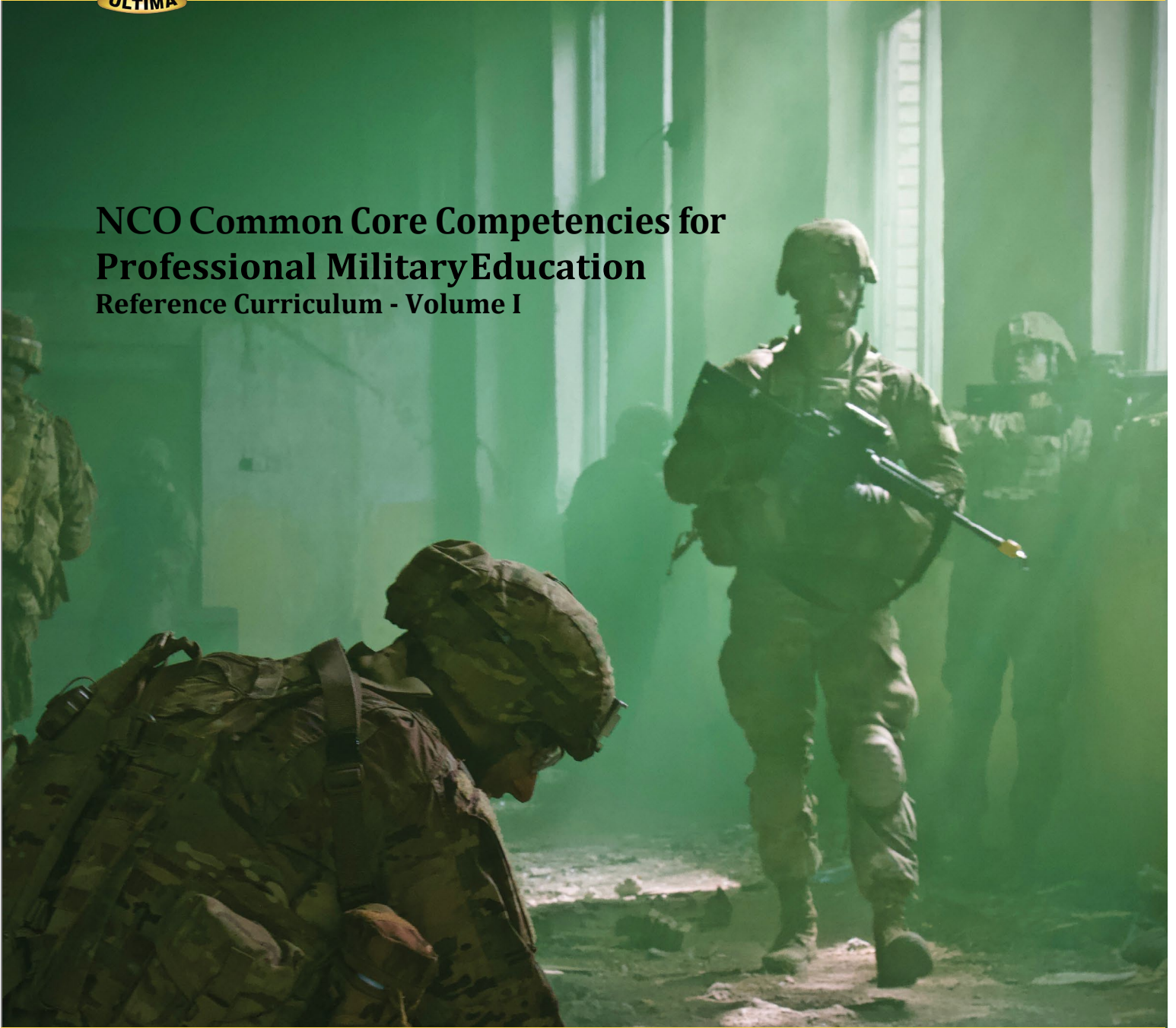




THE NCO LEADERSHIP CENTER OF EXCELLENCE

NCO Common Core Competencies for Professional Military Education Reference Curriculum - Volume I



Basic Leader Course

Advanced Leader Course-Common Core Competencies

Senior Leader Course-Common Core Competencies

Master Leader Course

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“Leaders Build Lethality, We Develop Leaders”

NCO Common Core Competencies (NCO C3) Definitions

NCO Common Core Competencies: Six major topic areas (*Leadership, Communications, Readiness, Training Management, Operations, and Program Management*) taught in NCO Professional Military Education (PME) that are common to all Noncommissioned Officers regardless of Military Occupational Specialty (MOS), rank, or position. NCO common core competency topics support the four Army Learning Areas, include subjects that are sequential and progressive, and build on skills, knowledge, and abilities of every NCO by enhancing a shared understanding required to operate effectively as a professional member of a ready and lethal force.

READINESS: NCOs are responsible for Soldier readiness and play a key role in unit readiness. This competency includes: Army Inspections, Command Supply Discipline, Comprehensive Soldier Fitness (physical, spiritual, emotional, social, and family), Equipment Maintenance, Resiliency, MEDPROs, and Financial Readiness.

LEADERSHIP: The Army relies on NCOs capable of conducting daily operations, executing mission command and making intent-driven decisions. NCOs must lead by example and model characteristics of the Army Profession. This competency includes: Leader Development, Counseling, Coaching and Mentoring, the Army Ethic, Army Values, and Character Development. It also includes a thorough understanding of the Leadership Requirements Model, Mission Command Philosophy, Critical Thinking, and Problem Solving.

OPERATIONS: Leaders at every echelon are expected to display the initiative necessary to assume prudent risk, while taking timely advantage of opportunities that present themselves under ambiguous, chaotic conditions. This competency includes: Large-Scale Combat Operations, Multi-Domain Operations (Cyber, Land, Sea, Air, & Space), Joint Operations, Operational & Mission Variables, Troop Leading Procedures, Military Decision Making Process, Warfighting Functions/Combat Power, and Operational Terms & Symbols.

TRAINING MANAGEMENT: NCOs are directly responsible for training individual Soldiers, crews, and teams. The Army training principles provide a broad but essential foundation to guide NCO leaders as they plan, prepare, execute, and assess sustained and effective training. This competency includes: Risk Management, 8-step Training Model, Conducting Individual Training, and the Art and Science of training from squad to brigade level (course dependent).

PROGRAM MANAGEMENT: NCOs assist their officer counterparts in managing Army programs that supports Soldiers and Families. This competency complements readiness and includes: The Army Safety Program, Army Career Tracker (ACT), Human Resource Systems, Military Justice Procedures, the Army Force Management Model (How the Army Runs), Army Community Service (ACS) Programs, and the Soldier for Life-Transition Assistance Program (SFL-TAP).

COMMUNICATIONS: Competent NCOs are effective communicators. NCOs cannot lead, train, counsel, coach, mentor, or build teams without the ability to communicate clearly. This competency includes: Verbal (Public Speaking & Military Briefings) and Written (English and Grammar) communications. Also includes, Active Listening, Collaboration, Facilitation, Negotiations, Social Media, Digital Communications, Media Engagement, Staff Studies, and Decision Papers.

Mission Statement

Provide professional military education that develops enlisted leaders into fit, disciplined, well-educated professional capable of meeting the challenges of an increasingly complex world.



Vision Statement

The premier institution driving innovative development for enlisted leaders; constantly focused on readiness.

Preface

This reference curriculum is for Soldiers who want to know more about Noncommissioned Officer Professional Military Education courses. The reference curriculum books consist of three volumes.

Volume I:

Basic Leader Course (BLC)

Advanced Leader Course-NCO Common Core Competencies (ALC-NCO C3)

Senior Leader Course-NCO Common Core Competencies (SLC-NCO C3)

Master Leader Course (MLC)

Volume II:

Distributed Leader Courses (DLC) I - VI

Volume III:

Battle Staff NCO Course (BSNCOC)

Commandants Pre-Command Course (CPCC)





Basic Leader Course (BLC)

Description

The Basic Leader Course (BLC) prepares Soldiers for promotion to Sergeant to execute the duties of a team leader. Students will be able to employ comprehensive Soldier fitness elements for self and subordinates, promote readiness for all contingencies, and apply training management principles. Key concepts also include thinking critically through leadership and counseling situations with total ownership of decisions, taking accountability for character development in self and subordinates, and confidently communicating time sensitive information through chain of command. As a result, students will gain an understanding of the significance of becoming a noncommissioned officer and the responsibilities that inherent that role.

Terminal Learning Objectives (TLOs)

Explain the outcomes of the BLC and the effects of group dynamics on the learning process. Convey clear thoughts, tasks, and purpose to leadership and subordinates through multiple communication mediums. Identify triggers to use effective leadership skills, values, and authority as a newly promoted NCO. Shape teams/squads to meet operational missions by implementing training management principles. Guide self, Soldiers, and Families to meet Army readiness standards.

Lesson List

Lesson	Topic	Hours
B100	BLC Course Overview/Blackboard Review	3
B101	Group Dynamics	3
B111	Introduction to Physical Readiness Training (PRT)	19
B114	Drill and Ceremonies	6
B123	Army Physical Fitness Test	3
B105	Critical Thinking and Problem Solving	4
B102	Effective Listening	3
B103	Written Communication	13
B116	Training Management/CIT	16
B104	Public Speaking	12
B106	The Army's Leadership Requirements Model	4
B108	Cultural Competencies	4
B107	Counseling	7
B109	Army Values, Ethics, and Integration of Soldier 2020	5
B110	Legal Responsibilities and Limits of NCO Authority	4
B112	Followership and Servant Leadership Fundamentals	6
B113	Team Building and Conflict Management	7
B115	Mission Orders and Troop Leading Procedures	5
B117	Soldier for Life/Transition Assistance Program	4
B119	Soldier Readiness	6
B121	Resiliency	6
B118	Command Supply Discipline Program	5
B122	End of Course Short Answer Essay Exam	24
	Total BLC Hours	169

Lesson B100 – BLC

Description

At the end of this lesson, students will be able to organize an approach to achieving the course learning outcomes. The BLC contains 169 hours of academic instruction.

Hours: 3

Learning Objectives/Outcomes

Identify the standards, procedures, and assessment requirements for the Basic Leader Course (BLC).

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

Advance Sheet

During class:

Interview Sheet

Assessment Rubrics

Read:

N/A

Lesson B101 – Group Dynamics

Description

At the end of this learning event, you will be more aware of the process a group goes through to successfully achieve a common goal.

You will also explore strategies useful for groups in the learning environment.

Hours: 3

Learning Objectives/Outcomes

Summarize the components of group dynamics as they relate to the learning environment.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

Advance Sheet

During class:

Broken Squares Activity

Practical Exercise Worksheet

Read:

Stages of Group Development, by Bruce Tuckman, pp 1 through 7 (17 minutes)

Lesson B102 – Effective Listening

Description

At the end of this learning event, you will develop an awareness of the process and role of listening in oral communication. In addition, you will develop skills related to analyzing and improving informative, critical, and empathetic listening skills.

Hours: 3

Learning Objectives/Outcomes

Use the components of the listening process to improve communication.

Learning Domain: Affective

Level of Learning: Receiving

References/Readings

Advance Issue:

Advance Sheet

During class:

Listening Behavior Assessment

Handouts 1 & 2

Read:

Listening Effectively, 1996, by John A. Kline, pp 30 through 32 (7.5 minutes)

Lesson B103 – Written Communication

Description

At the end of this lesson, you will be able to apply writing and editing principles to develop fluency and accuracy in writing sentences, paragraphs and short essays.

You will practice writing military correspondence and award bullets and explore narrative story elements to develop your writing abilities to meet course writing assignments.

Hours: 13

Learning Objectives/Outcomes

Apply the components of the writing and editing process.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Learner Handout 1 – Outline

Learner Handout 2 – Venn Diagram

Learner Handout 3 – Mindmap

Learner Handout 4 – MFR

Learner Handout 5 – Proofreading Marks

Learner Handout 6 – 1009 Assessing Writing Information Essay (Learner)

Read:

AR 25-50, *Preparing and Managing Correspondence*, 17 May 2013, Chapter 1, p. 6, paras 1-36 and 1-37 (2 minutes)

Lesson B104 – Public Speaking

Description

At the end of this lesson, you will be confident in speaking in front of peers and superiors. You will explore both verbal and nonverbal skills, audience analysis techniques, and four types of military briefing. You will develop and deliver a historical event briefing.

Hours: 12

Learning Objectives/Outcomes

Demonstrate confidence when delivering a briefing/presentation.

Learning Domain: Affective

Level of Learning: Responding

References/Readings

Advance Issue:

Advance Sheet

During class:

Verbal communication skills handouts

Job Aid for Verbal and Nonverbal skills

Read:

FM 6-0, *Commander and Staff Organization and Operations* (with Change 2), 22 April 2016, Chapter 7, pp 7-1 through 7-5 (12.5 minutes)

Briefing Guide, May 1993, by USASMA Section I, pp. 1 through 2, (Information Briefing), pp 9 through 11 (Briefing Checklist, and Briefing Tips) (7.5 minutes)

Lesson B105 – Critical Thinking and Problem Solving

Description

At the end of this lesson, you will apply foundational critical thinking elements when leading your team members and working with your superiors. You will also make the connection between critical thinking and effective communication through active listening, writing, and speaking activities.

Hours: 4



U.S. Army Photo by Paul Hughes

Learning Objectives/Outcomes

Solve problems using critical thinking.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

Job Aid 2, Improving Your Thinking

Job Aid 3, Military Problem Solving Process

During class:

Job Aid 1, Elements and Standards

Read:

The Miniature Guide to Critical Thinking Concepts and Tools, (Seventh edition), © 2014, by Dr. Richard Paul and Dr. Linda Elder, pp 1 through 22 (55 minutes)

FM6-0, *Commander and Staff Organization and Operations* (with Change 2), 22 April 2016, Chapter 4 (15 minutes)

Job Aid 2, Improving Your Thinking

Job Aid 3, Military Problem Solving Process

Lesson B106 – The Army’s Leadership Requirements Model

Description

At the end of this learning event, you will have an opportunity to examine and develop your own personal leadership attributes and competencies through collaborative and experiential learning experiences. You will also compose an essay how to improve your leadership strengths and weaknesses.

Hours: 4

Learning Objectives/Outcomes

Describe the Army’s Leadership Requirements Model.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

Advance Sheet

During class:

Practical Exercise

Read:

ADRP 6-22, *Army Leadership*, 1 August 2012, Chapter 1, para 1-4 through 1-6 and para 1-27, pp 1-27 through 1-35 (7.5 minutes)

ADP 6-22, *Army Leadership*, 10 September 2012, pp 5 through 8, para 22 through 38 (8 minutes)

ADRP 6-22, *Army Leadership*, 1 August 2012, Chapter 2, pp 2-4 through 2-5, para 2-24 through 2-39 (5 minutes)

AR 623-3, *Evaluation Reporting System*, 4 November 2015, pp 31 through 32, para 3-4 and 3-5 (5 minutes)

Lesson B107 – Counseling

Description

At the end of this learning event, you will be confident in counseling your team members. Through role playing activities, you will examine and practice, how to counsel performance issues, personal issues, and professional growth opportunities.

You will also explore concepts and decisions through a virtual environment.

Hours: 7

Learning Objectives/Outcomes

Demonstrate effective counseling skills.

Learning Domain: Affective

Level of Learning: Valuing

References/Readings

Advance Issue:

Advance Sheet

During class:

Scenario Handouts

DA Form 4856 Developmental Counseling Form (3 per student)

12 Index cards

*Optional – Learner Handout Vignettes

Read:

ATP 6-22.1, *The Counseling Process*, 1 July 2014, Chapters 1 and 2, pp 1-1 through 2-10 (35 minutes)

Classroom Discussion:

Students should be prepared to discuss counseling.

Equipment:

Students will need headphones or earbuds for use with the ELITE Counseling Simulator on the student laptop.

Lesson B108 – Cultural Competence

Description

At the end of this learning event, you will be able to apply culturally appropriate responses when working within your teams, with peers, superiors, and people from other cultures. You will explore ways to rapidly recognize and assess cultural norms, explore strategies to effectively communicate with people from your own and other cultures, and learn how to mitigate cross-cultural challenges.

Hours: 4

Learning Objectives/Outcomes

Adapt your leadership style to the cultural environment.

Learning Domain: Affective

Level of Learning: Responding

References/Readings

Advance Issue:

Advance Sheet

During class:

Communication Style Continuum (1 per student)

Scenario Cards (1 set per student group)

8.5" x 11" copy paper (2 per student and 2 for demonstration)

Read:

N/A

Lesson B109 – Army Values, Ethics, and Integration of Soldier 2020

Description

At the end of this learning event, you will articulate a coherent values and ethics system that supports the Army profession. You will take a comprehensive and holistic view of the Army values and ethical framework and examine how these values and ethics support your ability to lead teams.

Hours: 5

Learning Objectives/Outcomes

Justify the need to adhere to a strong set of values and ethics that support the Army profession.

Learning Domain: Affective

Level of Learning: Valuing

References/Readings

Advance Issue:

Advance Sheet

During class:

Army Values – Our Core

Review:

Army Profession Pamphlet, February 2017, pp 29 through 39 (25 minutes)

Lesson B110 – Legal Responsibilities and Limits of NCO Authority

Description

At the end of this learning event, you will create a job aid on types of authority an NCO has and when and how to use that authority. You will review the legal aspects, examine military justice components, and limits of authority to determine correct disciplinary approaches for Soldier conduct.

Hours: 4

Learning Objectives/Outcomes

Understand the legal authorities, responsibilities and limits of an NCO.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

Advance Sheet

During class:

Practical Exercise

Read:

TC 7-22.7, *Noncommissioned Officer Guide*, 7 April 2015, Chapter 4, pp 4-23 through 4-30, paras 4-20 through 4-29 (15 minutes)

AR 27-10, *Military Justice*, 11 May 2016, Chapters 3 and 4, pp 3 through 29, (70 minutes)

AR 600-20, *Army Command Policy*, 6 November 2014, Chapter 4 (35 minutes)

Lesson B111 – Introduction to Physical Readiness Training (PRT)

Description

At the end of this 19-hour learning event, you will be able to conduct Physical Readiness Training (PRT). The lesson provides discussion, demonstration, practical exercises, and evaluation to prepare the student. The assessment will count toward your grade point average.

Hours: 19

Learning Objectives/Outcomes

Apply the components of the Army Physical Readiness Training Program.

Learning Domain: Cognitive

Level of Learning: Applying



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References/Readings

Advance Issue:

Advance Sheet

Conduct Physical Readiness Training rubric

During class:

GTA 07-08-003, Physical Readiness Training Quick Reference Card

Read:

N/A

Lesson B112 – Followership and Servant Leadership Fundamentals

Description

At the end of this learning event, you will be able to identify different types of followers that make up a team and how to work with or influence each type. You will also be able to identify the importance of servant leadership principles in how you interact, adapt to, and think about your new position as SGT. You will apply counseling, coaching, and mentoring techniques for specific follower behaviors while employing servant leadership principles.

Hours: 6

Learning Objectives/Outcomes

Describe the characteristics of the effective follower. Describe the principles of servant leadership.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

Advance Sheet

During class:

Spangenberg Case Study

1009W Assessing Writing Compare and Contrast Essay (Learner)

Read:

Reading A - Say No to Yes Men: Followership in the Modern Military, April 2009, by LtCol Brian W. Landry, pp 5 through 8 (12.5 minutes)

Reading B - Servant Leadership (40 minutes)

Review:

ATP 6-22.1, *The Counseling Process*, 1 July 2014, Chapter 2, pp 2-6 through 2-7, paras 2-33 through 2-37 (including Table 2-1) (5 minutes)

ADRP 6-22, *Army Leadership*, 1 August 2012, Chapter 7, pp 7-1 through 7-16 (40 minutes)

Lesson B113 – Team Building and Conflict Management

Description

At the end of this learning event, you will be able to use the three stages of team development to build and maintain an effective team. You will also be able to use appropriate conflict management styles applied to different sources of conflict.

Hours: 7

Learning Objectives/Outcomes

Build effective teams. Choose appropriate conflict management styles to maintain an effective team.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Online scenarios in MSAF

Read:

ADRP 6-22, *Army Leadership*, August 2012, Chapter 1, pp 1-4 through 1-6; Chapter 6, pp 6-1 through 6-14; Chapter 7, pp 7-13 through 7-15 (47 minutes)

FM 6-22, *Army Leadership*, 30 June 2015, Chapter 1, pp 1-3 through 1-7 and Chapter 3, pp 3-6 through 3-10 (25 minutes)

FM 7-0, *Training Units and Developing Leaders*, 5 October 2016, Appendix H, p H-4 paras H14 through H17 and page H-4.

Lesson B114 – Drill and Ceremonies

Description

At the end of this learning event, you will be able to move a small unit from one place to another in an orderly manner. You will also be able to conduct the Squad Leader's Inspection. This training instills discipline and develops habits of precision and response.

Hours: 6

Learning Objectives/Outcomes

Conduct squad drill.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Conduct Squad Drill Score Sheet

Read:

N/A

Lesson B115 – Mission Orders through Troop Leading Procedures

Description

At the end of this learning event, you will be able to rapidly react to mission orders assigned to your team in order to meet the commander's intent by knowing how to employ Troop Leading Procedures. You will have an opportunity to build a new order to create a team building event.

Hours: 5

Learning Objectives/Outcomes

Apply Troop Leading Procedures.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Learner Handouts

Read:

FM 6-0, *Commander and Staff Organization and Operations* (with Change 2), 22 April 2016, pp 10-1 through 10-9 (22 minutes)

Review:

FM 6-0, *Commander and Staff Organization and Operations* (with Change 2), 22 April 2016, Appendix C (12 minutes)

Lesson B116 – Training Management/CIT

Description

At the end of this learning event, you will develop a 30-minute Sergeant's Time Training session using the 8-step training model, incorporating training management principles and risk management.

Hours: 16

Learning Objectives/Outcomes

Develop and instruct a skill level 1 task during a team level training session, using the Army's 8-step training outline.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

CE Handouts

Sergeant's Time Worksheet

Read:

FM7-0, *Train to Win in a Complex World*, 5 October 2016, Chapter 1, para 1-4 through 1-11, 1-27 through 1-37, 1-41 through 1-43, Chapter 2, pp 2-4 through 2-5, 2-15 through 2-16, 2-23 through 2-24, Chapter 3, pp 3-12 through 3-20, p H-4, paras H14 through H17, and Appendix F (27.5 minutes)

ADP7-0, *Training Units and Developing Leaders*, 23 Aug 2012, pp 6 through 10 (10 minutes)

Lesson B117 – Soldier for Life/Transition Assistance Program

Description

During this learning event, we will analyze the Soldier for Life (SFL) - Transition Assistance Program (TAP) process. Students will create a basic resume, a social networking page, and design a quick 30-second elevator pitch. The SFL - TAP fosters and promotes Army retention, both on active duty and in the Army National Guard (ARNG) or U.S. Army Reserve (USAR). The SFL - TAP helps Soldiers compare and contrast Army benefits and compensation with similar public or private sector occupations, to make informed career decisions. When Soldiers decide to leave active duty, the SFL-TAP shows them how continued service in the ARNG or USAR can supplement their income, provide education and career opportunities, and expand their contacts in the community.

Hours: 4

Learning Objectives/Outcomes

Discuss the Soldier for Life - Transition Assistance Program (SFL-TAP) and prepare a basic resume.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

AR600-81, *Soldier for Life-Transition Assistance Program*

Basic resume format

Resume assessment rubric

Read:

N/A

Lesson B118 – Command Supply Discipline Program

Description

At the end of this learning event, you will be a good steward of Army resources in order to meet unit readiness. You will also build a plan on enforcing good supply discipline within your teams.

Hours: 5

Learning Objectives/Outcomes

Connect being a good steward of Army resources to unit readiness through effective supply discipline.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

Advance Sheet

During class:

N/A

Read:

ADRP 1, *The Army Profession*, 14 June 2015, Chapter 6

AR 710-2, *Supply Policy Below the National Level*, 25 March 2008, Chapter 2, pp 31 through 34, para 2-10

CALL Handbook 10-19, *Small Unit Leader's Guide to: The Command Supply Discipline Program*, January 2010

Scan:

ATP 6-22.6, *Army Team Building*, 30 October 2015, Chapter 1, pp 1-1 through 1-13

Lesson B119 – Soldier Readiness

Description

At the end of this learning event, you will dissect the four pillars of readiness at the team level in order to support the overall Army mission. You will also develop a job aid outlining team level responsibilities, objectives, and/or methods in your MOS to support training, manning, equipment, and leader development to meet unit readiness.

Hours: 6

Learning Objectives/Outcomes

Organize team level requirements required under the pillars of readiness.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Learner Worksheet

Read:

Army Readiness Guidance 2016-17, 20 January 2016, pp 1 through 9 (22.5 minutes)

Lesson B121 – Resiliency

Description

At the end of this learning event, you will be able to support yourself, your team members, and their families to become resilient through orienting them to the correct Army support programs.

Hours: 6

Learning Objectives/Outcomes

Assist Soldiers to be ready and resilient at all times to meet unit missions.

Learning Domain: Affective

Level of Learning: Responding

References/Readings

Advance Issue:

Advance Sheet

Role playing script for “spirituality” for seven (7) students per small group. (Provide to selected students one or two days before lesson execution. Rehearsals should be conducted away from peers.)

During class:

DA Form 4856, Developmental Counseling Forms

Resiliency Learner Handout

Character Information for Vignettes

Read:

N/A

Lesson B122 – End of Course Essays

Description

At the end of this 24-hour lesson, you will reflect, write, peer edit, correct, peer grade, and provide feedback on two reflective essays. The essays will be similar to what you wrote at the end of the Distributed Leader Course 1 (DLC 1). The feedback will be provided IAW the 1009W (Special) Reflective Essay rubric.

Hours: 24

Learning Objectives/Outcomes

Reflect on the Basic Leaders Course content by expressing and integrating learning into professional practice using the writing and editing process.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

None

Read:

N/A



Advanced Leader Course-NCO Common Core Competencies (ALC-NCO C3)

Description

The Advanced Leader Course-NCO Common Core Competencies (ALC-NCO C3) prepares sergeants for duties as a staff sergeant. The course will challenge students to think critically, generate creative ideas, and learn to solve complex problems. Students will develop skills in written and oral communications using the leadership requirements model through a holistic approach. Key lessons include discussing servant leadership, examining the mission command philosophy, writing an analytical essay, preparing and delivering a military briefing, and using the military decision making process (MDMP). As a result, students will be able to train, lead, and conduct operations at the squad level.

Terminal Learning Objectives (TLOs)

Analyze Army leadership and the profession, analyze mission command, employ cognitive dominance, and manage Army programs at the squad level.

Lesson List

Lesson	Topic	Hours
A200	ALC-NCO C3 Course Overview	1
A218	Contemporary Issues	7
A201	Army Discipline and Standards	2
A203	The Army Leader	3
A212	Coaching Counseling and Mentorship	5
A205	Conduct Research using a Case Study	5
A210	Persuasive Essay	6
A213	Military Briefings	6
A206	Build Trust and Discipline in Teams	2
A208	Mission Orders, TLP, and MDMP	10
A215	Training Management	3
A214	Physical Fitness Program for a Squad	2
A216	Army's Maintenance Program	3
	Total ALC Hours	55

Lesson A200 – ALC-NCO C3 Course Overview

Description

At the end of this lesson, you will be able to organize an approach to achieve the course learning outcomes. The ALC-NCO C3 contains 55 hours of academic instruction covering the following competency areas:

- Communications
- Leadership
- Program Management
- Operations
- Training Management
- Readiness

Hours: 1

Learning Objectives/Outcomes

Understand the learning outcomes of the Advanced Leader Course-NCO Common Core Competencies (ALC-NCO C3).

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

Advance Sheet

During class:

Peer Interview Sheet (H-1)

Read:

N/A

Lesson A201 – Army Standards and Discipline

Description

At the end of this lesson, students will have acquired the knowledge needed to enforce discipline and standards using UCMJ at the squad level.

Hours: 2

Learning Objectives/Outcomes

Examine Army Discipline and Standards.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

“A Few Extra Items Never Hurts”

Standard Adherence, Part 1

Standard Adherence, Part 2

Read:

ADRP-1, *The Army Profession*, 14 June 2015, paras 7-5, 7-6, 7-8, and 7-9 (3 pages).

ADRP 6-22, *Army Leadership* (Incl C1), 10 September 2012, paras 1-18, 2-12, 2-13, 3-3, 3-24 and 3-25; Chapter 6, pp 6-5 through 6-8, para 6-37 and Table 6-2; Chapter 10, pp 10-1 through 10-5, paras 10-5 through 10-36 (13 pages).

FM6-22, *Leader Development*, 30 June 2015, Table 6-4 (1 page). <https://www.USA.army.mil/Be-Know-and-Do> - AUSA, ‘Be, Know and Do’, 2016 (2 pages).

TC 7-21.13, *Soldier’s Guide*, 30 November 2015, paras 4-9 through 4-11c and pp 9-11 through 9-13, para e through h (5 pages).

Lesson A203 – The Army Leader

Description

At the end of this lesson, students will apply the ten key practices of servant leadership in developing their leadership style through role playing activities.

Hours: 3

Learning Objectives/Outcomes

Review Servant Leadership.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Servant Leader vs Toxic Leader Situation

Servant Leader vs Toxic Leader Table

Read:

Reading A, <https://www.greenleaf.org/what-is-servant-leadership/> - Center for Servant Leadership, servant leadership definition, 2016.

Reading B, <http://ncojournal.dodlive.mil/2013/05/14/sergeant-means-servant-how-ncos-typify-the-servant-leader/> - NCO Journal, ‘Sergeant’ Means ‘Servant’: How NCOs Typify the Servant Leader, Jennifer Mattson, 14 May 2013 (5 pages).

Reading C, http://www.regent.edu/acad/global/publications/jvl/vol1_iss1/Spears_Final.pdf *Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders* (6 pages).

Reading D, <https://www.greenleaf.org/the-myths-of-servant-leadership/> - Center for Servant Leadership, *The Myths of*

Servant Leadership, James Riley, 26 September 2013. The barriers to servant leadership – Topic 2, 2.1 through 2.3 (3 pages).

Reading E, <http://www.cluteinstitute.com/ojs/index.php/JBER/article/view/939/923> - Journal of Business & Economics Research, *Servant Leadership: A Phenomenological Study of Practices, Experiences, Organizational Effectiveness, and Barriers*, pp 49, 51, and 53 (3 pages).

Reading F, http://www.au.af.mil/au/awc/awcgate/army-usawc/box_toxic_leadership.pdf - United States Army War College: Class of 2012, *Toxic Leadership in the Military Profession*, COL John E. Box, 15 January 2012. Read abstract, only (1 page).

Reading G, <http://yscouts.com/10-toxic-leadership-characteristics/> - YScouts, *10 Toxic Leadership Characteristics*, 2012 – 2016 (3 pages).

Lesson A205 – Conduct Research Using a Case Study

Description

This lesson introduces students to the analysis of leadership case studies, how to apply lessons learned to future operations, as well as research for the information briefing.

Hours: 5

Learning Objectives/Outcomes

Analyze a Leadership Case Study

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

“The America I Believe In”

“The America I Believe In” Situation

“Guilty ‘til Proven Innocent”

Leadership Case Study Analysis Instructions

History of the NCO

Read:

Reading A, <https://owl.english.purdue.edu/owl/section/2/8/> - Purdue Online Writing lab (OWL), *Conducting Research*, 1995-2017 (1 page).

Reading B, <http://thisibelieve.org/essay/27/> - This I believe, *The America I Believe In*, 11 April 2005 (2 pages).

Reading C, CMH Pub 60-4-1, *Journal of the American Revolution, The Impact of General Von Steuben*, 1 January 1999 (5 pages).

Reading D, <https://owl.english.purdue.edu/owl/resource/561/01/> - Purdue Online Writing lab (OWL), *Proofreading*, 1995-2017 (2 pages).

Reading E, CMH Pub 30-21, *The United States Army and the Forging of a Nation (1775-1917)*, 1 January 2009. Chapter 1 through 5, pp 1 through 127 (127 pages).

Reading F, TC 7-21.13, *Soldier’s Guide*, 30 November 2015, para 2-3 (2 pages).

Reading G, TC 7-22.7, *Noncommissioned Officer Guide*, 7 April 2015. Chapter 1, pp 1.2 and 1.3c (2 pages).

Reading H, U.S. Army Museum of the Noncommissioned Officer, *A History of the NCO*, Mar 2007. Chapter 1, pp 1 through 4 (4 pages).

Reading I, <http://www.citewrite.qut.edu.au/write/casestudy.jsp> - QUT Write, *Writing a case study response*, 12 January 2016 (2 pages).

Reading J, <https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html> - Ashford University, *Guidelines for Writing a Case Study Analysis*, 2013 (2 pages).

Reading K, Center for the Army Profession (CAPE), “Guilty ‘til Proven Innocent?” case study (2 pages).

Lesson A206 – Build Trust and Discipline in Teams

Description

By the end of this lesson, students will understand the concept of mission command philosophy by familiarizing themselves with ADP and ADRP 6-0.

Hours: 2

Learning Objectives/Outcomes

Examine Mission Command Philosophy

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

N/A

Read:

Reading A, ADP 5.0, *The Operations Process*, 17 May 2012, pp 2 through 4, paras 6 through 16 (3 pages).

Reading B, ADP 6.0, *Mission Command* (INCL C1 and C2), 12 May 2014, Chapter 1, paras 2, 6, 16 through 18, and 22 (5 pages).

Reading C, TRADOC Pamphlet 525-3-1, *The U.S. Army Operating Concept: Win in a Complex World 2020 – 2040*, 31 Oct 2014, para 3-4b through 3-4b(5) (2 pages).

Reading D, FM 6-0, *Commander and Staff Organization and Operations*, 5 May 2004, para 10-13 and Table 10-1 (2 pages).

Reading E, <http://usacac.army.mil/sites/default/files/documents/mccoe/MissionCommandNetworkNarrative1Oct15.pdf> - Combined Arms Center and Army Capabilities Integration Center, *Mission Command Network Vision & Narrative*, 1 October 2015, pp 3 and 4 (2 pages).

Lesson A208 – Mission Orders, TLP, and MDMP

Description

At the end of this lesson, students will be able to use mission orders by applying the concept of planning a mission order, identify the types, purposes, and characteristics of mission orders, and analyze mission orders using MDMP.

Hours: 10

Learning Objectives/Outcomes

Use mission orders.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

OPORD 2018-73-2-159IN

Read:

FM 6-0, *Commander and Staff Organization and Operations* (with C2), 22 Apr 2016, Appendix C

ADP 3.0, *Operations*, October 2017

ADP 6.0, *Mission Command*, 12 March 2014

ARDP 6.0, *Mission Command*, 28 March 2014

ADP 5.0, *The Operations Process*, 17 May 2012.

Lesson A210 – Persuasive Essay

Description

At the end of this lesson, students will write a convincing, well developed, and well organized persuasive essay that analyzes and documents various sources on a given topic.

Students will develop the ability to write about problems from historical, philosophical, rhetorical, and/or cross-cultural perspectives and inter-disciplinary perspectives.

Hours: 6

Learning Objectives/Outcomes

Write a Persuasive Essay.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

Learner Handouts

Read:

Reading A, U.S. Army Command and General Staff School (CGSS), *Writing and Speaking Skills for Army Leaders*, January 2009 (1 page).

Reading B, <https://scholar.google.com> - Google Scholar.

Reading C, Owl at Purdue, Owl Purdue Online Writing Lab, 2017 (7 pages).

Reading D, <https://owl.english.purdue.edu/owl/resource/685/01/> - Owl Purdue, Expository Essays (2 pages).

Reading E, <https://owl.english.purdue.edu/owl/resource/685/02/> - Owl Purdue, Narrative Essays (2 pages).

Reading F, <https://owl.english.purdue.edu/owl/resource/685/05/> - Owl Purdue, Argumentative Essays (1 page).



U.S. Army Photo by Spc. Adam Parent

Reading G, U.S. Army Command and General Staff School (CGSS), *Writing and Speaking Skills for Army Leaders*, January 2009. Argumentative Essays, the five step writing process, essay formatting (13 pages).

Reading H, <https://owl.english.purdue.edu/owl/resource/545/01/> - Owl Purdue, *Introductions, Body Paragraphs, and Conclusions for an Argument paper* (9 pages).

Reading I, <https://owl.english.purdue.edu/owl/resource/980/02/> - Owl Purdue, *Stages of the Writing Process* (2 pages).

Reading J, <http://study.com/academy/lesson/informative-essay-definition-examples-structure.html> - Study.com, *Information Essay: Definition, Examples & Structure* (2 pages).

Reading K, <https://owl.english.purdue.edu/owl/resource/561/1> - Owl Purdue, *Proofreading* (2 pages).

Reading L, <https://owl.english.purdue.edu/owl/resource/560/01/> - Owl Purdue, *APA (General Format)* (6 pages).

Reading M, <http://slideplayer.com/slide/5953512/> - Slide Player, *The Three parts of an Essay*, 2017 (1 page).

Lesson A212 – Coaching, Counseling, and Mentorship

Description

At the end of this lesson students will acquire techniques to effectively coach, counsel, and mentor their subordinates by comparing various techniques through roleplay using the fishbowl technique.

Hours: 5

Learning Objectives/Outcomes

Demonstrate effective coaching, counseling, and mentorship techniques.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Practical Exercise Scenarios

Observer Tool #1

Observer Tool #2



Read:

FM 6-22, *Leader Development*, 30 June 2015, Chapter 3, Section III – Enhancing Learning; Chapter 7, Learning and Development Activities, 7-60. Counsels, Coaches, and Mentors, Table 7-42. Counsels, coaches, and mentors. Coaching Newsletter v5.pdf.

Lesson A213 – Military Briefings

Description

At the end of this lesson, students will have an understanding of how to prepare and deliver a military briefing using the four steps of effective briefing. Students will present an information briefing based on a leadership case study from the Army Leadership and Profession Module.

Hours: 6

Learning Objectives/Outcomes

Prepare and deliver a military briefing.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Show and Tell Situation

What's on Your Desk Situation

5-minute Information Briefings

Information Briefing Topics

Format for an Information Briefing

Recommended Tips for Preparing a Briefing

Read:

Reading A, FM 6-0, *Commander and Staff Organization and Operations* (Incl CHG 2), 22 April 2016, paras 7-1 through 7-21, Figure 7-1 and Figure 7-4 (5 pages).

Reading B, <http://liveboldandbloom.com/08/self-improvement/good-communication-skills> - Live Bold and Bloom, *10 Good Communication Skills You Must Absolutely Know*, Barrie Davenport, August 2014 (6 pages).

Reading C, <https://www.verywell.com/types-of-nonverbal-communication-2795397> Verywell, *Types of Nonverbal Communication*, Kendra Cherry, 9 June 2016 (4 pages).

Reading D, <http://www.helpguide.org/articles/relationships/nonverbal-communication.htm> -

HelpGuide.ORG, Nonverbal Communication, Jeanne Segal, Melinda Smith, Greg Boose, and Jaelline Jaffe, April 2016 (7 pages).

Lesson A214 – Physical Fitness Program for a Squad

Description

At the end of this lesson, students will be able to develop physical readiness training programs that contribute to the tactical and technical competence of their Soldiers.

Hours: 2

Learning Objectives/Outcomes

Construct a squad Physical Fitness program.

Learning Domain: Cognitive

Level of Learning: Evaluating

References/Readings

Advance Issue:

Advance Sheet

During class:

“Your Grandpa Could Kick Your Ass”

Practical Exercise Scenario.

Practical Exercise Reading Requirements.

Read:

Reading A, FM 7-22, *Army Physical Readiness Program* (Incl C1), 3 May 2013, paras 1-6 through 1-27, and Table 1-1; Chapter 2, pp 2-1 through 2-7, Introduction and paras 2-1 through 2-21; Chapters 7 through 10, to include all the Tables and Figures therein (127 pages).

Lesson A215 – Training Management

Description

At the end of this lesson, students will be able to apply the eight-step training model to the development of a squad-level training plan for individual and collective tasks.

Hours: 3

Learning Objectives/Outcomes

Develop an effective squad training plan for individual and collective tasks.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

Practical Exercise Situation

Risk Management Process

Risk Assessment Matrix

DD 2977 (DRAW)

Read:

Reading A, ADP 7-0, *Training*, 29 August 2018, para 1-2, paras 2-2 through 2-17, and Table 2-1 (3 pages).

Reading B, *The Leader’s Guide to Unit Training Management (UTM)*, December 2013, paras 1-36, 4-69, and A-19 (3 pages).

Reading C, <http://www.wood.army.mil/engrmag/PDFs%20for%20Jan-Apr%2012/Little.pdf>, Engineer, January - April 2012. *The Eight-Step Training Model* (4 pages).

Reading D, ATP 5-19, *Risk Management (INCL C1)*, 14 April 14, paras 1-2 through 1-72 and Table 1-1 (17 pages).

Lesson A216 – Army’s Maintenance Program

Description

At the end of this lesson, students will apply unit maintenance programs to ensure they achieve and sustain the Army maintenance standard for assigned and attached equipment.

Hours: 3

Learning Objectives/Outcomes

This lesson supports ALC-C3 TLO 400-ALC-200.4, Professional Competence, as listed in the A200 advance sheet.

Learning Domain: Cognitive

Level of Learning: Understand

References/Readings

Advance Issue:

A216 Advance Sheet

During class:

(1) CE Scenario

(2) Activity 1

(3) PE Directions

(4) DA Form 5922-E

Read:

AR 750-1, *Army Material Maintenance Policy*, 3 August 2017, Chapter 3.

DA PAM 750-1, *Commander's Maintenance Handbook*, 4 December 2013, Chapter 1, 1-5. Purpose of Army maintenance Standard, 1-7. Leadership, Chapter 2, 2-2. Field level and below maintenance procedures.

ATP 4-33, *Maintenance Operations*, 14 April 2014, Chapter 1, Maintenance Fundamentals, Appendix C, C-3

<https://www.thefreelibrary.com/Tracking+your+P-MCS+with+the+DA+Form+5988-E.-a0118444262>, The Free Library, *Tracking your PMCS with the DA Form 5988-E*, 2017

DA PAM 750-8, *The Army Maintenance Management System (TAMMS) User's Manual*, 14 September 2011, Chapter 3 3-10. DA Form 5988-E and DA Form 2404 (Equipment Inspection and Maintenance Worksheet).

Lesson A218 – Contemporary Issues

Description

At the end of this lesson students will demonstrate their ability to discuss, analyze, and develop best practices to implement lessons learned within their organizations.

Hours: 7

Learning Objectives/Outcomes

This lesson supports ALC-C3 TLO 400-ALC-A200.4, Professional Competence, as listed in the A200 Advance Sheet.

Learning Domain: Cognitive

Level of Learning: Comprehension

References/Readings

Advance Issue:

A218 Advance Sheet

During class:

N/A

Read:

Allow students time to research current issues affecting the military. Encourage students to identify regulations of policies that can be used to address the issues.



U.S. Army photo by SFC Gary A. Witte

Senior Leader Course-NCO Common Core Competencies (SLC-NCO C3)

Description

The Senior Leader Course-NCO Common Course Competencies (SLC-NCO C3) prepares staff sergeants for duties as a sergeant first class. Using the leadership requirements model, students will collaborate and exchange ideas on innovative approaches to leadership and training. Students will examine management techniques, analyze mission command systems, construct a persuasive essay, create platoon training and leader development plans, and learn basic negotiation principles. As a result, students will gain an understanding of the significance of becoming a senior noncommissioned officer and the responsibilities inherent in that role.

Terminal Learning Objectives (TLOs)

Analyze Army leadership and the profession, analyze mission command, employ cognitive dominance, and employ effective Army programs.

Lesson List

Lesson	Topic	Hours
S300	SLC-NCO C3 Course Overview	1
S322	Contemporary Issues	7
S302	The Ethical Leader	2
S303	Feedback, Coaching and Mentoring Techniques	5
S305	Leadership Case Study	2
S316	The Analytical Essay	8
S308	The Combined Arms Team	1
S306	Active and Reserve Component Capabilities	2
S307	Mission Command Warfighting Function	3
S301	Inform and Influence Audiences	1
S310	The Rapid Decision and Synchronization Process (RDSP)	4
S311	Planning and Mission Rehearsals	2
S317	Military Briefings	4
S315	The Basic Principles of Negotiations	2
S319	Training Management Plan for a Platoon or Section	5
S318	Physical Fitness Program for a Platoon	3
S320	The Army's Maintenance Program at the Platoon/Section Level	3
Total SLC Hours		55

Lesson S300 – SLC-NCO C3 Course Overview

Description

At the end of this lesson, you will be able to organize an approach to achieve the course learning outcomes. The SLC-NCO C3 contains 55 hours of academic instruction covering the following competency areas:

- Communications
- Leadership
- Program Management
- Operations
- Training Management
- Readiness

Hours: 1

Learning Objectives/Outcomes

Understand the learning outcomes of the Senior Leader Course-NCO Common Core Competencies (SLC-NCO C3).

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

Advance Sheet

During class:

Peer Interview Sheet

Read:

N/A

Lesson S301 – Inform and Influence Audiences

Description

At the end of this lesson, students will demonstrate how commanders use inform and influence activities to ensure actions, themes, and messages compliment and reinforce each other to accomplish objectives.

Hours: 1

Learning Objectives/Outcomes

Analyze ways to inform and influence audiences.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

Handout 1

Read:

Reading A, FM 3-13, *Inform and Influence Activities*, 6 December 2016, paras 1-1, 1-13, 1-14, and 1-38 through 1-41.

Reading B, FM 3-13, *Inform and Influence Activities*, 6 December 2016, paras 3-2, 3-4, and 3-27 through 3-36.

Reading C, FM 3-13, *Inform and Influence Activities*, 6 December 2016, para 4-64.

Reading D, FM 3-13, *Inform and Influence Activities*, 6 December 2016, para 8-17.

Reading E, FM 3-13, *Inform and Influence Activities*, 6 December 2016, paras 9-11, 9-12, and 9-14 through 9-17.

Lesson S302 – The Ethical Leader

Description

At the end of this lesson, students will apply the ethical reasoning process to effectively identify ethical problems; and create courses of action to solve the ethical problems.

Hours: 2

Learning Objectives/Outcomes

Analyze the ethical reasoning process.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

PE Handout

Read:

ADRP 6-22, *Army Leadership* (Incl C1), 10 September 2012, Chapter 3, pp 3-1 through 3-7.

Lesson S303 – Feedback, Coaching, and Mentoring Techniques

Description

The objective of this lesson is to educate students on how to provide their subordinates with personal and professional development by giving feedback, coaching, and mentoring.

Hours: 5

Learning Objectives/Outcomes

Apply feedback through coaching and mentoring.

Learning Domain: Cognitive

Level of Learning: Analyzing



U.S. Army Photo by Martha C. Koester

References/Readings

Advance Issue:

Advance Sheet

During class:

PE Handout

Read:

Reading A, ADRP 6-22, *Army Leadership*, 10 September 2012, pp 7-9 through 7-12.

Reading B, ADRP 6-22, *Army Leadership*, 10 September 2012, pp 6-1 through 6-4.

Reading C, ADRP 6-22, *Army Leadership*, 10 September 2012, pp 3-1 through 3-7.

Reading D, FM 3-13, *Inform and Influence Activities*, 6 December 2016, pp 3-21 through 3-23.

Lesson S305 – Leadership Case Study

Description

This lesson introduces students to the analysis of leadership case studies and how to apply lessons learned to future operations.

Hours: 2

Learning Objectives/Outcomes

Analyze a leadership case study.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

PE Handout

Read:

ADRP 6-0, *Mission Command* (Incl C2), 28 March 2014, paras 2-1 through 2-26 (5 pages).

Boston University Center for Teaching and Learning: Using Case Studies to Teach (2 pages).

Lesson S306 – Active and Reserve Component Capabilities

Description

At the end of this lesson, students will know the capabilities of the total Army force by analyzing the capabilities of the Active Army and Reserve Components.

Hours: 2

Learning Objectives/Outcomes

Analyze Active and Reserve Component capabilities.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

One 3x5 card, Quiz, Quiz Solution

Read:

ADP1, *The Army*, 7 November 2012 (15 pages), paras 1-4 through 1-9, paras 1-10 through 1-21, Chapter 2, para 3-6, paras 3-8 through 3-25, paras 4-3 and 4-4, paras 4-6 and 4-7, para 4-10, paras 4-12 and 4-13, and paras A-1 through A-6.

Lesson S307 – Mission Command Warfighting Function

Description

At the end of this lesson, students will be able to define the mission command warfighting function and describe its purpose, describe the mission command warfighting function tasks, and identify the mission command system.

Hours: 3

Learning Objectives/Outcomes

Examine the elements of the mission command warfighting function.

Learning Domain: Cognitive

Level of Learning: Understand

References/Readings

Advance Issue:

Advance Sheet

During class:

N/A

Read:

ADRP 6-0, *Mission Command* (Incl C2), 28 March 2014, pp 3-1 through 3-11.

Lesson S308 – The Combined Arms Team

Description

At the end of this lesson, students will have a clear concept of how the Army operates as a combined arms team by integrating elements of combat power into the fight – not only the Army, but also sister service capabilities.

Hours: 1

Learning Objectives/Outcomes

Analyze the combined arms team.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

PE. Research on what the Army's sister services (Air Force, Marines, and Navy) do for the Combined Arms.

Read:

Reading A, ARDP 3-0, *Operations*, 6 October 2017, para 1-8 and paras 3-22 through 3-26.

Reading B, ADRP 5-0, *The Operations Process*, 17 May 2012, para 5-1.

Reading C, Air Force: Air Force Mission, Core Competencies, Core Capabilities. Airforce.com; excerpts from "Our Mission," 20 March 2014 (1 page).

Reading D, Marine Corps Operations (MCDP 1-0), Headquarters United States Marine Corps, Washington, D.C., 9 August 2011, Chapter 1, The Marine Corps in National Defense, sections Roles and Functions of the Marine Corps (pp 1-13 through 1-15) and Key Marine Corps Tasks (pp 1-15 through 1-17); and, Chapter 2, Marine Corps Forces and Expeditionary Operations, sections Marine Air-Ground Task Forces (pp 2-6 through 2-15), Marine Corps Core Competencies (pp 2-18 through 2-20), Power Projection (2-20 through 2-23), Types of Amphibious Operations (pp 2-23 and 2-24), Operational Environments of Amphibious Operations (pp 2-24 through 2-26), Phases of Amphibious Operations (pp 2-29 and 2-30), Maritime Prepositioning Force Operations (pp 2-30 and 2-31), Sustained Operations Ashore (pp 2-31 and 2-32), and Command and Control of Marine Corps Tactical Air During Sustained Operations Ashore (pp 2-32 and 2-33).

Reading E, Navy: Department of Defense Directive (DoDD) 5100.01 (December 2010), Functions of the Department of Defense and its Major Components, paragraph 5b (The Functions of the Navy).

Lesson S310 – The Rapid Decision and Synchronization Process (RDSP)

Description

At the end of this lesson, students will demonstrate a basic understanding of the Army acquisition process.

Hours: 4

Learning Objectives/Outcomes

Identify the Army acquisition process.

Learning Domain: Cognitive
Level of Learning: Understand

References/Readings

Advance Issue:

Advance Sheet

During class:

N/A

Read:

Army Material

Lesson S311 – Planning and Mission Rehearsals

Description

At the end of this lesson, students will gain the ability to conduct planning and mission rehearsals before execution. That allows Soldiers to become familiar with the operation and translate the abstract ideas of the written plan into concrete actions.

Hours: 2

Learning Objectives/Outcomes

Prepare a mission rehearsal.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

PE Handout

Read:

FM 6-0, *Commander and Staff Organization and Operations* (Incl C2), 22 April 2016, pp 12-1 through 12-14.

Lesson S315 – The Basic Principles of Negotiations

Description

At the end of this lesson, the student will have the ability to engage in negotiations by utilizing the three phases of negotiation.

Hours: 2

Learning Objectives/Outcomes

Examine the three phases of negotiation.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

Negotiation Observe Checklist

Negotiation Planning Sheet

Read:

Negotiations Smart card

Scan:

Soldiers Guide to Negotiations

Lesson S316 – The Analytical Essay

Description

This lesson assesses the student's ability to evaluate leadership case studies using academic writing to communicate the application of lessons learned to future operations.

Hours: 8

Learning Objectives/Outcomes

Prepare an analytical essay using the principles of mission command.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Essay Rubric

Read:

ADRP 6-0, *Mission Command* (Incl C2), 28 March 2014, pp 2-1 through 2-5.

Operation Anaconda Case Study.

Purdue OWL, APA Writing Style Format: <https://owl.english.purdue.edu/owl/section/2/10/>.

Lesson S317 – Military Briefings

Description

At the end of this lesson, students will be able to conduct any of the four types of military briefings presented to commanders, staffs, or other audiences.

Hours: 4

Learning Objectives/Outcomes

Conduct Military Briefings.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Issue:

Advance Sheet

During class:

Practical Exercise Scenario

Form 1009S

Read:

Read FM 6-0, *Commander and Staff Organization and Operations* (Incl C2), 22 April 2016, Chapter 7, pp 7-1 through 7-5.

Decision Briefing Assessment Reading Requirement: ATP 3-07.6, Chapter 1.

Lesson S318 – Physical Fitness Program for a Platoon

Description

At the end of this lesson, students will be able to develop physical readiness training programs that contribute to the tactical and technical competence of their Soldiers.

Hours: 3

Learning Objectives/Outcomes

Produce a Physical Fitness Program for a Platoon.

Learning Domain: Cognitive

Level of Learning: Creating

References/Readings

Advance Issue:

Advance Sheet

During class:

Practical Exercise Scenario

Read:

FM 7-22, *Army Physical Readiness Program* (Incl C1), 3 May 2013, pp 1-1 through 1-9 and 2-1 through 2-7.



Scan:

FM7-22, *Army Physical Readiness Program* (Incl C1), 3 May 2013, Chapters 4, 7, 8, 9, and 10.

Lesson S319 – Training Management Plan for a Platoon or Section

Description

At the end of this lesson, students will be able to apply the principles of unit training in the development of a platoon/section training plan.

Hours: 5

Learning Objectives/Outcomes

Construct a Training Management Plan for the Platoon/Section.

Learning Domain: Cognitive
Level of Learning: Creating

References/Readings

Advance Issue:

Advance Sheet

During class:

PE Handout

Read:

FM7-0, *Train and Win in a Complex World*, 5 October 2016, Chapters 1 and 3.

Browse:

ATP5-19, *Risk Management* (Incl C1), 8 September 2014, Chapter 3.

Scan:

ADRP 1-03, *The Army Universal Task List*.

Lesson S320 – The Army’s Maintenance Program at the Platoon/Section Level

Description

At the end of this lesson, students will evaluate unit maintenance programs to ensure they achieve and sustain the Army maintenance standard for assigned and attached equipment.

Hours: 3

Learning Objectives/Outcomes

Examine the Army Maintenance Program for the Platoon/Section.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Issue:

Advance Sheet

During class:

PE Handout

Read:

DA PAM 750-1, *The Commander’s Maintenance Handbook*, 4 December 2013, Chapters 1, 2, 3, 4, 6, 7, and 10.

Lesson S322 – Contemporary Issues

Description

At the end of this lesson students will demonstrate their ability to discuss, analyze, and develop best practices to implement lessons learned within their organizations.

Hours: 7

Learning Objectives/Outcomes

This lesson supports SLC-C3 TLO 400-SLC-300.4, Professional Competence, as listed in the S300 advance sheet.

Learning Domain: Cognitive
Level of Learning: Analyze

References/Readings

Advance Issue:

S322 Advance Sheet

During class:

None

Read:

Allow students time to research current issues affecting the military. Encourage students to identify regulations or policies that can be used to address the issues.



U.S. Army photo by Staff Sgt. Matthew Ramelb

Master Leader Course (MLC)

Description

The Master Leader Course (MLC) prepares sergeants first class for leadership and staff assignments as master sergeants. Students will develop skills in written and oral communications, critical and creative thinking, and complex problem solving. They will discuss contemporary leadership issues, examine training management strategies, and apply both the Joint Operations Planning Process (JOPP) and the Military Decision Making Process (MDMP). As a result, students will be able to plan training, lead Soldiers, properly advise their officer counterparts, and conduct operational planning in support of unified land operations at company level and above.

The Master Leader Course (MLC) is also conducted in a Distributed Learning (DL) method of delivery. The curriculum for MLC-DL is the same as the resident course, but conducted over 6 weeks in a synchronous facilitated Blackboard course.

Terminal Learning Objectives (TLOs)

Analyze U.S. Army and joint doctrine. Develop and understanding of organizational leadership. Demonstrate an understanding of organizational management. Formulate management processes and skills to be an agile senior noncommissioned officer at the organizational level. Compose new operational approaches to regular and irregular problems using critical and creative thinking and effective leadership attributes. Apply communication principles to inspire, lead, and influence at the organizational level.

Lesson List

Lesson	Topic	Hours
M400	MLC Course Overview	2
M401	Effective Listening	2
M402	Public Speaking	2
M403	Military Briefings	3
M404	English Writing Overview	2
M420	Effective Leadership	1
M421	Servant Leadership	3
M430	Fundamentals of Management	2
M431	Organizational Management	2
M432	Training Management	3
M433	Critical Thinking and Problem Solving	4
M440	DOD Strategies	3
M441	Army and Joint Doctrine	2
M442	Operational Art and Design	4
M443	Joint Intelligence Preparation of the Operational Environment (JIPOE)	2
M444	Joint Planning Process (JPP)	2
M445	Operational and Mission Variables	3
M446	Scenario Overview	2
M447	Mission Command	2
M448	Mission Command: Understand	3
M449	Mission Command: Visualize	2
M450	Mission Command: Describe	3
M451	Decisive Action: Offense	3
M452	Decisive Action: Defense	3
M453	Decisive Action: Stability	3
M454	Decisive Action: Defense Support of Civil Authorities	3
M455	Military Decision Making Process/STAFFEX	20
	Human Dimension	11
	Army Profession and Leadership	3
	Professional Competence	11
	Mission Command	60
	Academic Research (includes student reading, writing, peer discussion and collaboration, and personal reflection)	20
	Assignments & Assessments (includes graded work such as Briefings & Quizzes)	7
	End of Course Short Answer Essay Exam	20
	Total MLC Hours	112

Lesson M400 – MLC Overview

Description

At the end of this lesson, you will be able to organize an approach to achieve the course learning outcomes. In addition, you will be able to communicate to senior and lower echelons how the Army is shifting to a learner-centric education experience and away from direct instruction. You will have an opportunity to define the components of group dynamics and how they apply to both the current learning environment and in your personal workspace. The MLC contains 112 hours of academic instruction covering the following competency areas:

- Communications
- Leadership
- Management
- Unified Land Operations

Hours: 2

Learning Objectives/Outcomes

Identify the learning outcomes of the MLC.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M400 Advance Sheet

Small Group Process Handout

During class:

Student Interview Sheet

Individual Student Assessment Plan (ISAP)

Group Project Instructions

Scan:

N/A

Lesson M401 – Effective Listening

Description

This two-hour lesson highlights effective listening. At the end of this lesson you will be able to employ better listening skills to communicate the commander's intent. Knowing your listening strengths and weaknesses will set you apart from your peers and improve your leadership skills.

Hours: 2

Learning Objectives/Outcomes

Distinguish between hearing and listening. Discover the three types of listening.

Learning Domain: Affective

Level of Learning: Receiving

References/Readings

Advance Issue:

M401 Advance Sheet

During class:

Listening Behavior Assessment

Scan:

Reading A, AFH 33-337, *The Tongue and Quill*, 27 May 2015, pp 123 through 128 (15 minutes).

Reading B, *Listening Effectively*, April 1996, pp 30 through 32 (7.5 minutes).

Lesson M402 – Public Speaking

Description

At the end of this lesson, you will be able to demonstrate confidence and presence when speaking publicly, use storytelling techniques, and employ tactics to handle difficult audiences. As you transition into senior positions, you will be required to speak before various audiences and this lesson provides you the tools necessary to present your ideas logically, clearly, and powerfully. You will have several opportunities to practice throughout the course.

Hours: 2

Learning Objectives/Outcomes

Apply Public Speaking.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M402 Advance Sheet

During class:

N/A

Scan:

Reading A, AFH 33-337, *Tongue and Quill*, 27 May 2015, Chapter 10, pp 111 through 118 (16 minutes).

Lesson M403 – Military Briefings

Description

At the end of this lesson, you will be able to conduct the four types of military briefings logically, clearly, and powerfully. As a senior noncommissioned officer, you are required to communicate effectively with commanders, command staffs, and warfighters to motivate, inform, and lead to meet Army mission requirements.

Hours: 3



U.S. Army Photo by Warren Wright

Learning Objectives/Outcomes

Conduct military briefings in the operating environment.

Learning Domain: Affective

Level of Learning: Responding

References/Readings

Advance Issue:

M403 Advance Sheet

SH-1 Tips for Preparing a Briefing

SH-2 Format for an Information Briefing

SH-3 Format for a Decision Brief Handout

During class:

N/A

Scan:

Reading A, FM 6-0, *Commander and Staff Organization and Operations* (with Change 1 and Change 2), 11 May 2015, Chapter 7, paras 7-1 through 7-5 (10 minutes).

Lesson M404 – English Writing Overview

Description

A review of English 101 writing rules and other tools available to assist you in writing and researching.

Hours: 2

Learning Objectives/Outcomes

Construct writing products to communicate ideas, positions, and research. At the end of this lesson, you will be able to construct effective writing products for the course and for your operating environment.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M404 Advance Sheet

During class:

N/A

Scan:

Purdue OWL website – APA Style:

<https://owl.english.purdue.edu/owl/section/2/10/>.

Lesson M420 – Effective Leadership

Description

At the end of this one-hour lesson you will be able to support Soldiers to grow as capable leaders who use creative and critical thinking to overcome regular and irregular challenges in the operational environment.

Hours: 1

Learning Objectives/Outcomes

Employ the Leadership Requirements Model to support individual and Soldier growth. Evaluate types of leadership. Enhance critical and creative thinking skills.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M420 Advance Sheet

During class:

N/A

Scan:

Reading A, ADP 6-22, *Army Leadership* (with Change 1), 10 September 2012, pp 1 through 9 (21.5 minutes).

Lesson M421 – Servant Leadership

Description

As a result of this class, students will have a greater awareness of the tenants of servant leadership and an understanding of the beneficial aspects of using this leadership style. Numerous research studies conducted on leaders in academia and the corporate world have revealed that individuals who contribute to their organization beyond their formal job requirements are positively associated with enhanced individual and organizational productivity, efficiency, and employee satisfaction. These outcomes reinforce the importance of developing and fostering ethical, cooperative and helpful behaviors in organizational settings.

Hours: 2

Learning Objectives/Outcomes

Discuss the principles, attributes, and applicability of servant leadership.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M421 Advance Sheet

During class:



N/A

Scan:

Servant Leadership (12 pages)

Lesson M430 – Fundamentals of Management

Description

At the end of this lesson, you will be able to distinguish between managing and leading, implement a management process, and develop effective management skills. Working at the organizational level will test your ability to be resourceful, flexible, and adaptable to mission needs and changes. Knowing management fundamentals will help you become an agile manager who can use Army resources effectively to achieve organizational goals and objectives.

Hours: 2

Learning Objectives/Outcomes

Distinguish between management and leadership principles. Develop effective management skills. Outline the management process.

Formulate a management style to support personnel and programs at the organizational level.

Learning Domain: Cognitive

Level of Learning: Apply

References/Readings

Advance Issue:

M430 Advance Sheet

During class:

N/A

Scan:

Fundamentals of Management Selected Text.

Reading A, ATP 5-19, *Risk Management*, April 2014 (2 minutes).

Reading B, ADP 7-0, *Training Units and Developing Leaders*, August 2012 (2 minutes).

Reading C, FM 6-22, *Leader Development*, June 2015 (38 minutes).

Reading D, UTMC 4 Overview (9 slides).

Reading E, Fundamentals of Management (15 pages).

Reading F, BUZZLE article, Types of Management Styles You'll Wish You Knew About Sooner (4.5 minutes).

Reading G, Avoiding Toxic Management Styles, Kristin Marquet, *Entrepreneur*, 7 May 2015, (2 minutes).

Reading H, Six Signs Your Management Style is Toxic, Keith E. Ayers, *Corporatewellnessmaginze.com*, 29 January 2014, (7.5 minutes).

Lesson M431 – Organizational Management

Description

This two-hour lesson introduces you to the knowledge needed to provide a management approach to achieving organizational objectives through efficient and effective utilization of Army resources.

At the end of this lesson, you will be able to coordinate and execute programs required at the organizational level quickly, effectively, and thoroughly. You will learn how to categorize the components of resource management, handle manpower processes, assess your Soldiers' readiness standards, execute talent management, and support Soldier's personal and professional needs.

Hours: 2

Learning Objectives/Outcomes

Evaluate how the Army executes talent management. Appraise manpower processes and procedures. Assess Soldier readiness. Choose support programs to meet Soldier's personal and professional requirements.

Learning Domain: Cognitive
Level of Learning: Analyze

References/Readings

Advance Issue:

M431 Advance Sheet

During class:

Practical Exercise – Role Playing Script

Scan:

N/A

Lesson M432 – Training Management

Description

At the end of this lesson, you will be able to manage training requirements by clearly defining the connections between the operations and training processes, and use tools, such as physical models, simulations, and games to meet training objectives.

Hours: 3

Learning Objectives/Outcomes

Distinguish types of training requirements managed at the organizational level. Compare the training process to the operations process. Compile training tools and support organizations to meet mission goals and objectives.

Learning Domain: Cognitive

Level of Learning: Synthesis

References/Readings

Advance Issue:

M432 Advance Sheet

During class:

N/A

Scan:

Reading A, ADRP 3-0, *Operations*, 6 October 2017, Chapter 1 (23 minutes).

Reading B, ADRP 5-0, *The Operations Process*, 6 October 2017, Chapter 1 (37.5 minutes).

Reading C, ADRP 7-0, *Training Units and Developing Leaders*, 23 August 2012, Chapters 2 and 3 (44 minutes).

Reading D, AR 350-1, *Army Training and Leader Development*, 10 December 2017, Annex G (18 minutes).

The Army Training Network (ATN)
<https://www.atn.army.mil/>.

Lesson M433 – Critical Thinking and Problem Solving

Description

This four-hour lesson focuses students on how to think rather than on what to do. It introduces the steps in solving problems and the fundamental concepts of thinking. The lesson introduces students to the work of Richard Paul and Linda Elder, which is at the center of the MLC philosophy and curriculum on thinking. Paul and Elder have produced a model which includes the elements of thinking and universal intellectual standards.

The lesson establishes the foundation of our ability to think and our ability to solve problems.

We accomplish lesson objectives by means of advance readings, classroom discussion, and practice in the form of a practical exercise. Analyzing a contemporary issue confronting today's military is designed to accentuate the concepts in problem solving and critical thinking. It addresses several topic areas to include Paul and Elder's model for critical thinking and some of the possible problems with our thinking to include bias, group think, and faulty paradigms. The practical exercise highlights the importance of sound thinking when dealing with unfamiliar situations.

This lesson will also help students to understand the difference between models and mental models and to become aware of the mental models they currently use as critical thinking and problem-solving tools. They will discover or re-discover that they are capable of selecting and adjusting those mental models to fit the nature of each unique problem they encounter.

Hours: 4

Learning Objectives/Outcomes

Examine critical thinking and creative thinking tools. Analyze mental models. Analyze probable solutions for an ambiguous problem.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Issue:

M433 Advance Sheet.

Reading A: The Miniature Guide to Critical Thinking Concepts & Tools

During Class:

Practical Exercise

Scan:

Reading A, The Miniature Guide to Critical Thinking Concepts & Tools (Seventh Edition), ©2014, by Dr. Richard Paul and Dr. Linda Elder, pp 1-19 (22 minutes).

Reading B, ADRP 6-22, *Army Leadership*, 1 August 2012, Chapter 5, paras 5-1 through 5-5 (8 minutes).

Reading C, ADRP 5-0, *The Operations Process*, 17 May 2012, paras 1-40 through 1-42 (2 minutes).

Reading D, FM 6-0, *Commander and Staff Organization and Operations* (incl C1 and C2), 5 May 2014, Chapter 4, paras 4-1 through 4-6 (9 minutes).

Lesson M440 – DoD Strategies

Description

The Department of Defense (DoD) fights and wins the nation's wars. The purpose of this lesson is to examine how the DoD, through the National Military Strategy (NMS) implements the strategic direction laid out in the National Security Strategy (NSS). We will look at the strategic themes in the NMS as well as the capabilities required of the armed forces to achieve military ends that support strategic ends. We will also consider the ways the four instruments of national power – The United States leverages Diplomatic, Informational, Military, and Economic (DIME), to achieve national goals and protect national interests. At the end of this lesson the student will comprehend the basic concepts of DoD strategy.

Hours: 3

Learning Objectives/Outcomes

Understand the Department of Defense (DoD) Strategy.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Issue:

M440 Advance Sheet

During class:

Practical Exercise

Scan:

Reading A, <https://news.usni.org/2015/07/02/document-2015-u-s-national-military-strategy>, 2015 National Military Strategy, pp 1 through 21 (30.5 minutes).

Reading B, Sustaining U.S. Global Leadership: Priorities For 21st Century Defense, pp 3 through 13 (15 minutes).

Lesson M441 – Army and Joint Doctrine

Description

This two-hour lesson is an introduction to U.S. Army and Joint Doctrine. You will be introduced to integral facets of Army and Joint Doctrine, including the role of doctrine and the Army's and Joint's operating concept. The concepts that you explore in this lesson will augment your professional development and enhance your ability to employ doctrine at a senior leader level.

Hours: 2

Learning Objectives/Outcomes

Understand U.S. Army and Joint Doctrine.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Issue:

M441 Advance Sheet and Reading Material

During class:

CFLCC OPOD 5999-18 (CASPIAN CHALLENGE)

Scan:

ADP 1-01, *Doctrine Primer*, 2 September 2014, pp 1 through 64, (90 minutes).

Reading A, ADP 1, *The Army*, 17 September 2012, pp 3-3, para 3-8 (2 minutes).

Reading B, ADP 6-0, *Mission Command* (w C2), 17 May 2012, p 1, para 1 (2 minutes).

Lesson M442 – Operational Art and Design

Description

The objective of this lesson is to allow leaders to understand operational art, operational design, the elements of operational design, the relationship between campaigns and major operations, and develop an operational approach to solve problems using these concepts in the first two steps of the Joint Operations Planning Process (JOPP).

The lesson also covers the elements of operational design including: Termination, Military End State, Objectives, Effects, Center of Gravity, Decisive Points, Lines of Operation and

Lines of Effort, Direct and Indirect Approach, Anticipation, Operational Reach, Culmination, Arranging Operations, and Forces and Functions. Leaders will delve into assessments including measures of performance (MOP) and measures of effectiveness (MOE).

Hours: 4

Learning Objectives/Outcomes

Analyze an ill-structured problem and define the enemy centers of gravity (COG) by employing the joint operation planning, operational art, operational design, and assessments.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

M442 Advance Sheet and Reading Material

During Class:

1st AD OPOD Handout (Atropian Iron)

Read:

Reading A, JP 5-0, *Joint Planning*, 16 June 2017, pp III-1 through III-46, and IV-2 (68 minutes).

Review:

Reading B, Eikmeier, Dale C. "Center of Gravity Analysis" *Military Review*, July-Aug 2004, (19 minutes).





Lesson M443 – Joint Intelligence Preparation of the Operational Environment (JIPOE)

Description

During this two-hour lesson, we will discuss the application of JIPOE process and how your analyzing and planning of the operational environment will assist the commander to achieve success. Choosing significant facts about the adversary in the scenario and developing assumptions are important elements of the process.

Hours: 2

Learning Objectives/Outcomes

Understand the joint function of intelligence.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Issue:

Learning Competency M400 Advance Sheets and readings Book

During class:

N/A

Scan:

Reading A, U.S. Joint Staff (2014), Joint Publication 2-01.3, *Joint Intelligence Preparation of the Operational Environment* (Excerpt), PDF pp 140-143 (III-3 through III-6) (6 minutes).

Reading B, U.S. Joint Staff (2014), Joint Publication 2-01.3, *Joint Intelligence Preparation of the Operational Environment* (Excerpt), 5 July 2017, pp I-16 through I-19 (6 minutes).

Lesson M444 – Joint Planning Process (JPP)

Description

The purpose of this two-hour lesson is to provide basic instructions for doctrinal joint operational planning. During this lesson, students will review and discuss joint planning within a joint planning group construct. Using doctrine, the discussions will focus on the four functions (seven steps) of JOPP: Planning Initiation; Mission Analysis; COA Development; COA Analysis and Wargaming; COA Comparison and COA Approval; Plan or Order Development; and Plan Assessment. This lesson uses the principles of operational art and design and the elements of operational design from the M322 lesson – Operational Art and Design.

Hours: 2

Learning Objectives/Outcomes

Understand the Joint Operations Planning Process.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Issue:

M444 Advance Sheet

During class:

Appendix C, Introduction to the Joint Operation Planning Process (JOPP) Practical Exercise

Scan:

Reading A, U.S. Joint Staff. (2011). JP5-0, *Joint Operation Planning*, 16 June 2017, Chapter IV, pp IV - IV 57 and Appendix G, pp G-1 through G-5. Scan to identify the Seven Steps of the Joint Operation Planning Process (JOPP) and develop a broad understanding.

Lesson M445 – Operational and Mission Variables

Description

During this three-hour lesson you will examine the use of operational and mission variables in order to analyze how U.S. Army doctrine defines the operational environment. The discussion will focus on the tools used to apply these variables to understand and visualize the operational environment. At the completion of this lesson you will examine vignettes and select the appropriate variables to analyze the vignettes through small group practical exercises.

Hours: 3

Learning Objectives/Outcomes

Analyze the operational environment.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

M445 Advance Sheet

During class:

PE 1 and PE 2

Scan:

Reading A, ADRP 3-0, *Operations*, 6 October 17, pp 1-1 and 1-2, paras 1-2 through 1-10 (3 minutes).

Reading B, ADRP 5-0, *The Operations Process*, 17 May 2012, pp 1-7 through 1-9, (paras 1-32 through 1-35) to include tables 1-1, 1-2 and 1-3 (7.5 minutes).

Reading C, ATP 3-34.81, *Engineer Reconnaissance*, 1 March 2016, pp C-1 and C-2 (3.5 minutes).

Reading D, ATP 2-01.3, *Intelligence Preparation of the Battlefield/Battlespace (C1)*, 26 March 2015, pp 4-29 through 4-35, paras 4-85 through 4-116 and Table 4-4 (10.5 minutes).

Lesson M446 – Scenario Overview

Description

The objective of this two-hour planning overview is to get the students familiar with the Caucasus region. The Caucasus region consists of (Ariana, Atropia, Gorgas, Minaria, and Donovia). After a transition period, prepare to function as part of a brigade combat team (BCT) staff in conducting the military decision-making process (MDMP).

The facilitator will provide the students with an overview of the DATE scenario and provide them the tools to create an in-depth understanding of the planning process using the Ariana, Atropia, Gorgas, Minaria, and Donovia (DATE) scenario. The primary references for this lesson is ADRP 5-0,

The Operations Process, May 2012; and FM 6-0, Command and Staff Organization and Operations, May 2014.

Hours: 2

Learning Objectives/Outcomes

Understand the 1st AD (Atropian Iron) DATE scenario.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M446 Advance Sheet

During class:

N/A

Scan:

1AD Atropian Iron OPORD

Lesson M447 – Mission Command

Description

This is a two-hour lesson that introduces the central idea of mission command.

During this lesson, you will explore the Army's approach to mission command through two lenses. The first being mission command as a philosophy and secondly mission command as a warfighting function.

The focus of this lesson is from the operations sergeants' perspective and how the staff provides their leaders with the knowledge they need to fully understand the operational environment. Further, this lesson elaborates on the art of command and the science of control.

Hours: 2

Learning Objectives/Outcomes

Understand the principles of mission command.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M447 Advance Sheet

During class:

N/A

Scan:

Reading A, ADRP 6-0, *Mission Command (C1&C2)*, 10 May 12, paras 1-1 through 1-20 (8 minutes). Read to understand the exercise of mission command.

Reading B, ADRP 6-0 C1&C2, *Mission Command*, 10 May 12, paras 2-1 through 2-109 (24 minutes). Read to understand the mission command philosophy.

Reading C, ADRP 6-0 C1&C2, *Mission Command*, 10 May 12, paras 3-1 through 3-52 (16 minutes). Read to understand the mission command warfighting function.

Lesson M448 – Mission Command: Understand

Description

This three-hour lesson introduces Mission Command - Understand. This lesson will focus on developing an operational frame utilizing the operational variables to analyze the operational environment. This lesson will help establish the conditions for analyzing operational and mission variables and problem framing, addressed in follow-on lessons.

Once commanders understand their environment, their next task is to visualize their desired end state. This lesson addresses how commanders develop their visualization with the problem statement. You will get to develop your own problem statement at the end of this lesson.

Hours: 3

Learning Objectives/Outcomes

Understand the principles of mission command.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M448 Advance Sheet

During class:

Practical Exercise

Scan:

Reading A, ADRP 3-0, *Operations*, November 2016, paras 1-9 through 1-11 (8 minutes). Read to understand the operational and mission variables and threats in the operational environment.

Reading B, ADRP 3-0, *Operations*, November 2016, paras 4-14 and 4-15 (2 minutes). Read to understand the army design methodology.

Reading C, ADRP 3-0, *Operations*, November 2016, paras 2-18 through 2-63 (11 minutes). Read to understand the elements of operational art.

Reading D, ADRP 5-0, *The Operations Process*, May 2012, paras 1-7 through 1-36 (11 minutes). Read to understand the operations process, the principles of the operations process, and how to build and maintain situational understanding.

Reading E, ADRP 5-0, *The Operations Process*, May 2012, paras 2-25 and 2-26 (2 minutes). Read to understand framing.

Reading F, ADRP 5-0, *The Operations Process*, May 2012, paras 2-41 through 2-43 (2 minutes). Read to understand framing the problem.

Reading G, ADRP 5-0, *The Operations Process*, May 2012, paras 2-44 through 2-46 (2 minutes). Read to understand development of an operational approach.

Reading H, ADRP 6-0, *Mission Command*, May 2012, paras 1-4 through 1-7 (2 minutes). Read to understand the correlation between unified land operations and mission command.

Reading I, ADRP 6-0, *Mission Command*, May 2012, paras 2-36 through 2-44 (3 minutes).

Reading J, ADRP 6-0, *Mission Command*, May 2012, paras 2-9 through 2-11 (2 minutes). Read to understand the process of creating shared understanding.

Reading K, ADRP 6-22, *Army Leadership*, August 2012, paras 5-1 through 5-29 (7.5 minutes). Read to understand the conceptual components of leader intelligence and how the components influence understanding by enabling creativity, analysis, and sound judgment.

Reading L, FM 6-0, *Commander and Staff Organization and Operations Guide*, May 2014, paras 8-1 through 8-4 (2 minutes). Read to understand running estimates.

Lesson M449 – Mission Command: Visualize

Description

This two-hour lesson introduces the Visualize component of Mission Command. This lesson will focus on developing the commander's vision using mission variables to analyze the operational environment.

This lesson will establish how commanders use mission variables to support decision making while working through the MDMP and war gaming. Command and staffs use mission variables to develop the common operational picture (COP) and to understand their environment.

Mission variables derive information from running estimates and help a commander visualize their desired end state. This lesson addresses how commanders develop their visualization with the problem statement. You will develop your own problem statement at the end of this lesson.

Hours: 2

Learning Objectives/Outcomes

Analyze the principles of mission command.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Issue:

M449 Advance Sheet

During class:

N/A

Scan:

Reading A, ADRP 3-0, *Operations*, November 2016, paras 1-8 through 1-21 (7 minutes). Read to understand the operational and mission variables and threats in the operational environment.

Reading B, ADRP 3-0, *Operations*, November 2016, para 4-14 (2 minutes). Read to understand the army design methodology.

Reading C, ADRP 3-0, *Operations*, November 2016, paras 2-18 through 2-63 (11 minutes). Read to understand the elements of operational art.

Reading D ADRP 5-0, *The Operations Process*, May 2012, paras 1-7 through 1-36 (12 minutes). Read to understand the operations process, the principles of the operations process, and how to build and maintain situational understanding.

Reading E, ADRP 5-0, *The Operations Process*, May 2012, paras 2-25 and 2-26 (2 minutes). Read to understand framing.

Reading F, ADRP 5-0, *The Operations Process*, May 2012, paras 2-41 through 2-43 (2 minutes). Read to understand framing the problem.

Reading G ADRP 5-0, *The Operations Process*, May 2012, paras 2-44 through 2-46 (2 minutes). Read to understand development of an operational approach.

Reading H, ADRP 6-0, *Mission Command*, May 2012, paras 1-4 through 1-7 (5 minutes). Read to understand the correlation between unified land operations and mission command.

Reading I, ADRP 6-0, *Mission Command*, May 2012, paras 2-36 through 2-44 (5 minutes). Read to understand the process of achieving understanding.

Reading J, ADRP 6-0, *Mission Command*, May 2012, paras 2-9 through 2-11 (2 minutes). Read to understand the process of creating shared understanding.

Reading K, ADRP 6-22, *Army Leadership*, August 2012, paras 5-1 through 5-29 (7.5 minutes). Read to understand the conceptual components of leader intelligence and how the components influence Understanding by enabling creativity, analysis, and sound judgment.

Reading L, FM 6-0, *Commander and Staff Organization and Operations Guide*, May 2014, paras 8-1 through 8-11 (7.5 minutes). Read to understand running estimates.



Lesson M450 – Mission Command: Describe

Description

This is a three-hour lesson that introduces the Describe component of Mission Command. You will address how the commander's visualization is described through the use of the commander's intent, planning guidance, commander's critical information requirements, and assessments.

Hours: 3

Learning Objectives/Outcomes

Apply the principles of mission command.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Issue:

M450 Advance Sheet

During class:

Imishli Practical Exercise Student Handout

Scan:

Reading A, ADRP 5-0, *The Operations Process*, 17 May 2012, paras 1-7 through 1-30 (10 minutes). Read to understand the commander's role in exercising mission command. This reading supports ELO standards 1-4.

Reading B, ADRP 3-0, *Operations*, November 2016, paras 5-1 through 5-35 (11 minutes). Read to understand the elements of combat power, the warfighting functions, and how commanders use them to exercise command and control. This reading supports ELO standard 3.

Reading C, ADRP 5-0, *The Operations Process*, 17 May 2012, paras 5-1 through 5-17 (5 minutes). Read to understand assessment and the differences between measure of performance and measure of effectiveness. This reading supports ELO standard 4.

Reading D, FM 6-0, *Commander and Staff Organization and Operations*, 5 May 2014, para 9-23 (2 minutes). Read to understand the information included in the initial commander's guidance. This reading supports ELO standard 3.

Reading E, FM 6-0, *Commander and Staff Organization and Operations*, 5 May 2014, paras 9-76 through 9-79 (3 minutes). Read to understand how a commander develops planning guidance and how each warfighting function is addressed. This reading supports ELO standard 3.

Reading F, FM 6-0, *Commander and Staff Organization and Operations*, 5 May 2014, paras 9-46 through 9-52 (3 minutes). Read to understand how the staff develops the initial commander's critical information requirements and essential elements of friendly information. This reading supports ELO standard 3.

Reading G, FM 6-0, *Commander and Staff Organization and Operations*, 5 May 2014, paras C-8 through C-10 (2 minutes). Read to understand mission orders: how they describe the commander's vision and direct subordinate units. This reading supports ELO standard 3.

Lesson M451 – Decisive Action: Offense

Description

The objective of this three-hour lesson is to enable you to understand knowledge gained from reading and classroom discussion in offensive operations including forms of maneuver, tactical enabling operations, and transitions to either defense or stability operations. In addition, students will have the opportunity to apply what they have learned during an individual practical exercise.

The practical exercise will require students to develop and brief an offensive based concept of operation. Upon completion of this lesson, students will be able to analyze the principles of the offense as they apply to Decisive Action. The lesson will cover offensive operations as discussed in ADRP 3-90, *Offense and Defense*, August 2012.

Hours: 3

Learning Objectives/Outcomes

Understand decisive action within the operating concept of unified land operations.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Issue:

M451 Advance Sheet

Practical Exercises 1 and 2 - three days prior to M451 Decisive Action: offense lesson scheduled on training schedule.

During class:

N/A

Scan:

Reading A, ADRP 3-90, *Offense and Defense*, August 2012. Chapter 3, pp 3-1 through 3-11 and 3-21 through 3-23, (22 minutes). Read to understand the fundamentals of the offense. Having a basic understanding of how offensive operations aim at destroying or defeating the enemy ties to ELO 1, how the operational environment influences the relationship between the elements of decisive action.

Reading B, FM 3-90-1, *Offense and Defense*, volume 1, March 2013. Chapter 1, paras 1-4 through 1-84 (20 minutes). Chapter 4, paras 4-1 through 4-7 (1 page). Chapter 5, para 5-8 (1 page). Scan to further understand the fundamentals of offensive operations.

Reading C, FM 3-90-2, *Reconnaissance, Security, and Tactical Enabling Tasks*, Volume 2, March 2013. Chapter 1, paras 1-20 through 42 (9 minutes). Scan to further understand the fundamentals of offensive operations.

Lesson M452 – Decisive Action: Defense

Description

The objective of this three-hour lesson is to allow you to apply the material learned from reading and discussion of Army doctrinal concepts for defensive operations. You will have the opportunity to apply what you learned during a small-group practical exercise. The practical exercise will require your small group to develop and brief a defensive based concept of operation. The lesson will cover the fundamentals of defensive operations as discussed in ADRP 3-0, *Operations*, 11 November 2016, ADRP 3-90, *Offense and Defense*, 31 August 12 and FM 3-90-1, *Offense and Defense*, 22 March 2013.

Hours: 3

Learning Objectives/Outcomes

Understand the principles of decisive action.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M452 Advance Sheet

Issue three days prior to this lesson IAW training schedule - M452 Decisive Action: Defense Quiz

During class:

Practical Exercise, Decisive Action: Defense

Slides 31-34

Scan:

Reading A, ADRP 3-90, *Offense and Defense*, 31 August 2012, Chapter 4 (35 minutes). Read to understand Army defensive operations doctrine.

Reading B, ADRP 3-0, *Operations*, 11 November 2016, Table 2-1 (3 minutes).

Reading C, FM 3-90-1, *Offense and Defense*, 22 March 2013, Chapters 7 and 8 (40 minutes).

Lesson M453 – Decisive Action: Stability

Description

In this three-hour introductory lesson you will gain an understanding of the principles of decisive action based on your reading and discussion.

This lesson will focus on stability operations within the context of decisive action. Also, you will have the opportunity to reinforce what you have learned during a small-group practical exercise. The practical exercise will require your small group to research and describe the roles of peace operations in stability.

Hours: 3

Learning Objectives/Outcomes

Understand decisive action (stability) within the operating concept of operations.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Issue:

M453 Advance Sheet

During class:

N/A

Scan:

Reading A, ADRP 3-07, *Stability*, August 2012. Chapter 1 (12 minutes). Read to understand stability goals and principles in unified land operations in stability operations pp 1-1 through 1-9.

Reading B, ADRP 3-07, *Stability*, August 2012. Chapter 2 (16 minutes). Read to understand stability in unified land operations and the primary stability tasks and tenets of ULO, pp 2-1 through 2-5 and 2-11 through 2-18.

Reading C, ADRP 3-07, *Stability*, August 2012. Chapter 3 (6 minutes). Read to understand peace operation and types for stability operations, pp 3-4 and 3-5. Also the military role in security sector reform, pp 3-10 and 3-11.

Reading D, ADRP 3-07, *Stability*, August 2012. Chapter 4 (3.5 minutes). Read to understand stability and defeat mechanisms, pp 4-9 and 4-10.

Lesson M454 – Decisive Action: Defense Support of Civil Authorities

Description

The objective of this three-hour lesson is to understand Defense Support of Civil Authorities (DSCA), through readings and classroom participation. This lesson introduces current and emerging Army doctrine related to DSCA, as an element of decisive action. The lesson will enable you to appreciate the complexities of DSCA operations which a unit or an individual could find themselves involved with in the future.

Hours: 3

Learning Objectives/Outcomes

Understand decisive action within the operational concept of unified land operations with a focus on the element of defense support of civil authorities.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Issue:

M454 Advance Sheet

During class:

Practical Exercise

Scan:

Reading A, ADP 3-28, *Defense Support of Civil Authorities*, July 2012 pp ii through 13 (24 minutes). Read the introduction and Chapters 1, 2, and 3 to gain a broad understanding of the complexities of DSCA operations in support of decisive action.

Reading B, FM 3-28, *Civil Support Operations*, 20 August 2010, pp 7-1 through 7-15 (21 minutes). Scan this chapter to gain an appreciation of DSCA legal requirements and considerations.

Lesson M455 – Military Decision Making Process/STAFFEX

Description

The objective of this 20-hour introductory lesson into the military decision-making process (MDMP)/STAFFEX is to prepare MLC students to assist in leading a brigade combat team (BCT) staff during the planning phase of any operation. During this lesson the students will be introduced to the seven steps in the MDMP. Students will develop a COA and present a COA brief. The intent is for the SGA to coach the students through MDMP in a step by step approach using a combination of discussion, automated applications, and a practical exercise during COA development. This lesson addresses each task and step of the MDMP. For the purposes of continuity and clarity, this lesson uses scenarios that play out within the Decisive Action Training Environment.

Hours: 20

Learning Objectives/Outcomes

Analyze a Division OPORD and conduct the MDMP for an SBCT in support of the Division's Phase III Operations.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Issue:

M455 Advance Sheet

During class:

Student Handouts/PEs

Scan:

Reading A, FM 6-0, *Commander and Staff Organizations and Operations*, 11 May 2014, C1. Chapter 9, The Military Decision-Making Process (70 minutes).

Reading B, 1 AD Atropian Iron OPORD.

Reading C, ADP 3-90, *Offense and Defense*, 13 August 2018, pp 2 and 3 (3 minutes).



Directorate of Curriculum Development (DCD)
11291 SGT E. Churchill Street
Fort Bliss, Texas 79918-8002
ncolcoe.armylive.dodlive.mil