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Challenge Night

Mission. Company Training Cadres introduced to Cadet Recruits and train Cadet Recruits on basic military movements required of fourth-class cadets upon formal initiation of the Four Class System. At the conclusion of Challenge Night, Cadet Recruits introduced to the members of their respective training cadres and they will be able to demonstrate the proper execution of bracing (exaggerated position of attention required of 4C Cadets), driving stairs, squaring corners, and proper greetings/responses to Cadet Officers and NCOs.

Intent. The intent of Challenge Night is to mark the formal beginning of the Four Class System for the Academic Year. The event serves as a bookend with Recognition Day, which marks the formal conclusion of the Four Class System for the Academic Year.

Concept of Operations. Within 8-hours of Cadet Recruit matriculation, Company First Sergeants will teach Cadet Recruits, in a classroom environment, the proper way to navigate campus and the authorized way to conduct themselves on campus once the Regimental Commander announces that the Four Class System is in effect. Upon completion of the classroom instruction, 4th Class Cadets will return to their Company areas within the barracks to be introduced to their Training Cadres. Upon initiation of the Four Class System, Training Cadres (PSG, SQD SGTs) will train proper movements expected of 4th Class Cadets and have them demonstrate competency in these movements. Battalion and Company Commanders are responsible for planning and resourcing this training event, including rehearsals/walk through and proper risk management to ensure professional and safe execution. During the execution of Challenge Night, Cadet Officers and 1SGs will not serve as instructors. Cadet Officers and 1SGs will serve in an over watch capacity for their respective Training Cadres, ensuring professional execution of the event and actively mitigating or halting any risky activity.

Fourthclass regulations and traditions.

Mission. Fourthclass cadets will conduct themselves in accordance with a set of rules governing various aspects of daily life in order to help them to develop a sense of humility, discipline, and obedience; to create a series of low-level difficulties and adversities they must learn to overcome; and to build the bonds of unity and shared hardship borne of the common experience with classmates and those who have preceded them.

Intent. That fourthclass cadets will develop the discipline, self-regulation, and sense of duty to comply with the fourthclass regulations and traditions without unnecessary supervision.

Concept of Operations. The fourthclass regulations and traditions will govern how fourthclass cadets conduct themselves while moving about campus, in the barracks, and in the mess hall; how they interact with other individuals; how they perform certain duties and details; how they conduct the practice of “bracing”; and various other sundry details of fourthclass daily life. Cadre members will train cadet recruits on these regulations and traditions during Challenge Week and conduct refresher training as needed. Upperclass cadets will make on-the-spot corrections when required, but fourthclass cadets are expected to abide by the fourthclass regulations and traditions without supervision and of their own accord. Based on the degree, violations will be considered “neglect of military duty” or “indifference to the fourthclass system” and appropriately punished.

Supporting Documents.

Athletic and other event support.

Mission. The chain of command and designated upperclass cadets organize and prepare the fourthclass to attend various athletic and other events in order to represent and support the school and the SCCC, develop school and class spirit, and develop a variety of social, service, interpersonal, and leadership skills and experiences.

Intent. Upperclass cadets develop the management and supervisory skills necessary to create conditions for successful execution and the fourthclass develop through experiential learning and also have “fun with a purpose.”

Concept. The responsible Assistant Commandant or other school official issues a frago for the event to the cadet chain of command. The cadet leadership plans and prepares the event. Upperclass supervision during the event is the minimum necessary to ensure mission accomplishment and uses knob peer leadership to the greatest extent practical.

Guidon

Mission. The Office of the Assistant Commandant for Leadership Programs publishes a Guidon each year that provides basic information to help a cadet recruit acclimatize to The Citadel and also identifies the knowledge requirements the fourthclass cadet must memorize.

Intent. By reading the Guidon, fourthclass cadets gain the basic knowledge of The Citadel's organization, history, customs, traditions, fourthclass requirements, campus geography, routine, and services necessary for them to begin The Citadel Experience and to know where to refer to seek additional help and more detailed information.

Concept of Operations. Guidons are available on-line and in the bookstore and are issued to cadet recruits on matriculation day. Squad leaders familiarize cadet recruits with the use and contents of The Guidon, and fourthclass cadets read, study, and refer to The Guidon as required.

Supporting Products.

CLDT

Mission. During CLDT, TACs and other college officials train and prepare cadre members in order to ensure they are collectively and individually ready to perform their Challenge Week mission.

Intent. Through performance oriented training and written tests, the battalion commander certifies and the BN TAC verifies that the cadre is prepared to accomplish its collective and individual Challenge Week mission.

Concept. Cadre members report seven days prior to Matriculation Day and are trained by TACs and other SMEs on a fixed POI that includes CTM-based leadership, roles and responsibilities for their duty position, and train-the-trainer certification for each block of instruction for which they are responsible. The battalion commander administers a “Cadre Rodeo” at the end of CLDT as a mission readiness exercise and recommends to the BN TAC approval of the battalion’s readiness to receive cadet recruits on Matriculation Day. The BN TAC verifies readiness based on the commander’s assessment.

Supporting Products.

CLDT training objectives

CLDT oporder and POI

CLDT training schedule

Lesson outlines for each training session

Cadre Rodeo frago

Cadre Rodeo scoresheets

Template for battalion commander’s readiness recommendation

Challenge Week

Mission. Company-level training cadres, supported by other SMEs, train 4th Class Cadets (Knobs) on the 4th Class System and other essential tasks required of all Cadets at The Citadel in order to lay the foundation and develop their basic skills prior to the Corps’ reconstitution and the beginning of academic classes.

Intent. Using the Citadel Training Manual, the Blue Book, and the White Book, all Knobs will be trained at the company level and certified at the battalion level as being prepared to begin the academic year in the areas of proper preparation and wear of the uniform, proper display and

cleanliness of barracks rooms and common areas, military drill and ceremony, physical training, 4th Class System requirements, and campus/college orientation.

Concept of Operations. The week begins with reception, accountability, unit/room assignment, initial issue, and move-in. Knobs are then introduced to their Cadre and divided into training squads. From that point, Squad Leaders are responsible for moving their squads through various in-processing stations that include haircuts, uniform and equipment issue, inventories, etc. Every movement and every block of instruction is done with military instruction and commands in order to begin the transformation into Cadet Life. The week consists of various classroom teachings and hands-on training that is conducted at a seemingly rapid pace due to the number of tasks to accomplish and the extremely limited amount of time. Since every Knob arrives with different levels of experience and abilities, the Cadre must continually assess their Squad, prioritize their training, and develop a plan to equally prepare every Cadet for success. Once the Knobs have made their initial adjustment to the military environment, the 4th Class System is put into effect mid-way through the week. This forces the Knobs to execute their newly learned skills in a more disciplined, demanding, and exacting environment in order to solidify their military foundation. At the end of the week, the Knobs are given the opportunity to celebrate, de-stress, and bond with their classmates while the Corps reconstitutes. The end-state of the operation is a Knob Class, effectively introduced to the basic military skills and 4th Class System, who are ready to continue their training and development with the additional stress of college academics.

Supporting Products.

Cadre Period

Mission. During Cadre Period, the cadre chain of command trains the fourthclass cadets on the additional skills necessary for them to transition from cadet recruits to cadets.

Intent. At the end of Cadre Period, company commanders use a series of metrics to either unconditionally certify that the cadet recruit has accomplished all the Cadre Period training objectives or conditionally certify them based on completion of a remedial training plan to correct deficiencies.

Concept of Operations. Through continued daily training by the cadre chain of command and additional training sessions on Friday afternoons under the auspices of the BN TAC NCOs, cadet recruits continue to develop their skills. These skills are evaluated by a variety of means including the Cadre Rodeo, the fall CPFT, mid-term grades, and the fourthclass knowledge exam. The cadre platoon leader evaluates each cadet recruit based on these criteria and either recommends to the company commander that the cadet recruit be unconditionally certified as a cadet private or conditionally certified based on completion of a remedial training plan to address

specific deficiencies. The company commander presents his or her recommendations to the TAC for approval. Both unconditionally and conditionally certified cadet recruits are promoted to cadet private on Parents' Day. Conditionally certified cadets continue training IAW the remedial training plan until standards are met.

Supporting Products.

Physical Training.

Mission. Upperclass cadets train fourthclass cadets on The Commandant's Physical Readiness Program in order to allow them to acclimatize to the physical requirements of The Citadel Experience, participate in Regimental PT, pass the CPFT and H & W requirements, and build a foundation that promotes continuous physical development.

Intent. Through dedicated upperclass leadership and class cohesion, fourthclass cadets individually and collectively develop the ability to meet or exceed Citadel physical standards and personal goals.

Concept of Operations. Cadet recruits arrive at The Citadel in various levels of physical fitness, and the fourthclass physical training program is designed to bring them into compliance with Citadel standards in a safe and progressive way that builds not just physical capability but also discipline, confidence, morale, and teamwork. Throughout the school year, fourthclass cadets will conduct Regimental PT in a separate platoon within their company. During the cadre period, they will be led by the platoon chain of command. After cadre period, they will be led by individuals personally selected by the company commander. In all cases, the leaders will be specifically trained and supervised by the Physical Training Program Manager and the Company Athletics Officer and deliver training that is designed to progressively challenge the fourthclass cadets as they develop physically throughout the year.

Supporting Products

Leadership Training Program

Mission. TACs and other subject matter experts (SMEs) train fourthclass cadets on selected elements of the "prepare" stage of leader development in order to help the fourthclass cadets connect the theoretical leadership knowledge they gain from the academic pillar to its practical application in the barracks and other experiential learning environments.

Intent. Through in-class discussion and vignette training and post-class response exercises, the TAC assesses that the fourthclass cadet feels prepared to abide by the Cadet Honor Code and the regulations of the Blue Book, to respond to challenges to his or her values and to make decisions based on those values, and to connect his or her academic path with a potential career.

Concept of Operations. TACs and other SMEs conduct the initial LTPs about a specific subject in company classrooms or battalion classrooms. The next scheduled LTP is an individual response exercise in which the fourthclass cadet conducts a reflection exercise about the subject. The fourthclass cadet submits his or her response to the TAC who uses it as an input in the overall counselling program.

Supporting Products.

CPT Exercise

Mission. The Commandant's Department coordinates for an outside contractor to conduct a day-long training event that helps fourthclass cadets consolidate, process, and put into context the leader development they have experienced thus far and prepare for the remainder of fourthclass year.

Intent. That the fourthclass cadets receive a message from an outside set of SMEs that reinforces, amplifies, and practically demonstrates the message being delivered to them by their Citadel-based leadership.

Concept of Operations. Based on his assessment of the present developmental situation with the fourth class, the Commandant provides his intent and training focus to an outside contractor who then develops a recommendation for a specific training program that uses both hands-on and classroom experiences to accomplish those objectives. Once their recommendation is approved, the contractor develops a training objective, intent, and concept statement for each round robin station and provides it to the Commandant NLT three weeks prior to the event. The Commandant briefs the event to the TACs. The contractor also coordinates with the Assistant Commandant for Operations and Training for administrative and logistical support. The Assistant Commandant for Operations and Training issues a frago for the event as directed by the Commandant. The contractors conduct the training with TACs and cadet chain of command members observing and providing feedback.

Supporting Products.

Counseling.

Mission. Members of the cadet chain of command and TACs counsel fourthclass cadets in order to make them aware of expectations, provide them feedback about performance, and foster individual growth and development.

Intent. That the counseling process fulfills both the practical and developmental objectives of CTM Step 1 (expectations), CTM Step 3 (feedback), and CTM Step 5 (growth) for both the cadet giving and receiving the counseling.

Concept. Within 48 hours of matriculation, cadre squad leaders will conduct a written event counseling session with each freshman in their squad to establish mutual expectations. At the end of Challenge Week, squad leaders will conduct a written performance counseling session with each freshman in their squad assessing their overall performance during Challenge Week. Squad leaders will conduct event and performance counseling as necessary to include CPFTs, mid-term grades, and major inspections. At the end of Cadre Period, squad leaders will conduct a written developmental counseling session with each freshman in their squad identifying strengths and weaknesses and a developmental plan for future growth. When freshmen cadets are reassigned to new squads after Parents' Weekend, their new squad leaders will continue the pattern on event counseling within 48 hours of assignment, performance counseling after CFPTs, semester grades, and other significant events, and a developmental counseling the week before Recognition Day. TACs will also conduct at least one annual written developmental counseling with each freshman in the company using the freshman year developmental foci in the "Staged Development Guide" as a guide

http://www.citadel.edu/root/images/krause_center/ldp/staged%20implementation%20guide%20final%20edition.pdf and additional counseling as required.

Supporting documents.

Senior Mentor Program

Mission. Company commanders administer a mentorship program in which each freshman is paired with a qualified senior in order to augment the chain of command with a mutually beneficial relationship in which the freshmen receive advise, counsel, and perspective regarding The Citadel Experience and knob year and the senior promotes the freshman's individual development by sharing his or her personal lessons learned, skills, and energy.

Intent. The intent of the Senior Mentor Program is to provide a continued leadership development opportunity for all proficient seniors (class type) while affording a supportive environment to Knob mentees. The freshmen will learn the CTM and discern appropriate action/behavior he/she should take, guided by the input of his/her senior mentor. This is a leader developmental program for both classes of cadets, designed to provide a continuous laboratory where senior knowledge, skill, and expertise in the Core Values is experientially imparted to the Knob mentee. The relationship remains professional, but relaxed, especially during mentor-mentee sessions, in order to facilitate leader growth and development. The "Prepare" stage of the Leader Development Model for freshmen, with all of its challenges, is afforded a critical

environmental support by a first class cadet. All proficient seniors benefit from the opportunity to mentor and train “their future replacement” on an individual level, and understand what it means to “serve others before self”. By the end of the year, senior participants gain self-awareness regarding the Seven Characteristics of Principled Leadership, and freshmen are postured to transition successfully into their “Engage” stage of leader development.

Concept. Company Commanders will assign freshmen to a senior mentor (based on C-Status). Academic majors will be taken into account for assignment purposes, and the Company Academic Officer should be involved in the process. No freshman will be assigned a mentor outside his/her home battalion. First Class cadets moved for promotion purposes will mentor freshmen only from their assigned unit. The initial meeting between mentors and mentees should take place NLT the week following reconstitution. All mentor-mentee meeting times will be set by the Regimental Commander, reflected on the training schedule, and followed in a standardized fashion by all Battalions and Companies. XOs will consolidate and update all First Class Mentor-Mentee rosters; and track all mentor-mentee meetings, both on-campus and off-campus, to ensure freshmen are being mentored. It is a command responsibility to enforce regularly scheduled meetings, and keep the appropriate TAC informed as to the status of the program. Each senior mentor will meet with his/her mentee to discuss challenges the mentee is facing; the mentee’s performance across the Four Pillars, and anything impacting performance that the mentee wishes to share. The senior cadet will utilize the Seven Characteristics of Principled Leaders as a guide for mentoring his/her freshman. Watching movies, series, or other distractions in the barracks is not the purpose behind the First Class Mentor Program. First Class cadets are encouraged to utilize off-campus settings to meet with their mentees, but in accordance with all College policies and regulations. The mentor-mentee relationship must remain professional at all time. Company TAC officers will gauge the effectiveness of this program by ensuring the Commander fulfills his/her responsibility; and during developmental counseling.

Kelly Cup

Mission. The Commandant’s Department conducts a Kelly Cup Squad Drill Competition culminating on Parents’ Day in order to help upperclass cadets develop the skills associated with planning, preparing, executing, and assessing training, to help fourthclass cadets reach a new level of excellence in drill and teamwork, and to recognize superior performance both of the trainers and the squads.

Intent. That squad leaders will use the five steps of CTM to build in themselves and their squad a shared commitment to excellence and that those efforts will be appropriately recognized and rewarded.

Concept of Operations. The Assistant Commandant for Operations and Training issues an oporder for the Kelly Cup competition. During Challenge Week, the cadre selects fourthclass

cadets who demonstrate exceptional proficiency in drill to be members of their company's Kelly Cup Squad. After selection, the selected Kelly Cup Squad Sergeant conducts training to develop the ad hoc squad into a cohesive team that is prepared for the competition. Prior to Parents' Weekend, Cadet Drill Masters under the supervision of TAC NCOs use the standards in the oporder to evaluate each company's Kelly Cup squad in personal appearance and drill performance. The top four squads continue to the final competition which is conducted on Parents' Day. The winning squad and squad leader are awarded a weekend. The second, third, and fourth place finishers are awarded an overnight.

Regimental Commander's Bowl

Mission. Cadet Company Commanders develop and execute plans to result in their company's having the best fourth class retention rate and fourth class performance in close order drill, physical training, and knob knowledge during the cadre period in order to recognize and promote leadership and followership excellence.

Intent. Through healthy competition, company commanders are motivated to develop and implement an organizational climate that promotes cadre leadership and fourth class performance excellence.

Concept of Operations. During CLDT, the Assistant Commandant for Operations and Training issues a frago announcing the competition. Company commanders develop plans to create a positive organizational training climate for their fourth class cadets and brief their plans to their TACs for approval. The Assistant Commandant for Operations and Training gathers data for retention, drill and ceremony performance during the Cadre Rodeo, the fall CPFT, and the fall knob knowledge test and determines the winning company. The Assistant Commandant for Operations and Training incorporates the announcement and recognition of the winner into Parents Weekend activities.

Supporting Products.

Corrective Push-ups

Mission. Authorized upperclass cadets in the fourthclass cadet's chain of command use push-ups in order to correct minor fourthclass substandard performance and to learn how to administer consequences IAW the mnemonic PRIDE (progressive, relevant, immediate, directed at behavior, evenhanded) from CTM.

Intent. Upperclass cadets understand that they have a continuum of tools available to administer negative consequences for minor substandard performance including oral counseling, push-ups, written counseling, EMI, and PRs and are able to appropriately discern when push-ups are the optimal tool to use.

Concept of Operations. When a member of the fourthclass cadet's chain of command observes minor substandard performance in the barracks, he or she assesses the situation and uses the mnemonic PRIDE to determine if corrective push-ups are the optimal negative consequence to use in order to immediately stop the undesirable behavior and to send a deterrent message that future undesirable behavior will result in additional negative consequences. If the upperclass cadet makes that determination, he or she can order the fourthclass cadet to perform up to thirty two-count pushups during first semester and up to forty two-count push-ups during second semester. (Specific regulations governing fourthclass push-ups are in the Blue Book.)

Supporting documents.

Cadre Leadership Award

Mission. The Office of the Assistant Commandant for Operations and Training selects the squad sergeant with the best physical fitness, knowledge of training regulations, ability to teach drill and ceremonies, and inspection techniques during the cadre period in order to recognize and promote leadership excellence

Intent. Through healthy competition, squad sergeants are motivated to develop and demonstrate their best NCO skills using leadership by example, direct leadership, and individual and small group training.

Concept of Operations. During CLDT, the Assistant Commandant for Operations and Training issues a frago announcing the competition. BN TAC NCOs observe the squad sergeants in their battalions during cadre period. At the end of cadre period, each BN TAC NCO nominates one squad sergeant based on the established criteria. The Commandant Department Sergeant Major presides over a board of the BN TAC NCOs to decide the winner and forwards the name to the Assistant Commandant for Operations and Training. The Assistant Commandant for Operations and Training incorporates the announcement and recognition of the winner into Parents Weekend activities.

Supporting Products.

Milton D. Bonnoitt Award

Mission. Cadet Company Commanders develop and execute plans to result in their company's having the best fourth class retention rate during the fourth class year in order to recognize and promote leadership and followership excellence.

Intent. Through healthy competition, company commanders are motivated to develop and implement an organizational climate that promotes the retention of every fourth class cadet whose retention is in the best interests of the cadet and The Citadel.

Concept of Operations. During CLDT, the Assistant Commandant for Operations and Training issues a frago announcing the competition. Company commanders develop plans to create a positive organizational climate for the promotion of fourth class retention and brief their plans to their TACs for approval. The Assistant Commandant for Operations and Training gathers data for retention at the end of the year and determines the winning company. The Assistant Commandant for Operations and Training incorporates the announcement and recognition of the winner into a parade in the fall of the next school year.

Supporting Products.

Most Influential Upperclassman Award

Mission. The Freshman Class President supervises the selection in each company of an upperclass cadet that the fourth class cadets in that company consider "most influential" in order to recognize and promote leadership excellence.

Intent. Fourth class cadets are able to recognize good leadership and learn to acknowledge and show their appreciation of those who have made positive differences in their lives.

Concept of Operations. During the election period for class officers, the Office of Cadet Activities and Experiential Learning briefs candidates on this requirement. Upon election, the Office of Cadet Activities and Experiential Learning and the sophomore class officers assist the newly elected freshman class president with determining company winners. The freshman class president notifies the Assistant Commandant of Operations and Training of each winner no later than the Monday before the Recognition Day Lunch. The Assistant Commandant of Operations and Training will oversee the vetting of each nominee and incorporation into the Recognition Day Lunch.

Supporting Products.

Parents' Day Promotion

Mission. During Parents' Day, 4th Class Cadets (knobs) are promoted to the rank of Cadet Private in order to signify the conclusion of the Cadre Training period and their integration to the Corps of Cadets.

Intent. The promotion 4th Class Cadet from the rank of Cadet Recruit to the rank of Cadet Private and the full integration into respective companies.

Concept of Operations. During open barracks on Parents' Day a promotion ceremony for the 4th Class Cadets will be held in the respective Company areas. The ceremony participants will consist of the 4th Class Cadets, the training cadre, the 1SG and Company Commander. During the ceremony the 4th Class Cadets will receive their company letter/device from the Commanding Officer to signify their promotion to Cadet Private and integration into the Corps of Cadets. At this time the 4th Class Cadets will be authorized to move the company letter/device from the left breast pocket to the left collar of their duty uniforms.

Knob Year Reflection

Mission. Battalion and company commanders facilitate a deliberate process by which freshmen reflect on their fourthclass year experience in order to build self-awareness, develop a frame of reference, and grow.

Intent. Fourthclass cadets understand their freshman year experience in the context of their overall leadership development.

Concept of Operations. During Challenge Week, battalion commanders will introduce fourthclass cadets to the objectives of the fourthclass system and the concept of "crucibles." There are three formal crucibles in the fourthclass system. These are Challenge Night, Parents' Day promotion, and Recognition. Most fourthclass cadets will experience many more personal and less deliberately planned crucibles. The battalion commanders will share with the freshmen their own crucible moments from knob year and how they have shaped them as leaders. Company commanders will follow this introduction with a class on self-awareness, frame of reference, and growth. The company commanders will share with the freshmen what they learned about themselves knob year, the frame of reference they gained, and how they grew. Fourthclass cadets will complete a worksheet that records what they consider to be their individual strengths and weaknesses, the frame of reference that presently informs their decision-making and world view, and their growth objectives for the year. They will keep a copy, refer to it throughout the year, and bring it with them to the reflection exercises that occur right before recognition. Those exercises will begin with battalion commanders reminding the knobs of crucibles and recounting the year in that context. He or she will then ask for volunteers to share some of their crucible moments and how they will shape their approach to leadership and life. Next, company commanders will have the freshmen reflect on their Challenge Week worksheet and complete a new worksheet that records what they now consider to be their strengths and

weaknesses; how, if at all, their frame of reference has changed; how they grew over the past year; and how they plan to continue growing. After giving the freshmen time to complete that reflection, he or she will ask for volunteers to share their experiences.

Supporting documents.

Gauntlet

Mission. The South Carolina Corps of Cadets conducts a “Gauntlet” on Recognition Day in order to provide the knobs the opportunity to demonstrate the physical endurance, mental toughness, teamwork, and class unity that they have developed throughout their fourthclass year.

Intent. That through the model of challenge and support (both from each other and their upperclass leaders), each fourthclass cadet safely and proudly completes each aspect of the Gauntlet to the best of his or her ability

Concept of Operations. Under the supervision of the Director, Citadel Physical Readiness Program, the Regimental Commander and the Regimental Athletic Officer develop a set of round robin stations using Summerall Field and WLI Field for the Commandant’s approval. Designated upperclass leaders move the company’s fourthclass cadets in formation to their company start point. Athletic Officers are each assigned a station to be the instructor for and to ensure standards are complied with. Fourthclass cadets perform the task at each station to standard and rotate from station to station on command. For planning purposes, there will be twelve stations and six minutes at each station. At the conclusion of the Gauntlet, the regiment will form for a “Victory Lap” around campus led by the Regimental Commander. At the conclusion of the Victory Lap, the knobs will form up in their companies for a class set of push-ups, an address by the Regimental Commander, and recognition.

Supporting documents.

March to Marion Square

Mission. As the culminating Recognition Weekend activity, the fourthclass cadets participate in a formal ceremony at Marion Square in order to place Recognition in the context of past, present, and future.

Intent. To have the newly recognized cadets identify as individuals and as a group with The Citadel vision.

Concept of Operations. The fourthclass cadets march as a regiment from The Citadel to Marion Square. The ceremony on Marion Square begins with a reenactment of the changing of the guard at The Old Citadel from the Washington Light Infantry to the Corps of Cadets that is designed to place Recognition in the context of the past. The next events are remarks by the Regimental Commander and a renewal recitation of the cadet oath that are designed to place Recognition in the context of the present. The concluding event is remarks by a guest speaker about leadership that is designed to place Recognition in the context of the future. After the alma mater, the fourthclass cadets march back to The Citadel and are released on general leave.

Inspections

Mission. Upperclass members of the chain of command regularly inspect fourthclass cadets' rooms and persons in order to ensure compliance with applicable regulations.

Intent. Upperclass cadets master the skills associated with establishing a consistent program of inspecting, supervising, and ensuring compliance, and fourthclass cadets master the time management, attention to detail, regulatory understanding, and other skills necessary to perform tasks to standard.

Concept of Operations. The room and personal standards are the same for upperclass cadets and fourthclass cadets, but the frequency and intensity of inspections for the fourthclass will be greater in order to help them master skills, form habits, and receive the abundant feedback necessary at the early stages of development. Squad leaders will inspect fourthclass cadets' personal appearance at every formation and inspect MRI at least three days a week. Platoon sergeants will develop a tracking mechanism to monitor the frequency, results, and trends of inspections and provide feedback to squad leaders about their performance. Consequences will be pronounced and performance above or below the standard, however slight, will receive deliberate positive or negative reinforcement in an effort to help fourthclass cadets build good habits.

Supporting Products.

Fourthclass Duties and Details

Mission. Upperclass cadets plan and supervise fourthclass execution of various duties and details in order to build upperclass capacity to lead and manage small teams and to build fourthclass capacity to work as members of a team, accomplish tasks to standard, and exercise peer leadership.

Intent. Upperclass cadets use the steps and principles of CTM and the plan, prep, execute, and assess training methodology to accomplish the mission and develop themselves and the fourthclass cadets.

Concept of Operations. The chain of command conducts periods of instruction and issues orders that effectively communicate the mission to both the upperclass supervisor and the fourthclass members of the detail. The members of the detail execute the mission under upperclass supervision. As the school year progresses and the fourthclass cadets develop capacity, the upperclass cadets increasingly use more decentralized leadership techniques, while still maintaining appropriate supervision, and the fourthclass cadets increasingly assume greater responsibilities for peer leadership and management. Standing fourthclass duties and details are listed in the Blue Book and on the training schedule. Additional duties and details require authorization of the TAC.

Supporting documents.

Fourthclass knowledge

Mission. Upperclass cadets train fourthclass cadets to memorize information about the military, leadership principles, and The Citadel in order to provide the fourthclass cadets a foundational base of military knowledge, to introduce them to The Citadel's leadership development model and ideas that support it, and to initiate the fourthclass cadets' connection to The Citadel's traditions, history, and culture.

Intent. Using the "fourthclass knowledge tracking log" in The Guidon, the fourthclass cadet's squad leader certifies that the cadet has achieved and sustained proficiency in reciting the knowledge requirements identified in The Guidon.

Concept of Operations. The knowledge requirements are organized into phases that correspond to various developmental periods during the fourthclass year. At the beginning of each developmental period, squad leaders brief the fourthclass cadets on their knowledge requirements for that period, to include the purpose of each piece of knowledge, practical advice for memorization, and the time line for competition of the task. Fourthclass cadets practice the requirements on their own and demonstrate progress on command of their squad leader at regular intervals. Squad leaders annotate performance in the tracking log. In addition to drilling

memorization, squad leaders use the knowledge requirements as segues into deeper discussions of the topics they represent. The Assistant Commandant for Operations and Training also administers on-line tests each semester that include these fourthclass knowledge requirements.

Supporting Products.

CPLs Academy

Mission. TACs and TAC NCOs conduct a Corporals' Academy during the spring in order to help fourthclass cadets prepare for their sophomore roles and responsibilities.

Intent. Fourthclass cadets transition to sophomore year seamlessly.

Concept of Operations. Although not an official part of the Corporals' Academy, the last LTP for freshmen is a drill and ceremony confidence building exercise that serves to jumpstart the Academy. During the five actual sessions of the Academy, instructors use the NCO Guide and other sources to train rising sophomores on their duties and responsibilities with an emphasis on the NCO support channel, formations, accountability, inspections, taskings, information flow, and caring for cadets. The material trained in the Corporals' Academy is reinforced by training during Reconstitution Week.

Supporting Products.