Unconventional Warfare Seminar

### Service Culture Seminar



servicecult  Freq.		Perce	ent Cum.
+			
1	1	4.76	4.76
2	2	9.52	14.29
3	5	23.81	38.10
4	4	19.05	57.14
5	3	14.29	71.43
6	4	19.05	90.48
7	2	9.52	100.00
+			
Total	21	100.0	00
Joint Staff Plans



State Department Overview



# Population Assessments



popassess | Freq. Percent Cum.

1	1	4.76	4.76	
2	1	4.76	9.52	
3	3	14.29	23.81	
4	5	23.81	47.62	
5	7	33.33	80.95	
6	3	14.29	95.24	
7	1	4.76	100.00	
+-				
Total	22	1 100.	00	

Civil Affairs Overview



CA	Fre	q. Perc	ent Cum.
+-			
1	1	4.76	4.76
2	2	9.52	14.29
3	2	9.52	23.81
4	6	28.57	52.38
5	6	28.57	80.95
6	1	4.76	85.71
7	3	14.29	100.00
+-			
		L 100.(	

**Special Activities** 



Space Systems



**PSYOPS** Overview



Combined Arms



PSYOP	F	req. Pe	rcent Cum.		combineda	rm  F	Freq. P	ercent Cu	m.
+					+-				
2	2	9.52	9.52		2	1	4.76	4.76	
3	4	19.05	28.57		3	4	19.05	23.81	
4	5	23.81	52.38		4	7	33.33	57.14	
5	6	28.57	80.95		5	4	19.05	76.19	
6	2	9.52	90.48		6	3	14.29	90.48	
7	2	9.52	100.00		7	2	9.52	100.00	
+					+-				
Total   21 100.00 Total   21 100.00									



### Administrative:

-----

3 |

4 |

5 |

7 |

----+



2 9.52

3 14.29

6 28.57

19.05

\_\_\_\_\_

-----

9.52

23.81

52.38

80.95

100.00

## Casualty Care



casualtycare | Freq. Percent Cum.

-----+------+

Tercent Guin

2	2	9.52	9.52
3	2	9.52	19.05
4	3	14.29	33.33
5	1	4.76	38.10
6	9	42.86	80.95
7	4	19.05	100.00
+			

Total | 21 100.00

6 6 28.57

4

## NSWG3/4 Overview



Oplan/Conplan



Law of War



Rules of Engagement



Total | 21 100.00

6 4 19.05 95.24

7 | 1 4.76 100.00

#### WARCOM Brief



Mission Support Center



# Eval/Fitrep Writing



evalwrite | Freq. Percent Cum.

 +			
1	1	4.76	4.76
2	1	4.76	9.52
3	1	4.76	14.29
4	2	9.52	23.81
5	6	28.57	52.38
6	5	23.81	76.19
7	5	23.81	100.00
 +			

## CPO Histogram and Frequency Results

Leadership:

Ethics



ethics	Fre	q. Perc	ent Cum.
+-			
1	2	5.88	5.88
3	1	2.94	8.82
4	4	11.76	20.59
5	10	29.41	50.00
6	12	35.29	85.29
7	5	14.71	100.00
+-			

Total | 34 100.00

Mentorship



## Counseling



**Combat Leadership** 



Total | 34 100.00

## Tactical:

#### Irregular Warfare



SOF/Conventional Principles



SOFconvprin | Freq. Percent Cum.

+·					
1	1	2.94	2.94		
4	2	5.88	8.82		
5	4	11.76	20.59		
6	20	58.82	79.41		
7	7	20.59	100.00		
+					
Total   34 100.00					

Total | 34 100.00

Fire Support



MDMP



Total | 34 100.00

#### **Mission Analysis**



Course of Action Development

## Administrative:

## JSOC Brief

----+

2 |



1 2.94

5 | 8 23.53 50.00

6 | 9 26.47 76.47

7 | 8 23.53 100.00

3 | 1 2.94

4 | 7 20.59

-----

2.94

5.88

26.47

-----

## Public Speaking



pubspeal	k  F	Freq. Pe	ercent	Cum.
+				
3	1	2.94	2.94	
4	2	5.88	8.82	
5	10	29.41	38.2	4
6	13	38.24	76.4	7
7	8	23.53	100.0	0
+				
Total	34	100.0	0	

Total | 34 100.00

#### Procurement Process



Military Classification Process



Total | 34 100.00

## Disciplinary Review Board



Military Justice



miljustice		Freq. F	Percent	Cum.
+-				
2	6	17.65	17.65	
3	7	20.59	38.24	
4	6	17.65	55.88	
5	10	29.41	85.29	)
6	3	8.82	94.12	
7	2	5.88	100.00	
+-				
Total	34	4 100.0	00	

## Career Development



## **Ranking Boards**



rankboard | Freq. Percent Cum.

	+		
1	1	2.94	2.94
2	2	5.88	8.82
4	3	8.82	17.65
5	10	29.41	47.06
6	15	44.12	91.18
7	3	8.82	100.00

Total | 34 100.00

Lessons Learned



**Financial Concepts** 



Total | 34 100.00

PLT LDR Course

#### Leadership:

Subordinate Development



subordinate |

Ċ	lev	Freq.	Percer	nt Cum.
	+-			
	4	2	5.88	5.88
	5	5	14.71	20.59
	6	16	47.06	67.65
	7	11	32.35	100.00
	+-			
То	otal	34	100.00	)

# Combat Leader Roles



#### Mental Preparation



### Tactical:





Net Warfare



Military Advisor



1	1	2.94	2.94	
2	2	5.88	8.82	
3	2	5.88	14.71	
4	3	8.82	23.53	
5	14	41.18	64.71	
6	8	23.53	88.24	
7	4	11.76	100.00	
+-				
Total	34	ł 100.0	00	

#### **SOF** Principles



Jihad Info Ops

Terrorism 101



Culture Seminar



culturesem | Freq. Percent Cum.

+-			
1	2	5.88	5.88
2	1	2.94	8.82
3	9	26.47	35.29
4	8	23.53	58.82
5	7	20.59	79.41
6	6	17.65	97.06
7	1	2.94	100.00
+-			
Total   34 100.00			

#### Terror Networks



Unconventional Warfare Seminar



Service Culture Seminar



serviceculture | Freq. Percent Cum.

+-			
1	2	5.88	
2	2	5.88	11.76
3	5	14.71	26.47
4	9	26.47	52.94
5	10	29.41	82.35
6	4	11.76	94.12
7	2	5.88	100.00
+-			
Total	34	ł 100.0	00

Joint Staff Plans



Jtstaff	Freq	. Perce	ent Cum.
+			
1	2	5.88	5.88
2	2	5.88	11.76
3	4	11.76	23.53
4	8	23.53	47.06
5	10	29.41	76.47
6	4	11.76	88.24
7	4	11.76	100.00
+-			
Total	34	100.0	0

State Department Overview



Population Assessments



popassess	F	req. P	ercent	Cum.
+-				
1	3	8.82	8.82	
2	1	2.94	11.76	
3	5	14.71	26.47	
4	18	52.94	79.4	1
5	5	14.71	94.12	
6	2	5.88	100.00	
+-				
Total	34	100.0	00	

#### Civil Affairs Overview



**Special Activities** 

Space Systems



**Psyops Overview** 



Total | 34 100.00

### **Combines** Arms



combinedarms | Freq. Percent Cum.

 				_
1	1	2.94	2.94	
3	2	5.88	8.82	
4	16	47.06	55.88	
5	4	11.76	67.65	
6	8	23.53	91.18	
7	3	8.82	100.00	
 +-				-
Total	34	100.0	)0	

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4: -

JTAC

Density

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Administrative:

#### **Concise Writing**



concise with prog. refeelite Guin.				
+				
4	6	17.65	17.65	
5	11	32.35	50.00	
6	13	38.24	88.24	
7	4	11.76	100.00	
+				
	+- 4   5   6	4  6 5  11 6  13 7  4	4   6 17.65 5   11 32.35 6   13 38.24	

Total | 34 100.00



Casualty Care



17.65

7 |

----+

6

Total | 34 100.00

100.00

\_\_\_\_\_

NSWG3/4 Overview



#### OPLAN/CONPLAN



Law of War



Lawofwar | Freq. Percent Cum.

+-				
1	1	2.94	2.94	
2	1	2.94	5.88	
3	5	14.71	20.59	
4	5 7	20.59	41.18	
5	, 6	17.65	58.82	
6	7	20.59	79.41	
7	, 7	20.59		
· I		20.57		
Total   34 100.00				

#### Rules of Engagement



WARCOM Brief

## Mission Support Center



# Eval/Fitrep Writing



evalwrite	Fre	eq. Pero	cent Cum.		
+-					
2	1	2.94	2.94		
4	2	5.88	8.82		
5	7	20.59	29.41		
6	16	47.06	76.47		
7	8	23.53	100.00		
+-					
Total	Total $34, 100.00$				
# TROOP CPO Histogram and Frequency Results

Leadership:

Ethics



ethics | Freq. Percent Cum.

+			
L	1	6.25	6.25
2	1	6.25	12.50
1	3	18.75	31.25
5	2	12.50	43.75
5	4	25.00	68.75
7	5	31.25	100.00
+			
	2   4   5   5	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	2       1       6.25         4       3       18.75         5       2       12.50         5       4       25.00

#### Mentorship



Counseling



# Combat Leadership



# Tactical:

## Irregular Warfare



IW	Freq.	Perce	nt Cum.
+-			
1	1	6.25	6.25
3	1	6.25	12.50
4	4	25.00	37.50
5	4	25.00	62.50
6	4	25.00	87.50
7	2	12.50	100.00
+-			
Total	16	100.0	0

# SOF/Conventional Principles



Total | 16 100.00

Fire Support







**Mission Analysis** 

6.5



Course of Action Development

Administrative:

JSOC Brief



JSOCbrief | Freq. Percent Cum.

	+			
2	2	12.50	12.50	
3	1	6.25	18.75	
5	4	25.00	43.75	
6	3	18.75	62.50	
7	6	37.50	100.00	

Military Correspondence



Public Speaking



# **Procurement Process**



procure	Fr	eq. Per	cent Cum.
+			
3	2	12.50	12.50
4	6	37.50	50.00
5	3	18.75	68.75
6	3	18.75	87.50
7	2	12.50	100.00
+			

Total | 16 100.00

Military Classification Process



milclass	Fr	eq. Per	cent Cum.
+			
2	1	6.25	6.25
3	3	18.75	25.00
4	6	37.50	62.50
5	2	12.50	75.00
6	3	18.75	93.75
7	1	6.25	100.00
+-			

# Disciplinary Review Board



Military Justice



miljustice | Freq. Percent Cum.

+				
1	1	6.25	6.25	
2	3	18.75	25.00	
3	3	18.75	43.75	
4	5	31.25	75.00	
5	1	6.25	81.25	
6	1	6.25	87.50	
7	2	12.50	100.00	
+				

# Career Development



Ranking Boards



rankboard | Freq. Percent Cum.

 2	2	12.50	12.50
3	1	6.25	18.75
4	3	18.75	37.50
5	4	25.00	62.50
6	3	18.75	81.25
7	3	18.75	100.00

-----+------

Lessons Learned





PLT LDR Course

## Leadership:

#### Subordinate Development



subordinate |

dev	Freq.	Perce	nt Cum.
 +-			
3	1	6.25	6.25
5	4	25.00	31.25
6	2	12.50	43.75
7	9	56.25	100.00
 +-			
Total	16	100.0	0

# Combat Leader Roles



#### **Mental Preparation**

Tactical:



Net Warfare



\_\_\_\_ 3 | 25.00 25.00 4 4 | 31.25 56.25 5 5| 5 31.25 87.50 6 1 6.25 93.75 7 | 1 6.25 100.00 -----

Total | 16 100.00

Military Advisor



miladvisor | Freq. Percent Cum.

	+			
,	3		12.50	12.50
		7	43.75	56.25
[	5	3	18.75	75.00
(	5	2	12.50	87.50
7	7	2	12.50	100.00
	+			

SOF Principles



Jihad Info Ops



Fr	eq. Per	cent Cum.
1	6.25	6.25
4	25.00	31.25
5	31.25	62.50
3	18.75	81.25
3	18.75	100.00
	1 4 5 3 3	<ol> <li>4 25.00</li> <li>5 31.25</li> <li>3 18.75</li> </ol>

## Terrorism 101



Culture Seminar



3	2	12.50	12.50
4	2	12.50	25.00
5	3	18.75	43.75
6	7	43.75	87.50
7	2	12.50	100.00
	+		

Total | 16 100.00

#### **Terror Networks**



Unconventional Warfare Seminar



# Service Culture Seminar



servicecult |

ure	Freq.	Perce	nt Cum.
 +-			
2	1	6.25	6.25
3	3	18.75	25.00
4	5	31.25	56.25
5	3	18.75	75.00
6	3	18.75	93.75
7	1	6.25	100.00
 +-			

Total | 16 100.00

Joint Staff Plans



State Department Overview



DOS	Fre	eq. Perc	ent	Cum.
+- 4	4	25.00	25.0	
5	5	31.25	56.2	25
6	5	31.25	87.5	50
7	2	12.50	100.	00
+-				

Total | 16 100.00

Population Assessments



popassess | Freq. Percent Cum.

	.+			
1	2	12.50	12.50	
3	1	6.25	18.75	
4	5	31.25	50.00	
5	5	31.25	81.25	
6	2	12.50	93.75	
7	1	6.25	100.00	

\_\_\_\_\_

Total | 16 100.00

\_\_\_\_

#### **Civil Affairs Overview**



**Special Activities** 

Space Systems



**PSYOPS** Overview



# **Combines** Arms



# combinedarm |

s	Freq.	Percer	nt Cum.
	+		
3	1	6.25	6.25
4	8	50.00	56.25
5	3	18.75	75.00
6	3	18.75	93.75
7	1	6.25	100.00
	+		

Total | 16 100.00

JTAC





Administrative:

# Concise Writing



# concisewrit |

e	Freq.	Percer	nt Cum.
	+		
2	1	6.25	6.25
3	1	6.25	12.50
4	3	18.75	31.25
5	4	25.00	56.25
6	4	25.00	81.25
7	3	18.75	100.00
	+		
Total	16	100.	00

αó –				
ب ب				
Density -				
~i -				
			1	
3		4 F3EA	5	6
F3EA	Free	q. Perco	ent	Cum.
+		6.25	6.25	
	1	6.25	12.50	
5	2	12.50	25.0	0
•		12.50 43.75		
6	7		68.7	5

Casualty Care



# casualtycar |

e	Freq.	Percer	nt Cum.
	+		
2	2	12.50	12.50
3	2	12.50	25.00
4	2	12.50	37.50
5	7	43.75	81.25
6	2	12.50	93.75
7	1	6.25	100.00
	+		
T. t. 1	10	100	0.0

# NSWG3/4 Overview

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#### Gpbrief | Freq. Percent Cum. \_\_\_\_\_

-----

2	2	12.50	12.50
3	3	18.75	31.25
4	4	25.00	56.25
5	4	25.00	81.25
6	2	12.50	93.75
7	1	6.25	100.00
 +-			

Total | 16 100.00

Total | 100.00 16

## OPLAN/CONPLAN



Law of War

# Rules of Engagement



WARCOM Brief



WARCOM		Freq.	Percent Cum.
+			
2	1	6.25	6.25
3	2	12.50	18.75
4	4	25.00	43.75
5	2	12.50	56.25
6	5	31.25	87.50
7	2	12.50	100.00
+			
Total	16	5 100	.00

## Mission Support Center



## Eval/Fitrep Writing



## **Officer Histogram and Frequency** Results



Leadership:

Ethics



# Counseling

## Combat Leadership



## Tactical:

#### Irregular Warfare



# SOF/Conventional Principles



SOFconvprin | Freq. Percent Cum.

+			
3	2	8.00	8.00
4	2	8.00	16.00
5	8	32.00	48.00
6	5	20.00	68.00
7	8	32.00	100.00

Total | 25 100.00

Fire Support



Total | 25 100.00





**Mission Analysis** 



7 5 20.00 100.00

Total | 25 100.00

Total | 25 100.00



Administrative:

6

### Course of Action Development

# Military Correspondence



milwrit	Fre	eq. Per	cent Cum.
+			
2	1	4.00	4.00
3	1	4.00	8.00
4	11	44.00	52.00
5	4	16.00	68.00
6	6	24.00	92.00
7	2	8.00	100.00
+			

Total | 25 100.00 Public Speaking



pubspeak | Freq. Percent Cum.

+-			
4	2	8.00	8.00
5	3	12.00	20.00
6	7	28.00	48.00
7	13	52.00	100.00
+-			
Total	25	5 100.0	0

## **Procurement Process**



Military Classification Process





Military Justice

\_\_\_\_\_



\_\_\_\_\_

1	1	4.00	4.00	
2	3	12.00	16.00	
3	5	20.00	36.00	
4	6	24.00	60.00	
5	8	32.00	92.00	
6	1	4.00	96.00	
7	1	4.00	100.00	
+-				_
Total	25	5 100.	00	
## Career Development



**Ranking Boards** 



	<b>-</b> 1	-	1.00	1.00
	2	1	4.00	8.00
	3	1	4.00	12.00
	4	4	16.00	28.00
	5	8	32.00	60.00
	6	7	28.00	88.00
	7	3	12.00	100.00
	+-			
Total   25 100.00				

163

Lessons Learned



**Financial Concepts** 



PLT LDR Course

### Leadership:

Subordinate Development



subordinate |

dev	Freq.	Percer	nt Cum.
 +			
4	1	4.00	4.00
5	5	20.00	24.00
6	6	24.00	48.00
7	13	52.00	100.00
 +			

Combat Leader Roles



## **Mental Preparation**









Net Warfare



Military Advisor







4	4	16.00	40.00	
5	11	44.00	84.00	
6	4	16.00	100.00	
+				

SOF Principles



Jihad Info Ops



Terrorism 101



Culture Seminar



Freq. Percent Cum.

 +				
2	1	4.00	4.00	
3	3	12.00	16.00	
4	6	24.00	40.00	
5	7	28.00	68.00	
6	8	32.00	100.00	
 +				

Total | 25 100.00

#### **Terror Networks**



#### Unconventional Warfare Seminar

Service Culture Seminar



servicecult |

ure	Freq.	Perce	ent Cum.
+			
2	2	8.00	8.00
3	8	32.00	40.00
4	3	12.00	52.00
5	7	28.00	80.00
6	3	12.00	92.00
7	2	8.00	100.00
+			

Joint Staff Plans



State Department Overview



**Population Assessments** 



20.00

36.00

16.00

12.00

36.00

72.00

88.00

100.00

Total | 25 100.00

5

9

4

3

3 |

4 |

5 |

6|

### **Civil Affairs Overview**



**Special Activities** 



Space Systems





## **Combines** Arms



combinedarm | Freq. Percent Cum. -----+----+ 3 | 28.00 7 28.00 4 | 4 16.00 44.00 5| 8 32.00 76.00 6| 6 24.00 100.00 -----Total | 25 100.00

JTAC





### Administrative:

#### **Concise Writing**

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concisewrit | Freq. Percent Cum.

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2	1	4.00	4.00
3	2	8.00	12.00
4	3	12.00	24.00
5	1	4.00	28.00
6	13	52.00	80.00
7	5	20.00	100.00
+-			
Total	25	5 100.0	00

Casualty Care



1	1	4.00	4.00
3	2	8.00	12.00
4	5	20.00	32.00
5	9	36.00	68.00
6	4	16.00	84.00
7	4	16.00	100.00
+			

NSWG3/4 Overview



3	5	20.00	20.00	
4	9	36.00	56.00	
5	7	28.00	84.00	
6	3	12.00	96.00	
7	1	4.00	100.00	
	+			

Total | 25 100.00

## OPLAN/CONPLAN



Law of War



### Rules of Engagement



### **Mission Support Center**



## **Eval/Fitrep Writing**

6

Cum.

## LIST OF REFERENCES

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