

THE WHITE BOOK

CHAPTER 1

Cadet Organization and Training

SECTION 6

The Fourth-class System at The Citadel

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Author: COL Hutson

Position: Assistant Commandant

The fourth-class system at The Citadel is a developmental system which requires freshmen cadets to develop the transferable skills necessary to succeed in an intentionally stressful hierarchical environment while upper-class cadets develop the transferable skills necessary to lead them to that success. It has objectives for both fourth-class and upper-class cadets.

I. The objectives for the fourth-class cadets are:

- To provide new cadets with an understanding of The Citadel's core values of Honor, Duty, **State and Country**
- To teach new cadets the regulations, customs, and traditions of The Citadel
- To remove wealth and former stations as factors in the development of new cadets
- To instill in new cadets a sense of humility and selfless subordination
- To develop personal character and create a foundation for honorable and ethical decision-making
- To instill new cadets with self-discipline
- To physically challenge new cadets and establish a foundation of understanding the necessity of physical fitness for life
- To instruct new cadets in time management
- To prepare new cadets for academic achievement
- To inculcate class cohesion in support of The Citadel Mission and the development of Principled Leaders.

II. The objectives of the fourth-class system for upper-class cadets are:

- To use "leadership by example" as a means of imparting new entry-level skills
- To model The Citadel core values as a means of providing inspiration and example to new cadets
- To motivate subordinates to overcome adversity, build resiliency, and accomplish organizational objectives. To receive, in-process, assimilate, and prepare for success, new members of an organization
- To develop skills as a trainer and to use those skills to facilitate subordinate development through standards-based training
- To use the Citadel Training Model (CTM) to deliver standards-based entry-level training and to prepare individuals for greater responsibilities

- To create a training environment that uses intentionally designed developmental stress and rigid discipline to accelerate learning, but which is fair, positive, and consistent with all regulations and guidance, and is built on the challenge and support development model
- To assess individual development and assist individuals in personalized development
- To demonstrate care for individuals who have limited knowledge of or experience with the resources that are available to them
- To contribute to the continued success and vitality of The Citadel by adopting a “training your replacement” philosophy

III. The fourth-class system accomplishes these objectives using the following concepts:

- intentionally designed developmental stress
- The Citadel Training Model
- team-building and shared experience
- discipline
- direct leadership and close supervision
- the “challenge and support” theory of development

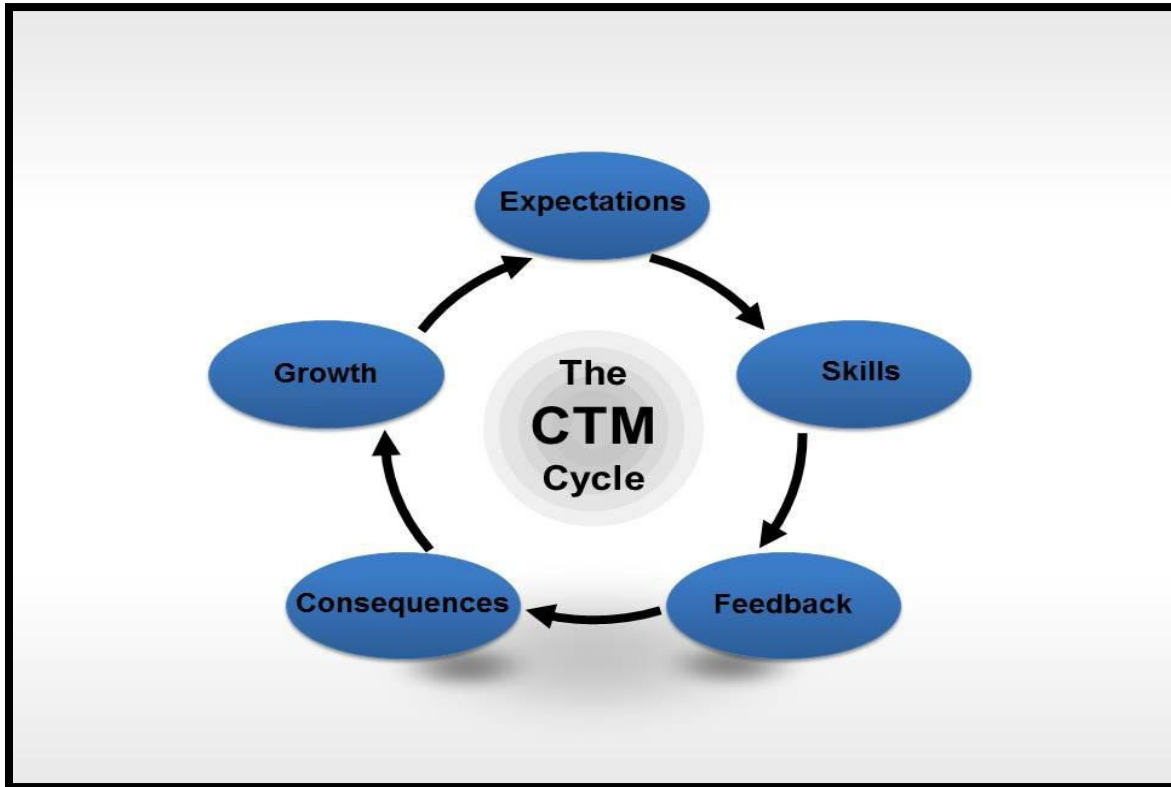
A. Intentionally designed developmental stress. The fourth-class system uses intentionally designed developmental stress to accelerate and make second nature the habits of self-discipline, teamwork, and a collective sense of accountability for everyone on the team. The developmental stress created by the fourth-class system can promote remarkable individual growth in such areas as dealing with adversity, pushing yourself beyond your perceived limits, time management, understanding that life is not always fair, teamwork, perseverance, and prioritization for the fourth classmen. A potential leadership problem develops when the upper-class cadets perceive their primary role as administering this system rather than helping the fourth classmen succeed in it. The upper-class men then assume an adversarial rather than a service or positive leadership relationship with the fourth classmen. The “system” should be a fairly neutral, detached, and impersonal organizational bureaucracy made up of rules, traditions, schedules, duties, knowledge requirements, etc. The “system” exists largely of its own accord. It is merely the operational environment.

Like the fourth-class cadets, the upper-class cadets operate within that existing environment, but their role is to learn leadership themselves rather than to ensure the fourth classmen “get their money’s worth.” Instead of focusing on making things hard for their subordinates, the upper-class cadet’s role is to serve the fourth-class by helping them succeed as they negotiate the environment. To do otherwise is antithetical to leadership.

B. The Citadel Training Model. The Citadel Training Model is a five-step process of expectations, skills, feedback, consequences, and growth. Its principles are mutual respect, leadership as service, and accountability. While CTM is applicable throughout the entire Citadel Experience, it is especially useful in bringing organizational order and conceptual understanding to the fourth-class system.

Cadet recruits enter The Citadel with little or no familiarity with their new environment. Their initial encounters with their cadre center around upper-class cadets setting, and new freshmen understanding, the expectations of The Citadel and the fourth-class system. These expectations are established for both the broad Citadel Experience and individual training iterations and are especially demanding of fourth classmen. The cadet recruits then begin a year of building the

necessary skills, under the training direction of their upper-class men, to meet those expectations using standards-based training. As this training progresses, fourth classmen and upper-class men give, receive, and exchange developmental feedback. Consequences are a significant part of the rigorous fourth-class system, and performance above or below the standard, however slight, receives deliberate positive or negative reinforcement in an effort to build good habits. As fourth-class cadets grow in their development, transactional exogenous consequences are replaced with principled endogenous ones, and fourth classmen are given additional responsibilities to complete under less supervision.

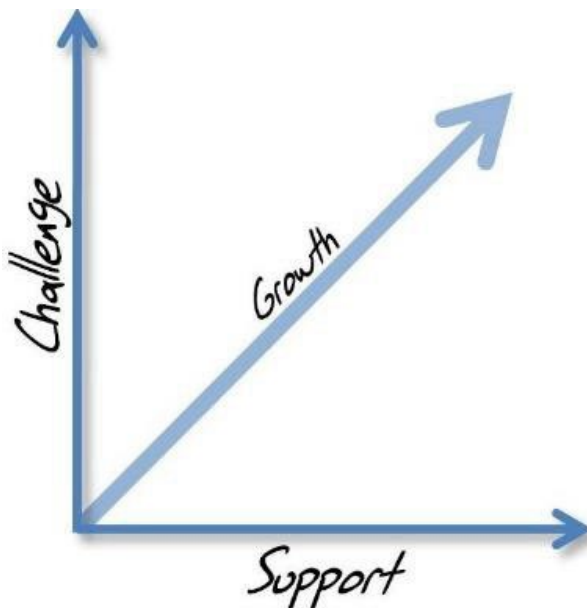


The principles of CTM apply to all cadets but are particularly appropriate in the context of the objectives for upper-class men in the fourth-class system. Although upper-class men enjoy nearly absolute positional authority in the fourth-class system, they should foster an environment of “mutual respect” that affirms the worth, dignity, and feelings of fourth classmen and includes a “training your replacement” philosophy. While it may seem counterintuitive for an upper-class man to “serve” a fourth classman, that is exactly what “leadership as service” requires. Upper-class men identify and meet their fourth-classmen’s legitimate needs in order to create conditions for them to be successful. Finally, the “accountability” referred to, in the sense of the CTM principle, transcends traditional notions of responsibility and requires a culture that encourages people to internalize and take ownership of a broad commitment as a leader. Upper-class men model this type of accountability with holistic and benevolently intrusive leadership of their fourth classmen.

- C. Team-building and shared experience.** Individual weaknesses and insufficiencies are quickly laid bare by the rigors of the fourth-class system. This new self-awareness is not designed to humiliate fourth classmen but to impart in them the value of cooperation, unity of effort, synergy, and teamwork. In this experience as followers, they will realize the necessity as future leaders of building

teams that balance the strengths, weaknesses, perspectives, experiences, and skills of individual members to create a whole that is greater than the sum of the parts. They will also, as a class and as Citadel men and women, gain the connection borne of shared hardship. In this sense, the fourth-class system transcends into being a mere individual rite of passage, and its successful completion becomes a foundational piece of the shared vision that leaders must instill in their followers. With the arrival of Recognition Day, fourth-class cadets should possess the skills needed to make a greater contribution to The Citadel, and their upper-class men have succeeded in “training their replacement.”

- D. **Discipline.** In the fourth-class system, upper-class cadets “use discipline” to help fourth-class cadets “Develop discipline.” For the upper-class men, this discipline is “training that corrects, molds, or perfects the mental faculties or moral character.” For the fourth classmen, this discipline is “self-control.” The upper-class cadets administer discipline consistent with “Schofield’s definition.” In order to meet the relentless demands of the fourth-class system, fourth-class cadets develop the endogenous discipline necessary to subordinate impulses to values. Upper-class cadets use discipline as part of the “consequence” step of CTM in order to help fourth classmen develop discipline as part of the “growth” step of CTM. Discipline within the fourth-class system is always developmental and purposeful.
- E. **Direct leadership and close supervision.** Both the intensity of the fourth-class system and the formative stage of development that fourth-class cadets are in make the leader-led environment of the fourth-class system one of direct leadership and close supervision. In this environment, fourth-class cadets learn the attributes of followership that will help them as leaders and the skill and will necessary to sustain peak performance at all times. Upper-class cadets learn hands-on leadership by example techniques associated with direct leadership and the accountability of holistic leadership.
- F. **The challenge and support theory of development.** The theory of challenge and support posits that in order for growth and development to occur, challenges in the environment must be balanced by environmental support.



When there is not enough challenge and too much support, or not enough support and too much challenge, there will be no developmental change. For growth to occur, each cadet needs to be challenged and supported appropriately through a variety of experiences. The overall leader development program at The Citadel provides such an environment, and it is especially prominent in the fourth-class system.

The development within the fourth-class system is represented by the “Four I’s”: introduce, integrate, improve and internalize, and increase. The “introduce” stage is conducted during Challenge Week where new freshmen are introduced to a new lifestyle, environment, and routine. The “integrate” stage is conducted during Cadre period where new freshmen learn the basic cadet skills needed to advance from recruit status to being integrated into the corps as privates. The “improve and internalize” stage continues to Recognition Day. The freshmen improve their cadet skills, but more importantly they internalize the values represented by the objectives of the fourth-class system so that they are prepared to self-regulate after the supervision of the fourth-class system subsides. The “increase” stage begins after Recognition Day where the freshmen increase their capabilities by training opportunities such as the Corporals’ Academy that are designed to prepare them for the new responsibilities that await them as sophomores. “Challenges” are omnipresent in each stage of the fourth-class system, and leaders must ensure that they are balanced with the appropriate “support.”

The five steps of CTM provide a convenient organizational tool for the individual components of the fourth-class system. While there is some overlapping, the components are grouped according to their primary focus step.

- **EXPECTATIONS**

Introduction to the Fourth-class System. The Sunday evening after Matriculation Day, first sergeants conduct a classroom training session to familiarize cadet recruits with the requirements of the fourth-class system. Monday morning the cadet recruits are introduced to their company cadres and the fourth-class system begins. In an environment characterized by uncertainty, anticipation, intensity, and developmental stress, cadet recruits demonstrate the proper execution of bracing (exaggerated position of attention required of fourth-class cadets), driving stairs, squaring corners, and proper greetings/responses to cadet officers and NCOs. Battalion and company commanders are responsible for planning and resourcing this training event, including rehearsals/walk throughs, and proper risk management to ensure professional and safe execution. During the execution of the event, cadet officers and 1SGs do not serve as instructors. They serve in a supervisory capacity for their respective training cadres, ensuring professional execution of the event and actively mitigating or halting any risky or unauthorized activity. The intent of Challenge Morning is to mark the formal beginning of the fourth-class system for the academic year. The event serves as a bookend with Recognition Day, which marks the conclusion of the **formal** fourth-class system for the academic year.

Fourth-class regulations and traditions. Fourth-class cadets 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 proceeded them. The fourth-class regulations and traditions govern how fourth-class 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 fourth-class daily life.

Cadre members will train cadet recruits on these regulations and traditions during Challenge Week, and conduct refresher training as needed. Upper-class cadets will make on-the-spot corrections when required, but fourth-class cadets are expected to abide by the fourth-class 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 fourth-class system” and appropriately punished. The intent of fourth-class regulations and traditions is that fourth-class cadets develop the discipline, self-regulation, and sense of duty to comply with the fourth-class regulations and traditions without unnecessary supervision.

Away football games. The chain of command and designated upper-class cadets organize and prepare the fourth-class to attend selected away football games 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. While the cadet leadership plans and prepares the event, upper-class supervision during the event is critical to mission accomplishment while using knob peer leadership to the greatest extent practical. The process is designed for upper-class cadets to develop the management and supervisory skills necessary to create conditions for successful execution and the fourth-class cadets to develop themselves through experiential learning and to also have “fun with a purpose.”

Guidon. The Office of the Commandant 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 fourth-class cadet must memorize. Squad leaders familiarize cadet recruits with the use and contents of The Guidon, and fourth-class cadets read, study, and refer to The Guidon as required. By reading The Guidon, fourth-class cadets gain the basic knowledge of The Citadel’s organization, history, customs, traditions, fourth-class 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. Upper-class cadets use The Guidon to develop skills associated with using a published document as a training reference.

- **SKILLS**

Cadet Leader Development Training (“Cadre Training”). Cadre members report seven days prior to Matriculation Day for CLDT and are trained and prepared by TACs and other college officials to ensure they are collectively and individually ready to perform their Challenge Week mission. The battalion commander administers a “CLDT Assessment” that includes performance-oriented training and written tests 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. CLDT uses a fixed POI that includes CTM-based leadership, roles and responsibilities for each duty position, and train-the-trainer certification for each block of instruction for which cadets are responsible.

Challenge Week. During an intense week of activity, cadet recruits are in-processed and

trained on tasks necessary for them to be proficient before the start of classes.

Developmental stress, direct leadership and close supervision, discipline, team-building and shared experience are used to rapidly transition cadet recruits from a civilian to a military environment. Using the Citadel Training Manual, the Blue Book, and the White Book, company cadres train the cadet recruits and assess performance 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, fourth-class system requirements, and campus/college orientation.

Cadre Period (Cadet Recruit Period). During Cadre Period, the cadre chain of command trains the fourth-class cadets on the additional skills necessary for them to transition from cadet recruits to cadets. 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 and other SMEs, cadet recruits continue to develop their skills. These skills are evaluated by a variety of means including the Cadre Period Assessment, the fall CPFT, mid-term grades, and the fourth-class 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. 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.

Physical Training. Cadet recruits arrive at The Citadel in various levels of physical fitness, and the fourth-class 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 Cadre Period, fourth-class cadets will conduct Regimental PT in a separate platoon following a centralized program designed by the Physical Training Program Manager. After the Cadre Period, the fourth-class cadets will join the rest of the company during Regimental PT.

Principled Leadership Skills (PLS). TACs and other SMEs train fourth-class cadets on selected elements of the "prepare" stage of leader development in order to help the fourth-class cadets connect the theoretical leadership knowledge they gain from the academic pillar to its practical application in the barracks and other experiential learning environments. TACs and other SMEs conduct the initial PLSs about a specific subject in company classrooms or battalion classrooms. The next scheduled PLS is an individual response exercise in which the fourth-class cadet conducts a reflection exercise about the subject. The fourth-class cadet submits his or her response to the TAC who uses it as an input in the overall counselling program. As a result of the PLS, fourth-class cadets should be 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.

- **FEEDBACK**

Developmental counseling. Members of the cadet chain of command and TACs counsel fourth-class cadets in order to make them aware of expectations, provide them feedback about performance, and foster individual growth and development. Within 48 hours of matriculation, cadre squad leaders conduct a written event counseling session with each freshman in their squad to establish mutual expectations. At the end of Challenge Week, squad leaders conduct a written performance counseling session with each freshman in their squad assessing their overall performance during Challenge Week. Squad leaders conduct event and performance counseling as necessary to include CPFTs, mid-term grades, and major inspections. At the end of Cadre Period, squad leaders 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 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 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 and additional counseling as required. 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 cadets giving and receiving the counseling.

The Citadel Mentorship Program. Company commanders administer a mentorship program in which each fourth-class cadet is paired with a qualified senior in order to augment the chain of command with a mutually beneficial relationship in which the freshmen receive advice, 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.

- To be qualified to be a mentor, a senior must be:
 - C4 or C5 status
 - Academically, conduct, and physically proficient
 - Have not had a hazing violation ever or a fourth-class system violation within twelve months
- Senior mentors will in no way:
 - Use their mentee for personal servitude
 - Schedule meetings or other activities that conflict with their mentee's ESP or academic preparations or that are in any other way inconvenient to the mentee
 - Allow the mentee relationship to become fraternization

The Citadel Mentorship Program does not compete with or circumvent the chain of command but instead provides a focused opportunity for individual development of both the freshman and senior. The Knob Year Journal provides a vehicle for fourth-class cadets to record information about their mentorship.

- **CONSEQUENCES**

Cadre Period Assessment. At the conclusion of Cadre Period, the cadre chain of command conducts an assessment that evaluates each fourth-class cadet on personal appearance, room arrangement, and drill as part of the certification process associated with promotion from cadet recruit to cadet private. The Cadre Period Assessment (CPA) serves as one of the metrics that company commanders use at the end of Cadre Period 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. During the CPA, personal appearance, room arrangement, and drill are evaluated. Personal appearance is evaluated by a team of the company commander, XO, 1SG, and Cadre PL each inspecting a squad of cadet recruits from a company other than their own on-line using a Commandant's Department checklist. Uniform is summer leave. Room arrangement is evaluated by a team of the company commander, XO, 1SG, and Cadre PL each inspecting a squad set of rooms from a company not their own using a Commandant's Department checklist. Uniform is summer leave. Drill is evaluated by a team of four drillmasters each evaluating a squad drilling as part of a platoon in a platoon not from the drillmaster's company using a Commandant's Department checklist. Results from the CPA are used as part of the cadre platoon leader's evaluation of each cadet recruit that he or she uses to make a recommendation 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.

Corrective Push-ups. Authorized upper-class cadets in the fourth-class cadet's chain of command use push-ups in order to correct minor fourth-class substandard performance and to learn how to administer consequences IAW the mnemonic PRIDE (progressive, relevant, immediate, directed at behavior, evenhanded) from the CTM. When a member of the fourth-class 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 upper-class cadet makes that determination, he or she can order the fourth-class cadet to perform up to thirty (30) two-count pushups during first semester and up to forty (40) two-count push-ups during second semester. **Corrective push-ups cannot be implemented within fifteen (15) minutes of varying sets. Having Knobs report to upperclassmen every 15 minutes to conduct push-ups falls outside the scope of this tool and is considered abusive.** Corrective push-ups are one of the many tools available to administer negative consequences for minor substandard performance. Others include verbal counseling, written counseling, EMI, and PRs. Upper-class cadets must appropriately discern when push-ups are the optimal tool.

Grounds for Repeating a Fourth-Class Semester: Cadets failing to meet the Fourth-Class Program requirements may repeat the first semester of their sophomore year as a Fourth-Class cadet. Battalion TACs will submit names of cadets who they believe have not met the Fourth-Class requirements to the Commandant of Cadets

NLT 1 March of the academic year. The Commandant, in consultation with the Citadel Surgeon, the Deputy Commandant, the Sergeant Major and the Assistant Commandant for Discipline will make the final determination on the cadet's status. The cadet will be notified that he or she must repeat a Fourth-Class semester no later than 15 March. Examples of behaviors that would necessitate an additional Fourth-Class semester are as follows:

1. Examples of a cadet failing to meet the Fourth-Class Program requirements include, but are not limited to, the following:
 - a. Fourth class cadets missing more than thirty (30%) percent of the fourth-class cadre training period (i.e. the period between matriculation and Parent's Weekend).
 - b. Spending twenty-one (21) days or more on XPT (exempt from physical training), XMD, (exempt from military duty), medical leave, or in-patient status, or a combination thereof, without substantial improvement, during a semester.
 - c. Spending 10% or more academic days per semester on bed rest.
2. Fourth-class cadets identified to repeat an additional semester as a Knob will:
 - a. Not participate in Recognition Day ceremonies.
 - b. Will receive a company transfer following summer furlough.
 - c. Will not be required to repeat Challenge Week.
 - d. Will report back to The Citadel when the Corps reconstitutes after summer furlough.

- **GROWTH**

Inspections. The room and personal standards are outlined in the White Book and are the same for upper-class cadets and fourth-class cadets. The frequency and intensity of inspections for the fourth-class will be greater in order to help them master skills, form habits, and receive the abundant feedback necessary at the early stages of development. 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 fourth-class cadets build good habits. The elevated frequency and intensity of fourth-class inspections is also designed to help upper-class cadets develop the formal and deliberate inspection skills necessary with subordinates who are at formative stages of development and require close supervision to ensure compliance. During Challenge Week, the Cadre PL will ensure the knobs are trained on MRI and personal appearance standards and have their rooms and uniforms in sustainable order by the end of Challenge Week. Between the end of Challenge Week and Parents' Weekend promotion, PLs will ensure someone in the knob's chain of command inspects the knob's room during MRI period at least four days per week. After Parents' Weekend promotion, the requirement will go down to three days per week for

the rest of first semester. From the start of second semester until Recognition Day, the requirement will go down to two days per week. After Recognition Day, the frequency of knob MRI inspections will align with the SOP for the entire platoon. A member of the knob's chain of command will formally inspect the knob's personal appearance at every formation until Recognition Day.

Fourth-class duties and details. Upper-class cadets plan and supervise fourth-class execution of various duties and details (sweep details, barracks SMI preparation, barracks perimeter police call, and Bulldog/Citadel crest shining) in order to build upper-class capacity to lead and manage small teams and to build fourth-class capacity to work as members of a team, accomplish tasks to standard, and exercise peer leadership. The intent is for upper-class 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 fourth-class cadets. To establish expectations, first sergeants develop company SOPs for fourth-class duties and details. These SOPs include:

- The 5Ws for each duty or detail (sweep details, barracks SMI preparation, barracks perimeter police call, and Bulldog/Citadel crest shining)
- The briefing each detail leader will receive
- The means of assigning personnel and the means of communicating the assignment
- The means of assigning upper-class supervisory leadership
- The format for the evaluation of knob performance

To build necessary skills, the chain of command conducts periods of instruction and issues orders that effectively communicate the mission to both the upper-class supervisor and the fourth-class members of the detail. The members of the detail execute the mission under upper-class supervision and receive feedback and consequences. As the school year progresses and the fourth-class cadets develop capacity, the upper-class cadets increasingly use more decentralized leadership techniques, while still maintaining appropriate supervision, and the fourth-class cadets grow by increasingly assuming greater responsibilities for peer leadership and management.

Fourth-class knowledge. Upper-class cadets train fourth-class cadets to memorize information about the military, leadership principles, and The Citadel in order to provide the fourth-class 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 fourth-class cadets' connection to The Citadel's traditions, history, and culture. Using the "fourth-class knowledge tracking log" in The Guidon, the fourth-class cadet's squad leader certifies that the cadet has achieved and sustained proficiency in reciting the knowledge requirements identified in The Guidon. The knowledge requirements are organized into phases that correspond to various developmental periods during the fourth-class year. At the beginning of each developmental period, squad leaders brief the fourth-class cadets on their knowledge requirements for that period, to include the purpose of each piece of knowledge, practical advice for memorization, and the timeline for competition of the task. Fourth-class cadets practice the requirements on their own and demonstrate progress to 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 fourth-class knowledge requirements.

Parents' Day Promotion. Parents' Day promotion is one of the three formal crucibles in the fourth-class system. During open barracks on Parents' Day, companies will conduct a ceremony promoting fourth-class cadets from cadet recruits to cadet privates. The ceremony participants consist of the fourth-class cadets, the training cadre, the 1SG, and company commander. During the ceremony the fourth-class cadets will receive their company letter/device from the company commander to signify their promotion to cadet private and integration into the Corps of Cadets. At this time the fourth-class cadets will be authorized to move the company letter/device from the left breast pocket to the left collar of their duty uniforms. 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.

Gauntlet. 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 fourth-class year. 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. For planning purposes, there are twelve stations and six minutes at each station. Designated upper-class leaders move the company's fourth-class 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. Fourth-class cadets perform the task at each station to standard and rotate from station to station on command. Through the model of challenge and support (both from each other and their upper-class leaders), each fourth-class cadet safely and proudly completes each aspect of the Gauntlet to the best of his or her ability. 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 fourth-class cadets form up in their companies for a class set of push-ups, an address by the Regimental Commander, and recognition. **Cadets who are XPT (exempt from physical training) or XMD (exempt from military duty) will not participate in the Gauntlet.**

March to Marion Square. As the culminating Recognition Weekend activity, the fourth-class cadets participate in a formal ceremony at Marion Square in order to place Recognition in the context of past, present, and future. The fourth-class 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 fourth-class cadets march back to The Citadel and are released on general leave. The intent of the ceremony is to have the newly recognized cadets identify as individuals and as a group with The Citadel vision.

Knob Year Reflection. Battalion and company commanders facilitate a deliberate process by

which freshmen reflect on their fourth-class year experience in order to build self-awareness, develop a frame of reference, and grow. During Challenge Week, battalion commanders will introduce fourth-class cadets to the objectives of the fourth-class system and the concept of “crucibles.” There are three formal crucibles in the fourth-class system. These are Introduction to the Fourth-class System (i.e., “Challenge Night”), Parents’ Day promotion, and Recognition. Most fourth-class 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. The company commanders will issue the knobs a “Knob Year Journal” to guide their reflection effort. The first entry in the journal is a worksheet the knobs will use to record 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. The knobs will make entries in the journal throughout the year and bring it with them to the reflection exercises that occur right before recognition. In addition to the battalion and company commanders, the Assistant Commandant for Operations and Training will recruit a team of recent alumni to assist as facilitators for these exercises. The 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.

Corporals’ Academy. TACs and TAC NCOs conduct a Corporals’ Academy during the spring in order to help fourth-class cadets prepare for and transition to their sophomore roles and responsibilities. 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.

Regimental Commander’s Report. The Regimental Commander provides the Commandant and annual written assessment of the fourth-class system, submitted in three parts.

Annexes

- A. **Fourth-class Objectives of the Fourth-class System**
- B. **Upper-class Objectives of the Fourth-class System**
- C. **Fourth-class Regulations and Traditions**
- D. **Cadre Leader Development Training POI**
- E. **The Citadel Mentoring Program Policy**
- F. **Cadre Period Assessment POI**
- G. **Fourth-class Inspection (sample) SOPs**
- H. **Fourth-class Duties and Details**
- I. **Fourth-class Knowledge Requirements and Discussion Guide**
- J. **Corporals' Academy POI**
- K. **Regimental Commander's Report**
- L. **Webpage and OPRs**

Annex A: FOURTH-CLASS Objectives of the Fourth-class System

The Blue Book lists the objectives of the fourth-class system as:

- To provide new cadets with an understanding of The Citadel's core values of Honor, Duty, **State and Country**
 - To teach new cadets the regulations, customs, and traditions of The Citadel
 - To remove wealth and former station as factors in the development of new cadets
 - To instill in new cadets a sense of humility and selfless subordination
 - To develop personal character and create a foundation for honorable and ethical decision-making
 - To instill new cadets with self-discipline
 - To physically challenge new cadets and establish a foundation of understanding the necessity of physical fitness for life
 - To instruct new cadets in time management
 - To prepare new cadets for academic achievement
 - To inculcate class cohesion in support of The Citadel Mission and the development of Principled Leaders.
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These objectives are trained by a combination of specifically designed events as well as by the collective fourth-class experience. To help you better understand and prepare to accomplish these objectives, each objective is discussed in some detail:

1. **To provide new cadets with an understanding of The Citadel's core values of Honor, Duty, **State and Country**.** Values help establish a collective identity by embodying what the organization believes is important and providing a basis for the behavior of its members. Values set the parameters for decision-making, inform priorities, and serve as guides to action. Contemplated leadership decisions and actions that run counter to the organization's values are automatically rejected by definition.

At The Citadel, our core values are honor, duty, **State and Country**. They are described in detail in A Guide for the Leader Development Program available at the website of the Krause Center for Leadership and Ethics <http://www.citadel.edu/root/krause-center-publications>. You will be formally instructed on the Citadel core values in a variety of forums including LDRS academic classes and the Leadership Training Program (LTP).

2. **To teach new cadets the regulations, customs and traditions of The Citadel.** "Regulations" are prescriptive in nature and are the rules established by the proper authority to govern how an organization or system operates. At The Citadel, the regulations come from the authority of the Commandant and are described in the "Blue Book." Many of the procedures that support implementation of those regulations are in the "White Book." Both documents are available at the website of the Office of the Commandant at <http://www.citadel.edu/root/cadet-regulations>. You will have dedicated periods of instruction about some of the specific regulations, but you are responsible for mastering their entirety by independent study. "Customs" do not have the authoritative or prescriptive characteristics of regulations, but they do represent the usual way of acting in given circumstances in a particular society. A military society such as The Citadel has numerous "customs and courtesies" that contribute to good order and discipline as

well as add interest, pleasure, and graciousness to life. As a knob you will participate in many customs such as remaining standing as a class to cheer on the team at football games.

“Traditions” are customary patterns of thought, action, or behavior held by an identifiable group of people that help connect one generation to another. They are usually passed by word of mouth rather than written instruction. The Citadel has its own collective traditions, and individual companies also have their own unit traditions. At the Citadel level, for example, there is a Thanksgiving tradition of a celebratory meal in the Mess Hall, and as knobs, you will contribute to that tradition by making hats for upper-class cadets. At the company level, many individual companies have unique mottos that are a part of their unit tradition. Customs and traditions are subordinate to and can never conflict with regulations. Likewise, regulations are routinely reviewed by the Commandant to ensure consistency with Citadel values. Unfortunately, some cadets occasionally attempt to excuse or justify their deviations from Citadel values and regulations by misidentifying them as customs or traditions. As a knob, you may find yourself deliberately or accidentally placed in such situations. You should know that there are no legitimate customs or traditions at The Citadel that do not align with our values and regulations, and knobs, like all cadets, are responsible for using proper judgment in all circumstances. The knob response “Request better judgment, Sir or Ma’am” is a tactful way of signaling that you perceive a lack of alignment between an upper-class man’s instructions and your understanding of the Citadel’s values and regulations.

3. **To remove wealth and former station as factors in the development of new cadets.** Cadets at The Citadel operate in a standards-based environment in which natural and logical consequences are generated by performance. Rewards and punishments are governed by “rule of law,” rather than the fickle and capricious whim of an individual. There can be no appeal to favoritism or privilege in such a system. Additionally, the routine cadet life includes myriad tasks of varying degrees of tedium and fulfillment. All of them must be done in order for the organization to function as a whole and there is sufficient work that all cadets must do their share. No one is “too good” to pitch in and no task is “too menial” for anyone. Because Citadel cadets come from a variety of socio-economic backgrounds, not all have operated in such an egalitarian and communal environment. The austere initial knob haircut, the prohibition against cars for fourth classmen, and the close-quarters living arrangements are all contributors to this objective.
4. **To instill in new cadets a sense of humility and selfless subordination.** While The Citadel is in the business of developing leaders, it also recognizes that even leaders have someone that they report to, receive guidance from, and obey the orders of. The Citadel also recognizes that to be a good leader, you must be able to empathize with your subordinates. Therefore, The Citadel’s leadership development model begins by teaching cadets how to be good followers, and its fourth-class system helps cadets understand the sense of humility and selfless subordination that characterizes a good follower. Like all followers, fourth-class cadets should strive in all ways to be “easy to lead.” This means respecting authority, complying with regulations and standards, giving maximum effort, being open and receptive to new ideas, and being active participants in the learning process. It also means putting aside one’s own opinion or preferences and willingly adopting the leader’s agenda and his or her decisions as if they were your own. Such an attitude may at first seem unnatural and cause conflicts with your previous habits. The fourth-class system

is designed to disengage you from this self-centered attitude and begin you on a path of leadership as service to others.

5. **To develop personal character and create a foundation for honorable and ethical decision-making.** Character is the complex mental and ethical traits that mark and often individualize a person. The fourth-class system uses developmental stress to create the competing demands for time, energy, effort, and resources that help a knob become aware of and develop his or her character. A major part of this development will come from learning to live by the letter and spirit of the Honor Code. You will be formally instructed on the Honor Code in a variety of forums including the Leadership Training Program, and the Honor Manual is available at the website of the Krause Center for Leadership and Ethics <http://www.citadel.edu/root/krausecenter-honor-committee>. Your development in ethical decision-making will be aided by LTPs that explain the difference between the “moral temptation” posed by a choice between “right and wrong” and the ethical dilemma posed by a “right versus right” situation. During Challenge Week you will also be provided with an orientation to the host of on- and off-campus religious activities available to all cadets. Additional information is available on the website of the Office of the Chaplaincy <http://www.citadel.edu/root/chapel>.
6. **To instill new cadets with self-discipline.** Self-discipline is the ability to regulate, manage, and hold accountable oneself throughout the process of achieving one’s vision, values, and mission. In spite of all the attention they get from upper-class cadets, knobs remain responsible for developing in themselves the discipline necessary to succeed at The Citadel. The developmental stress of the fourth-class system is designed to accelerate this process, but it is not designed to sustain it. Throughout the course of the year, fourth-class cadets should rely progressively less on externally motivated discipline and more on the internally motivated kind. They should develop the disciplined habits of duty, prioritization, obedience, time management, problem-solving, decision-making, and consistency that achieve results. Only by this transition can they fulfill what author Pat Conroy (Citadel, 1967) calls the “immortal epigram” that “discipline is the training that makes punishment unnecessary.”

At the heart of self-discipline is the ability to subordinate an impulse to a value. As knobs embark on their Citadel experience, they are encouraged to follow Stephen Covey’s proscription to “begin with the end in mind” by writing a personal mission statement that focuses on what you want to be and what you want to do, and on the values or principles upon which being and doing are based. This mission statement then becomes the criterion by which you measure everything else in your life. Whenever you discover an inconsistency between your mission statement and your actions, it is self-discipline that restores alignment. During your counseling sessions with your TAC, you will articulate your near-, mid-, and long-term goals. This exercise will help you decide where you want to go and a plan to get there. Self-discipline will help you follow that plan.

7. **To physically challenge new cadets and establish a foundation of understanding the necessity of physical fitness for life.** All cadets participate in Regimental Physical Training (PT) every Monday and Thursday morning. These sessions vary but typically include a combination of warm up exercises, movement drills, calisthenics, cardiovascular training, strength training running, and organized athletics. All cadets also take a Cadet Physical Fitness Test (CPFT) each semester consisting of pushups, crunches, and a 1.5-mile run. Cadets must also comply with

height and weight standards and take four Required Physical Education Program (RPED) courses. All cadets can participate in NCAA, club, and intramural sports. Some intramurals are open to all cadets, some are exclusively for men, some are exclusively for women, some are co-ed, and some are exclusively for knobs. Intramurals promote both physical fitness as well as comradery. In addition to these fitness pillar requirements and opportunities available to all cadets, knob year is especially physically challenging because of its rapid tempo and numerous duty requirements. You will be required to push your physical endurance beyond what you probably consider your present limits. This stress is intentional in order for you to realize your full potential and also develop resiliency. Each company has an athletics officer who is a resource to assist you with your development in the fitness pillar. The Blue Book provides provisions for knobs to be ordered by authorized individuals, under authorized circumstances to perform a set of 30 push-ups during Fall Semester and a set of 40 push-ups in the Spring Semester. You will not be required, nor are you authorized to partake in, any additional knob-specific physical training activities unless they have been submitted through the company commander to the TAC and approved by the Commandant.

- 8. To instruct new cadets in time management.** Perhaps the greatest challenge you will face during knob year is learning how to manage your time. You will purposely be given more to do than you can leisurely or conveniently manage. You will be forced to become more efficient, to ruthlessly prioritize, to plan ahead, and to push yourself to go faster and do more. Prepare yourself. There are several schedules posted online to help you understand your time obligations. The academic calendar is available at <http://www.citadel.edu/root/aacalendar>. This calendar notes such information as when semesters begin and end, holidays and furlough periods, the last day to drop classes, and exam periods. An annual calendar that includes Commandant Department events such as open and closed weekends, football games, parades, and inspections is available at <http://www.citadel.edu/root/operations-and-training/trainingschedules>. Each of your classes will also have a syllabus that identifies key dates such as when papers or projects are due, major assignments, and tests and quizzes. It is a good idea to transfer key dates from these individual sources into one master calendar or planner so that you can see the big picture. Routine cadet life is organized according to the “24-hour schedule.” This document is available at the website of the Office of the Commandant <http://155.225.198.23/root/24-hour-schedule>. It is where you go to find the recurring events such as formations, ESP, and MRI that will become your regular “battle rhythm.” More specific weekly schedules are available at <http://www.citadel.edu/root/operations-and-training/training-schedules>. Check these at least one week in advance to find specific information about things like that week’s LTP, a CPFT, or a special requirement such as a rifle draw or turn-in. Key events from these sources should also be transferred to your master calendar or planner. While The Citadel experience will place many demands on your time, you also have other obligations such as to your family and your friends. Do not forget about the anniversaries, birthdays, and other significant events in the lives of those who are important people in your life. Add them to your master calendar or planner. You may not be able to participate in person in some of those events, but you will be able to mark them in other ways, even if only by a card, text, or phone call. Having all your obligations on one document allows you to synchronize your scheduling. You will no doubt find some weeks or days busier than others, and you will have to plan ahead to accommodate them. You will also find some periods that are less busy and you will have to use them to absorb some of the spillover from the busier times. As previously noted, it is always helpful to “begin with the end in mind.” In terms of time management, this is accomplished by the “backwards planning” technique.

Begin with the date an event occurs and then work backwards to the present date to assign target completion dates for every interim step. So, if a paper is due on a certain date, write that down on your calendar and then work backward to assign dates for when you want to have a friend proofread your final draft, complete the bibliography, write your introductory paragraph, go to the library to do your research, write your thesis, meet with your professor to discuss your topic selection, etc.

Backwards planning also incorporates the technique of breaking a big task up into manageable pieces that will also help you accomplish complex tasks that at first may appear overwhelming. You will seldom be given large swaths of time to focus on a single activity. Instead, you will have to learn to master Rudyard Kipling's challenge to "fill the unforgiving minute with sixty seconds worth of distance run." Maintain a mental inventory of small tasks that can fill short increments of time. Shining shoes, preparing your uniform for the next day, reading a few pages of your textbook, and going for a short run are all examples of how you can productively fill a few random minutes that might otherwise be lost. Maintain a written "to do" list for more pressing obligations. Some researchers claim that simply writing something down increases your chances of actually accomplishing it by almost a third. Post the list on your desk or somewhere where you will continually see it and check off the items you accomplish. Avoid the temptation, though, of focusing on the easiest or most enjoyable tasks. Discipline yourself to prioritize based on importance. Do not forget to consciously program sufficient time for sleep. The amount of sleep required varies among individuals, but most college students report being sleep deprived, and sleep deprivation negatively affects academic, mental, physical, and emotional performance. Sufficient, uninterrupted, quality sleep each night is not a luxury or weakness. It is a physical requirement and a performance enhancer. You will not get all the sleep you want as a knob, but you must get all the sleep you need. You should not organize your time in a way that routinely prevents you from getting at least six hours of sleep each night.

9. **To prepare new cadets for academic achievement.** Knobs are presented with a host of urgent military pillar duties. It may be tempting to concentrate on these matters of immediate consequence at the expense of longer-term academic goals. Do not fall victim to this short-sightedness. The military pillar is designed to complement, not compete with, the academic pillar. The skills that contribute to success in the military pillar such as attention to detail, strong work ethic, and procedural compliance are directly transferrable to academic success. Maintain a proper balance between military and academic responsibilities. Both duties must be accomplished, and you will have to make conscious decisions about how to allocate the resources you have available, especially time. As you develop this capability, always reminder that academic success is non-negotiable. You obviously were a successful high school student or else you would not be here. However, you should understand that college is different from high school and what made you successful in high school might not be sufficient in college. Generally speaking, in high school you were regularly told what to do and corrected if your behavior did not conform to those instructions. In college, you will be expected to take much more individual responsibility for your actions, and you will experience more serious consequences. The Altshuler Learning Enhancement Center at Southern Methodist University has developed a detailed comparison of high school and college that may help you better understand the transition. It is available at <http://www.smu.edu/Provost/ALEC/NeatStuffforNewStudents/HowIsCollegeDifferentfromHighSchool>.

In spite of college's additional emphasis on student responsibility, The Citadel prides itself on making available all the resources you will need to be academically successful. Evening Study Period (ESP) begins at 1950 each school night and is a time designated to provide conditions conducive to studying. Quiet is maintained, no meetings or other duties are scheduled, and no upper-class other than those involved in academic tutoring will visit your room. You are required to be in your room, the library, or another approved study area during ESP. While The Citadel can create these conditions to help you, it is up to you to use them effectively. As the name states, ESP is a study period. It is not a shine period, social period, or slack off period. It is OK to study for 50 minutes, take a ten-minute study break to prepare your uniform for the next day or call home, and then get back to studying, but if you do not discipline yourself to use ESP for its intended purpose, you will probably soon fall behind.

You have a wide academic support network available to you. Each company has a Cadet Academic Officer who will monitor your academic progress and can connect you with additional resources. He or she should be your first stop at the first sign of academic difficulty. Do not wait until the situation worsens. Your Academic Officer can answer many of your questions about the academic pillar, but he or she can also refer you to other resources. Each company and battalion maintains a list of cadet tutors who are available to you. There are also cadets who have the same major as you in your company who will be willing to help you less formally. You will have to maintain the appropriate military bearing, but the fourth-class system will not stand in your way when receiving academic help from an upper-class man. The Cadet Academic Officer works closely with a Faculty Company Academic Advisor who is another resource for general academic pillar support, but who should not be confused with the Academic Advisor within the department of your academic major to advise you specifically on your academic program. Even more specifically, each of your professors maintains "office hours" in which he or she is available for walk-in assistance. You can also make specific appointments to see your professor outside of established office hours.

The Student Success Center, Library, Career Center, and Public Speaking Lab also are excellent resources for specific academic needs, and their services are described elsewhere in The Guidon. The main thing for you to remember is that there is a healthy support network available to assist you. You do not necessarily need to know the details of each resource yourself. If you go to your academic officer or TAC and describe your situation, he or she can quickly point you to the appropriate resource. Your responsibility is to take that first step.

10. To inculcate class cohesion in support of The Citadel Mission and the development of Principled Leaders. There is an old adage that says, "No one makes it through The Citadel alone." Your classmates are your teammates and together you will motivate, encourage, assist, and support each other. You will balance each other's strengths and weaknesses and work together to succeed. You will discover the "law of the niche" and with it that everyone can contribute. You will also discover the "law of the weakest link" and with it that the team has a vested interest in helping each of its members. Inevitably there will be those among you who have difficulty keeping pace. In those cases, "insulate, don't isolate." Treat that team member with dignity. Help him develop. Help her find her niche. Follow Max Ehrmann's advice not to compare yourself with others, "for always there will be greater and lesser persons than yourself." Square yourself away so you can lead by example and then look around you and find someone to help. Certainly the time will come soon when the roles will be reversed.

Annex B: UPPER-CLASS Objectives of the Fourth-class System

The objectives of the fourth-class system for upper-class cadets are:

- To use “leadership by example” as a means of imparting new entry-level skills
 - To model The Citadel core values as a means of providing inspiration and example to new cadets
 - To motivate subordinates to overcome adversity, build resiliency, and accomplish organizational objectives
 - To receive, in-process, assimilate, and prepare for success, new members of an organization
 - To develop skills as a trainer and to use them to facilitate subordinate development by delivering standards-based training
 - To use the CTM model to deliver standards-based entry-level training and to prepare individuals for greater responsibilities
 - To create a training environment that uses developmental stress and rigid discipline to accelerate learning, but which is fair, positive, and consistent with all regulations and guidance, and is built on the challenge and support development model
 - To assess individual development and assist individuals in personalized development
 - To demonstrate care for individuals who have limited knowledge of or experience with the resources that are available to them
 - To contribute to the continued success and vitality of The Citadel by adopting a “training your replacement” philosophy
-

These objectives are trained by a combination of specifically designed events as well as by the collective experience of being a leader in the fourth-class system. To help cadets better understand and prepare to accomplish these objectives, each objective is discussed in some detail:

1. To use “**leadership by example**” as a means of imparting new entry-level skills. Leaders by nature are role models, and the example they set can be either positive or negative. In leading by example, leaders not only show their subordinates “what right looks like,” they reaffirm their commitment to the organization’s values by demonstrating that their words match their deeds and aligning actions and values.¹

Within the fourth-class system, upper-class cadets use leadership by example on a variety of levels. At the most basic and direct level, trainers not only describe a task to the fourth-class cadets, but they also demonstrate its proper execution. At a higher level, upper-class cadets lead by example in the course of their daily conduct as fourth-class observe them “walking the talk” and by their conduct and behavior, demonstrating the practicality and benefits of the skills the fourth-class cadets have been taught. At the ultimate level, good leadership by example elicits something from the follower and helps him understand something about himself.² To that extent, leadership experts such as Kouzes, Posner, and Covey connect leading by example with “finding one’s voice.” This

¹ Kouzes and Posner, 17 and 74.

² Badaracco, 55.

means that the leader finds her voice and then helps others find theirs.³ Upper-class cadets who demonstrate this level of transformational leadership by example help fourth-class cadets find motivation from an inner sense of purpose rather than from extrinsic factors.⁴

2. **To model The Citadel core values** as a means of providing inspiration and example to new cadets. Freshmen enter The Citadel with individual identities shaped by a variety of backgrounds and frames of reference. During their fourth-class year, they build new identities as Citadel cadets. Values help establish identity by embodying what the organization believes is important and providing a basis for the behavior of its members. At The Citadel, these values are Honor, Duty, **State and Country**, and upper-class cadets shape the freshmen's understanding of these values to align with how they are understood and practiced at The Citadel.

Much of the fourth-class year is proscriptive, requiring fourth-class cadets to behave in accordance with a set of rules, procedures, or other directives. Upper-class cadets use values to link the various fourth-class requirements together to broaden the freshmen's perspective and to help them understand the fourth-class system as foundational to their development as principled leaders.

In principled leadership, values set the parameters for decision-making, inform priorities, and serve as guides to action. Contemplated leadership decisions and actions that run counter to the organization's values are automatically rejected by definition.⁵ Instead, principled leaders develop solutions and conduct themselves in ways that are consistent with the organization's principles.⁶ Upper-class cadets model this valued-based behavior to help freshmen develop their identities as Citadel cadets.

3. **To motivate subordinates to overcome adversity, build resiliency, and accomplish organizational objectives.** By its organizational design, the fourth-class year presents freshmen with challenges that they must learn to overcome. Upper-class cadets focus their efforts not on magnifying these obstacles but on helping the fourth-class cadets develop the resiliency, elasticity, durability, and adaptability that make it possible to recover quickly from change, hardship, or misfortune. By helping fourth-class cadets develop resiliency, they help them grow.

Because of their more direct routine contact with individual freshmen, NCOs focus their resiliency efforts at the individual and small unit levels. They build the necessary situational awareness and empathy to "meet people where they are." Some knobs are away from home for the first time. Some grew up very independently. Some took JROTC or are from military families. Some have no familiarity with the military. All knobs meet the academic qualifications for admission, but to varying degrees. Some are extroverted. Some are introverted. The resiliency challenges faced by each will vary based on these and other factors. Upper-class cadets, especially NCOs focusing their resiliency efforts at the individual and small unit levels, learn to be very careful to not apply a "one size fits all" approach.

³ Kouzes and Posner, 16 and Covey, *8th Habit*, 5.

⁴ Kouzes and Posner, 171-172.

⁵ Kouzes and Posner, 49.

⁶ Cadet Leader Development Program AY 2017-2018, 5.

While NCOs concentrate on the resiliency of individual freshmen, officers focus on unit resiliency. To do so, officers seek to establish a “culture of resilience” among the unit’s freshmen that serves as a catalyst to increase group cohesion and dedication to the “mission.” They do this by demonstrating optimism, decisiveness, integrity, and open communications.⁷

4. **To receive, in-process, assimilate, and prepare for success, new members of an organization.** Every cadet recruit who matriculates has been certified by the Office of Admissions as meeting The Citadel’s entrance requirements. Each has the potential to succeed and contribute to the organization. It is up to the upper-class cadets to begin this process with the new class of freshmen entrusted to their care. To do so, upper-class cadets must learn and demonstrate the host of administrative, logistical, and training tasks associated with the human resources concepts of orientation and onboarding.
5. **To develop skills as a trainer and to use them to facilitate subordinate development by delivering standards-based training.** Beginning when a cadet recruit arrives at The Citadel, upper-class cadets train them on everything they need to know from how to make their beds, to how to conduct physical fitness training, to how to properly conduct military drill and ceremony. Each of these skills has a training objective that articulates the task, conditions, and standard. Upper-class cadets train fourth-class cadets to these standards in a step-by-step/by-the-numbers training style that breaks the task into manageable pieces and then link various tasks together to broaden the cadet’s skills and knowledge.
6. **To use the CTM model to deliver standards-based entry-level training and to prepare individuals for greater responsibilities.** The five steps of CTM are expectations, skills, feedback, consequences, and growth. Squad leaders conduct initial counseling within 48 hours of matriculation day to outline their broad expectations to cadet recruits. More specifically, upper-class cadets articulate expectations by training cadet recruits on the standards in such sources as the White Book and Blue Book. Upper-class cadets help cadet recruits build necessary skills primarily through performance-oriented training. A large number of fourth-class skills are of a technical nature such as drill and ceremony, but others are more conceptual such as living by the core values, and upper-class cadets learn training and teaching techniques that address this spectrum of skills. Because freshmen have such an array of skills to learn, they seldom move directly and instantly from initiation of the task to completion. Instead, an extended and incremental learning process occurs that gives upper-class cadets abundant opportunities to provide feedback. Upper-class cadets learn to provide feedback as a means of measuring progress and to deliver it through supervision, correction, encouragement, and advice. Consequences are a significant part of the rigorous fourth-class system. In an effort to help fourth-class cadets build good habits, upper-class cadets administer deliberate positive and negative reinforcement of performance above or below the standard, however slight. This frequent administration of consequences allows upper-class ample opportunity to develop this skill and to use a variety of consequences including corrective push-ups, oral counseling, written counseling, EMI, and PRs. Upper-class cadets must appropriately discern which is the optimal tool to use in each case. They

⁷ George Everly, “Building a Resilient Organizational Culture,” Harvard Business Review, available at <https://hbr.org/2011/06/building-a-resilient-organization>.

also must be careful to, as they administer consequences within the highly hierarchical fourth-class system, not become overly reliant on techniques that will not be transferrable to less structured situations. As fourth-class cadets grow in their development, upper-class cadets learn to increasingly replace transactional exogenous consequences with principled endogenous ones, and give fourth-classmen additional responsibilities to complete under less supervision. In similar fashion, upper-class cadets must be very sensitive to treat the overall fourth-class year as a means rather than an end, and to help fourth-class cadets transition to being sophomores.

7. **To create a training environment that uses intentionally designed developmental stress and rigid discipline to accelerate learning, but which is fair, positive, and consistent with all regulations and guidance, and is built on the challenge and support development model.** Developmental stress is purposely built into the organizational bureaucracy of the fourth-class system and requires little upper-class additive to accomplish its desired effect. In fact, a potential leadership problem develops when the upper-class perceive their primary role as administering the system rather than helping the fourth classmen succeed in it. The upper-class men then assume an adversarial rather than a service or positive leadership relationship with the fourth classmen. Like the fourth-class, the upper-class operate within the existing environment and the stresses it bears both on them and their subordinates. They learn both to sustain themselves and to help their subordinates succeed under adverse conditions. Using the theory of challenge and support, upper-class cadets balance the omnipresent challenges of the fourth-class system with the necessary support to optimize growth.
8. **To assess individual development and assist individuals in personalized development.** Assess is the fourth stage of the plan, prepare, execute, and assess training cycle. Assessment focuses on the extent to which the participant achieved the commander's intent, training objectives, and progress towards task proficiency. During the fourth-class system, upper-class cadets assess both individual and unit performance of both fourth-class and upper-class cadets.

During CLDT, commanders assess collective and individual readiness to perform the Challenge Week mission. The regimental commander administers a "CLDT Assessment" that includes performance-oriented training and written tests at the end of CLDT as a mission readiness exercise and battalion commanders recommend 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. By this process, cadet commanders learn to assess performance as well as making a readiness recommendation to a higher headquarters.

During Challenge Week, company cadres use a "task tracker" to assess cadet recruit performance 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, fourth-class system requirements, and campus/college orientation. These results are included in the performance counseling squad leaders conduct at the end of Challenge Week.

During Cadre Period, the cadre chain of command uses another task tracker to assess cadet recruit performance on the additional skills necessary for them to transition from cadet recruits to cadets. Assessment tools include the Cadre Period Assessment, the fall CPFT, mid-term grades, and the fourth-class knowledge exam. The cadre platoon leader assesses each cadet recruit

based on established 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. Squad leaders include assessment results in an end-of-Cadre Period performance counselling.

Formal assessment continues for the rest of knob year using vehicles such as the fourth-class knob knowledge tracker, inspections, performance on details, grades, and CFPT scores. Senior mentors include less formal assessment in their developmental efforts.

9. **To demonstrate care for individuals who have limited knowledge of or experience with the resources that are available to them.** The fourth-class year presents many situations in which freshmen need assistance. Because of their newness to The Citadel and their stage of development, they often will be unaware of how they can get the help they need. Upper-class cadets help freshmen with routine and crisis problem-solving, take action as appropriate, and connect freshmen to specialized and expert resources in situations that exceed their capability. Upper-class cadets use benevolent intrusive leadership to identify these needs and servant leadership to act upon them. They develop the CTM principle of holistic accountability that transcends traditional notions of responsibility and requires a culture that encourages people to internalize and take ownership of a broad commitment as a leader.
10. **To contribute to the continued success and vitality of The Citadel by adopting a “training your replacement” philosophy.** All organizations have missions, and one of the most important resources organizations have that facilitates accomplishment of that mission is personnel. Organizations invest heavily in recruiting, training, and retaining members who can contribute to the organization’s goals. Leaders should respect the fact that the people they are leading have met the standards for entry into the organization. They respect the talents and experiences that each individual brings to the organization. They respect the individual’s desire to learn new skills to better contribute to the organization. They lead with the knowledge and attitude that the people they work with are critical to the mission of the organization, and they have a “training my replacement” philosophy that reflects a sense of caring for the future of the individual and the organization.

For this reason, The Citadel is among those organizations who consider “training your replacement” to be a “moral obligation.”⁸ A leader who models the “I’m training my replacement” approach does so with a sense of commitment to and respect for the future health of the organization. Because the replacement will be there after the trainer leaves, the trainer values the trainee because she wants him to do well at a position that the trainer presumably considers important, since it is what she is currently doing. Leaders should resolve to leave the organization better than they found it, and developing a new generation ready to take the reins is a key part of a vibrant and growing organization.

Annex D: Fourth-class Regulations and Traditions

1. **Purpose.** The fourth-class system has a unique set of regulations designed to create the environment conducive to achieving the system's objectives, to facilitate the "prepare" stage of The Citadel leader development model, and to emphasize the steps of The Citadel Training Model.
2. **Duration.** The fourth-class year begins with matriculation and ends with the initiation of the freshman's summer furlough. **The fourth-class system begins when the Regimental Commander implements it the Monday morning of Challenge Week. Though the official requirements of the Fourth-Class System end on Recognition Day, usually the last Friday of March, cadets remain Fourth Class cadets until they depart for summer furlough. Anything more than a professional relationship between upperclassmen and Fourth-Class cadets (dating, personal relationships, spending time together, etc.) is strictly prohibited between the time freshmen are recognized and the beginning of summer furlough.** "Successful completion" of fourth-class first semester is recognized by completing all fourth-class training requirements from matriculation to the beginning of winter furlough. "Successful completion" of fourth-class second semester is recognized by completing all fourth-class training requirements from Reconstitution Day to Recognition Day.
3. **Scope.** The fourth-class system regulations govern:
 - Relationships between upper-class and fourth-class cadets
 - Fraternization
 - Communication
 - Interaction
 - Fourth-class Military Bearing, Deportment, and Movement
 - In the barracks
 - About campus
 - Fourth-class conduct in the Mess Hall
 - From Matriculation to Parents' Weekend
 - After Parents' Weekend
 - Fourth-class duties and details (see **Annex S**)
 - Sweep detail
 - Barracks perimeter police detail
 - Hydro-cleaning detail
 - Spirit sign painting
 - Shining the Bulldog Monument and The Citadel Crest in front of Mark Clark Hall
 - a. **Relationships between upper-class and fourth-class cadets**
 - i. **Fraternization.** The relationship between upper-class and fourth-class cadets is intended to be professional and business-like. Such a relationship promotes merit-based treatment, prevents favoritism, and helps ensure consistency in training and the administration of the fourth-class system. Fraternization occurs when upper-class and fourth-class cadets maintain a relationship on terms of cadet equality

that is detrimental to good order and discipline. Such fraternization is prohibited, to include when on pass, leave, and furlough. Any dating, romance, or sexual activity between upper-class cadets and freshmen is prohibited. The prohibition against fraternization does not prevent upper-class and freshmen members of the same varsity athletic team from interacting as equal teammates when involved in team activities, but it does prohibit purely social fraternization within a team. It also does not prohibit the relaxed environment conducive to the Senior Mentor Program when a mentor and protégé are conducting program activities, but it does prohibit the establishment of social relations outside of the program.

The prohibition includes upper-class and freshmen cadets who had previous significant social relationships prior to both cadets entering The Citadel. If such cadets happen to be assigned to the same company, the upper-class cadet will report the situation to the Human Affairs Officer in order to maintain transparency and the Human Affairs Officer will monitor the situation to ensure standards are maintained.

- ii. **Communication.** Fourth-class cadets communicate with upper-class cadets by:
 - Addressing all upper-class cadets as “sir” or “ma’am”
 - Rendering a proper military salute and greeting to all cadet officers
 - Assuming the position of attention when an upper-class cadet enters the room
 - Reporting to upper-class rooms by knocking twice, entering when ordered to do so, centering themselves two paces away from the person to whom they are reporting, and stating their purpose by saying, “Sir/Ma’am, Cadet Private (name) reports ‘as ordered’ or ‘to (state purpose)’.”
 - Unless ordered to elaborate, answering all upper-class questions using one of the four authorized responses:
 - Yes, sir or ma’am
 - No, sir or ma’am
 - No excuse, sir or ma’am
 - Request better judgment, sir or ma’am
 - Not using the first person when addressing upper-class cadets. Fourth-class cadets refer to themselves as “this cadet recruit” or “this cadet private.”
- iii. **Interaction.**
 - During Cadre Period, only cadre members will conduct routine interaction with fourth-class cadets. Non-cadre upper-class cadets can make on-the-spot corrections of a brief, professional, and immediate nature and then report the situation to the fourth-class cadet’s chain of command, but they will engage no longer than necessary to correct the behavior.
 - Sophomore cadets will be directly supervised by juniors or seniors when interacting with fourth-class cadets. “Direct supervision” means that the junior or senior can, by sight and sound, monitor and immediately bring influence to bear.

b. Fourth-class Military Bearing, Deportment, and Movement

i. In the barracks.

- Fourth-class cadets **maintain a military bearing and appearance** in the barracks by:
 - Being in full uniform (minus cover) of duty or higher when in their rooms.
 - When outside their room, being in full uniform of duty or higher with cover except when directly moving to an event for which PTs is the prescribed uniform or when going to take a shower or to use the latrine after taps. In those cases, PTs may be worn.
 - Not speaking unless spoken to
 - Keeping the head and eyes forward
 - When in groups of two or more, moving as a single unit
 - Bracing while on line, in formation, or when a college official or upper-class cadet enters their room. Bracing is a stationary position only and is not practiced while marching. To assume the proper braced position:
 1. Bring the heels together sharply online, with the toes pointing out equally, forming an angle of 45 degrees. Rest the weight of the body evenly on the heels and balls of both feet. Keep the legs straight without locking the knees. Hold the body erect with the hips level, chest lifted and arched, and the shoulders square.
 2. Keep the head erect and face straight to the front with the chin drawn in so that alignment of the head and neck is vertical.
 3. Let the arms hang straight without stiffness. Curl the fingers so that the tips of the thumbs are alongside and touch the first joint of the forefingers. Keep the thumbs straight along the seams of the trouser leg with the first joint of the fingers touching the trousers.
 4. Having assumed the proper position of attention above, roll the shoulders back and draw the chin in tighter, ensuring the head and neck remain vertical.
 5. Remain silent and do not move unless otherwise directed.
- Fourth-class cadets **move on to the galleries** in the barracks by:
 - Bracing upon entering the battalion and lifting arms to a 90-degree angle parallel to the deck.
 - Walking at 120 steps per minute.
 - Making sharp left or right pivots when going around corners and turning in battalion.
 - During the pivot motion dropping your arms, pinning them to the seams of the pants, and then continuing forward after the pivot by returning the arms to 90-degrees.
 - Always being on the far side of the gallery away from the doors (area will be marked with tape or paint).

- Using only their respective company's stairwell.
- Not talking outside their rooms, except when addressed by an upper-class cadet or college official.
- Walking at 120 steps per minute, keeping head and eyes straight ahead. There is no running allowed in the barracks.
- Using the quadrangle only for formations, when conducting clean up duties, when evacuating during an emergency, or when otherwise ordered to do so.
- Fourth-class cadets will **drive stairs and pass upper-class men** in the barracks by:
 - Upon coming to the base of the first step, moving to the left side (as you are looking up).
 - Placing your arms back down at the seam of the trousers while still bracing and quickly looking up to see if someone is on the stairs. If no upper-class cadet is visible, return your arms to the 90-degree angle position and move expeditiously up the stairs.
 - Upon encountering an upper-class cadet, sound off loudly with the correct statement based on the following situations:
 1. One male upper-class man- "Sir Mr. _____ (last name of the upper-class man) Sir, Cadet Recruit/private _____ (last name of 4th class cadet requesting to drive) requests permission to drive your stairs Sir."
 2. Two male upper-class men- "Gentlemen of the class of _____ (Year the upper-class men will graduate), Cadet Recruit/private _____ (last name of 4th class cadet requesting to drive) requests permission to drive your stairs Gentlemen."
 3. One female upper-class men- "Ma'am Ms. _____ (last name of the upper-class man) Ma'am, Cadet Recruit/private _____ (last name of 4th class cadet requesting to drive) requests permission to drive your stairs Ma'am."
 4. Two female upper-class men- "Ladies of the class of _____ (Year the upper-class men will graduate), Cadet Recruit/private _____ (last name of 4th class cadet requesting to drive) requests permission to drive your stairs Ladies."
 5. Two cadets of different gender- "Members of the class of _____ (Year the upper-class men will graduate), Cadet Recruit/private _____ (last name of 4th class cadet requesting to drive) requests permission to drive your stairs Members."
 6. If an upper-class man is in the line of travel of a fourth-class cadet on the gallery rather than on the stairs, the fourth-class cadet will do the same thing as the stairs except request to "drive by."
- Fourth-class **corrective push-ups** may be administered in the barracks only and in accordance with these provisions:

- Push-ups may be assigned only by the individual fourth-class cadet's chain of command (company commander, platoon leader, first sergeant, platoon sergeant, squad leader)
- The maximum number of push-ups in a set is 30 during fall semester. This is extended to 40 pushups in the spring semester when authorized by the Regimental Commander.
- Pushups are to be a continuous 2-count exercise, performed IAW The Citadel Physical Fitness Test standards, with the exception that the fourth-class cadets will count the repetitions out loud.
- Stopping fourth-class cadets in the "front leaning rest" position for any period of time is not consistent with the intent of pushups as discipline or motivation and is not authorized.
- A space of 15 minutes must be observed between push-up sets.
- Push-ups may not be assigned during designated study periods ESP or periods of General Leave.
- Push-ups, or any other physical activity, will not be done in cadet rooms at any time.
- Pushups are for immediate correction, and cadets are NOT to "assign" pushups to be completed at a later time. If 30 or 40 pushups is insufficient to make the point, then a different methodology must be used as a consequence. If Extra Military Instruction (EMI) is a better fit as a consequence and behavior modification tool, then the company commander/company TAC/battalion TAC should be consulted to find a more appropriate and potentially elevated consequence. Requests for extracurricular physical training activities must be submitted through the company commander to the TAC for approval by the Commandant.
- Fourth-class cadets will not perform pushups within 30 minutes of second rest after meals. This includes the time allowed for the evening meal from 1800-1915.

ii. About campus.

- Fourth-class cadets **move about campus** by:
 - Walking at 120 steps per minute, keeping head and eyes straight ahead.
 - Walking single file when with other knobs. When travelling along the Avenue of Remembrance, do not use the sidewalk. Walk in the east side of the street between the yellow line and curb. When using sidewalks elsewhere, walk on the right side.
 - Yielding to all other people while walking on campus.
 - Using only Lesesne Gate for ingress and egress to the campus.
 - Using the Munnerlyn Snack Bar only between the hours of 0800-1200 and 1300-1800 on weekdays. Fourth-class cadets have unlimited use on weekends. Seating for fourth-class cadets is located in "Knob Alley," located on the left side near the main entrance.

- Not walking on any grass areas, except while participating in drill, parade, or an athletic event (including being a spectator), or on official duty.
- Not using any elevators with the exception of when in an authorized medical condition specified by medical personnel.
- Not using the front entrance to Bond Hall and not being on the red tile in the lobby of Bond Hall, except when on official duty. Bond Hall will be entered through Duckett Hall or the entrance of Bond Hall closest to Capers Hall.
- Not using the front entrance and west entrance (closest to Bond Hall) of Capers Hall. Capers Hall will be entered through the entrance closest to Lesesne Gate.
- Not using the front stairs and entrance of Jenkins Hall. These are off limits to all cadets, except seniors and sword-bearing juniors.
- Not walking in front of battalions, except while marching in a platoon, conducting drill, parade, on official duty, or in preparation to enter the battalion.

iii. **Fourth-class conduct in the Mess Hall.**

- From Matriculation to Parents' Weekend
 - After dismissal from formation, knobs will move quickly and quietly to their assigned seats in the most direct manner. Knobs do not brace in the mess hall, and should march by executing proper column movements, using proper arm swing, and keeping their head and eyes straight ahead. Upon reaching their seats, they will place their covers under their chairs, jackets or overcoats on the back of the chairs, and prepare the mess.
 - Knobs will serve themselves from the serving dishes in front of them, taking a standard portion and then passing the dish to the person next to them. They will fill their glasses with water or other beverage at the table and then offer beverages to the other members of the mess in like manner.
 - Knobs are to greet their designated mess carver by announcing "Mess attention" upon the arrival of their mess carver, ceasing all activity and popping to attention behind their seats (or placing their silverware on the table and assuming the "basic mess hall seated position" if already seated). The mess carver will then give the knobs the order to carry on and the knobs will resume work.
 - The mess is prepared when all cadets at the mess have been served. At that time, knobs will announce to the mess carver, "Sir/Ma'am, your mess is prepared Sir/Ma'am." The mess carver will acknowledge this report, and the knobs will then request to be seated by saying: "Sir Mr. _____, Sir, (# of knobs at the mess) members of the (company) class of (year) request permission to sit at your mess, sir." (Replace with ma'am when applicable). The mess carver will then give the knobs permission to sit and the knobs will begin eating immediately.

- While seated at the mess knobs will assume the “basic mess hall seated position” of posterior on the forward half of the chair with back straight, feet flat on the floor, palms on thighs, and head and eyes confined to their table. When eating, knobs are to “square” their meals by bringing the utensil or cup horizontal to the height of their mouths directly over their eating areas before bringing it to their mouths. After taking the bite, knobs execute a “reverse square” motion and return their utensil to the table and their palms to their thighs. They will swallow what is in their mouth before taking another bite. Bites should be small enough to facilitate rapid swallowing if the knob is asked a question.
 - Knobs who would like seconds of an item will, in conversational tone, ask for the item to be passed to them and serve themselves. Knobs are permitted to have as much food as they like and will ask the mess carver to ask the mess hall staff to bring additional food if the table needs it. Knobs will have access to all condiments. When a knob has completed eating, he or she will place his or her utensils neatly on the plate, centered and parallel to the edge of the table, in order of knife, fork, spoon with the knife closest to the knob. They will not stack their mess plates or clear the table in any manner.
 - Knobs will stop eating and assume the “basic mess hall seated position” when addressed and during announcements. At the noon meal, knobs will be prepared to answer “required fourth-class knowledge” items as listed in Chapter XII of The Guidon.
 - Upon the announcement of second rest, knobs may continue to eat without interference or, if they are finished eating, depart the mess hall and move to the next item on the training schedule. In either case, when they depart the mess hall they will move in the same manner they entered.
 - **After Parents’ Weekend.** The partition between the upper-class and fourth-class sides of the mess hall will be removed, but fourth-class cadets will continue to sit on the fourth-class side and, by self-regulation, continue to observe the rules of the mess. Fourth-class cadets will have access to the yogurt/fruit/salad bar and the pizza/soup/sandwich bar from the fourth-class side of the mess. For breakfast and lunch, fourth-class cadets organize themselves individually to follow the mess hours per the training schedule. There are no assigned seats. For supper, after the mandatory retreat formation, a member of the company Duty Team will march the company knobs to the mess. Knobs will fill in seats from the front of the mess hall and follow directions from mess hall personnel. Food will be served by the mess hall staff, and the knobs at the table feed themselves family style. There is no “rest” or “second rest.” Knobs will depart the mess hall of their own accord.
- c. **Progressive nature of requirements.** As a developmental system, responsibilities and requirements are added as fourth-class cadets progress throughout the year and upper-class

cadets provide less direct leadership and increasingly train fourth-class cadets to practice self-regulation and peer leadership. Key developmental blocks are:

- i. Challenge Week
- ii. From the end of Challenge Week through the rest of Cadre Period
- iii. From the end of Cadre Period through the rest of First Semester
- iv. From the beginning of second Semester to Recognition Day

1. During Challenge Week:

- Squad Leaders will counsel each fourth-class cadet assigned to them in writing within 48 hours of matriculation and at the end of Challenge Week
- Fourth-class cadets will memorize, on order recite, and be prepared to discuss the following fourth-class knowledge:
 - i. What are The Citadel's Core Values?
 - ii. What is the mission of The Citadel?
 - iii. What is the Cadet Creed?
 - iv. What is The Citadel's Honor Code?
 - v. What is The Citadel Alma Mater?
 - vi. What is your Chain of Command?

2. Throughout the rest of Cadre Period:

- Squad Leaders will counsel each fourth-class cadet assigned to them in writing at the end of Cadre Period
- Fourth-class cadets will memorize, on order recite, and be prepared to discuss the following fourth-class knowledge:
 - i. When was The Citadel established?
 - ii. When did The Citadel move to its current location?
 - iii. What is The Citadel?
 - iv. Name the 8 battle streamers earned by Citadel cadets during the Civil War.
 - v. What is the Phonetic Alphabet?
 - vi. What is The Citadel Bulldog?
 - vii. Cadre PLs will ensure each fourth-class cadet in the platoon has his or her MRI inspected at least four days per week
 - viii. Fourth-class cadets will conduct the directed "Freshman PT Program" during Regimental PT
 - ix. Fourth-class cadets will report "on line" ten minutes before first call for each formation and be prepared for inspection and fourth-class knowledge recitation
 - x. Fourth-class cadets will complete the Cadre Period Assessment and be unconditionally or conditionally promoted to cadet private based on performance

3. For the remainder of the 1st Semester

- Squad Leaders will counsel each fourth-class cadet assigned to them in writing within 48 hours of reassignment
- Fourth-class cadets will memorize, on order recite, and be prepared to discuss the following fourth-class knowledge:
 - i. Where is General Mark Clark buried?

- ii. Name the Presidents of The Citadel.
- iii. What did John Stuart Mill say about war?
 - PLs will ensure each fourth-class cadet in the platoon has their MRI inspected at least three days per week
 - Fourth-class cadets will conduct the Regimental PT with their companies
 - Fourth-class cadets will report “online” five minutes before first call for each formation and be prepared for inspection and fourth-class knowledge recitation
- 4. From the end of 1st Semester through Recognition Day
 - Squad Leaders will counsel each fourth-class cadet assigned to them in writing the week before Recognition Day
 - Fourth-class cadets will memorize, on order recite, and be prepared to discuss the following fourth-class knowledge:
 - i. What does CTM stand for?
 - ii. What are the five steps of CTM?
 - iii. What is General Clark’s honor quote?
 - iv. What is General Lee’s duty quote?
 - v. What is General Schofield’s discipline quote?
 - PLs will ensure each fourth-class cadet in the platoon has their MRI inspected at least two days per week
 - Fourth-class cadets will conduct the Regimental PT with their companies
 - Fourth-class cadets will report “online” at first call for each formation and be prepared for inspection and fourth-class knowledge recitation

Annex J: The Citadel Mentoring Program Policy

1. **General Overview.** The Citadel Mentoring Program is a voluntary program intended to develop and assist freshmen in navigating through the challenges of Knob Year and acclimating them to the rigors of this unique college experience. The program pairs qualified senior or junior cadets with one or more freshmen, within the same battalion, from the beginning of Fall semester classes through Recognition Day. Cadet Commanders maintain overall responsibility for the program's execution within their units while giving their Executive Officers (XOs) primary oversight of the program's execution. TAC Officers provide guidance and mentorship in supporting the program's overall objectives, and to ensure the program retains the expected level of professionalism. Each battalion will tailor its program based on the Regimental Standard Operating Procedure (SOP) and specific guidance from the TAC officers. However, all SOPs will remain within the parameters of this overarching policy. Prior to the end of each semester, Commanders will submit subjective written summaries outlining how the program was implemented in their unit, the level of participation and commitment by both the mentors and mentees, general sustains and improves, and other specific observations to improve the program's overall effectiveness. The end state is to increase fourth-class retention, develop freshmen resiliency, and improve academic performance while also teaching our senior leaders how to counsel, effectively communicate with, and mentor subordinates as a professional skill.
2. **Intent.** The Citadel's Leadership model is unique, demanding, and proven. Organizations across the nation and around the world seek Citadel graduates because they are leaders of virtue and character capable of producing results with little guidance and oversight. The intention of the Mentor Program is to rapidly and positively develop freshmen into successful Principled Leaders utilizing qualified juniors and seniors seeking to develop their servant-leadership skills. Freshmen who learn how to operate under adverse conditions, prioritize responsibilities and manage their time earlier in their cadet career will be better students and better leaders. The program is NOT intended to replace or compete with chain of command responsibilities. For example, the freshman's Squad Leader and Team Leader are responsible for ensuring the freshman can execute their basic cadet skills like shining shoes, cleaning and maintaining a room, preparing a uniform, etc. Mentors will not use their limited time with freshmen to help with basic cadet duties – that is the responsibility of the chain of command.
3. **Purpose.** The purpose of The Citadel Mentor Program is to assist freshmen in their transition from being a "civilian" to being a Cadet capable of excelling in the arduous Citadel experience. The specific framework of the program centers on our Four Pillars and Mentors should emphasize:
 - a. Time management, task prioritization, and daily organization
 - b. The importance of physical fitness, healthy living and sleep habits
 - c. Academic support and insuring good study habits
 - d. Ethical and moral behavior and decision-making

Properly executed, The Citadel Mentoring Program will increase retention, develop fourth classmen resiliency, and improve freshmen academic performance. If executed correctly, units should see a significant improvement in the overall performance of the organization through metrics such as better grade point averages, better physical fitness test scores, reduced disciplinary issues, and increased

unit moral and esprit de corps. Fundamentally, Mentors are walking our followers towards the path of leadership.

4. **Endstate.** Freshmen retention, resiliency, grades and overall performance continually improve so that the combined positive effects of the mentors on their new team members is retained, becomes imbued and steady state, and support further development of our core values. The Citadel Mentoring Program can be a key and decisive tool for Commanders to achieve individual and collective goals.

5. **Responsibilities and Guidance**

- a. **TACs**

- i. Ensure the Commander has read The Citadel Mentoring Program Policy and Regimental SOP and understands his/her responsibilities.
 - ii. Approve or disapprove juniors and seniors volunteering for the program. Proficiency across Character, Academic, Discipline, and Fitness pillars is required for a mentor to meet with a freshmen/protégé.
 - iii. Teach and message the priorities for mentoring outlined in paragraph 2 under “Purpose” of the program.
 - iv. Monitor execution of the program by meeting with the Commander and/or the unit XO who oversees the company program at these waypoints:
 - a. Cadre midpoint
 - b. Last week of October
 - c. Week prior to Fall Final Exam period
 - d. Last week of January
 - e. Last week of February
 - f. Last week of March
 - v. Periodically speak to freshmen to ensure the policy and SOPs are being followed; insure the professionalism and the integrity of the program for the cadets in your charge.

- b. **Regimental Commander (RCO)**

- i. Issue guidance to the DCO to inform the Regimental SOP and improve the program. This should take into consideration lessons learned from the previous academic year.
 - ii. Approve the Regimental Mentoring Program SOP NLT Matriculation Day and brief the Commandant on the program NLT the Reconstitution of the Corps.

- iii. Submit a written mid-year summary of observations of the program to the Commandant before departing on winter furlough. Address the status of each company: retention, number of freshmen participating; number of junior and senior mentors participating (company commanders should name/recognize outstanding mentors); and battalion commander comments highlighting best practices/lessons learned for each battalion.
- iv. Submit an end of year after-action report (AAR) along with recommendations to sustain/maintain/improve the program to the Commandant prior to Commencement Week.

c. Deputy Regimental Commander (DCO)

- i. Prepare the Regimental SOP for approval.
- ii. Ensure Battalion and Company commanders understand the purpose, method, and end state of the program.
- iii. Ensure Battalions assign freshmen to mentors, when feasible, based on major/academic school.
- iv. Ensure all cadets who volunteer for mentoring know the four areas of emphasis specified in paragraph 2, and that the expectation for mentors is that withdrawal from the program will only be considered under serious circumstances that preclude the mentor from performing to the expected level.
- v. Ensure Battalions monitor and update mentor-freshmen pairings when mentors or freshmen withdraw from/enter the program. At a minimum, do this in conjunction with the waypoints outlined in paragraph 5.a.iv above.
- vi. Coordinate with the Institutional Research Staff, Office of Institutional Research in Bond Hall to develop questions to add to end of year surveys for freshmen, juniors, and seniors that can measure the effectiveness of the program.

d. Battalion Commander (BN CDR)

- i. Brief the Battalion TAC on your plan to implement and oversee The Citadel Mentorship Program once the Commandant approves it.
- ii. Ensure the Battalion XO implements a tracking mechanism (Google Doc spreadsheet) for the Mentoring Program in your battalion.
- iii. Ensure the Battalion XO develops and maintains a list of mentors from each company that outlines mentor and freshman pairings; dates of meetings, and other relevant information. This list should be updated as needed with input from the Company XOs

(i.e., a mentor becomes deficient in conduct, or a freshman decides to withdraw from the program – annotate the date and reason).

- iv. Provide a summary of the program's execution with lessons learned to the DCO prior to the end of the first semester as required by the DCO, and by the end of March second semester.
- v. Be prepared to execute the Mentor Program on Reconstitution Day, but only upon approval by the Battalion TAC officer.

e. Company Commander (CO CDR)

- i. Submit a list of all proficient, qualified juniors and seniors who volunteer to be mentors to the Company TAC for approval NLT Reconstitution.
- ii. Ensure your Company XO implements a tracking mechanism (Google Doc spreadsheet) for the Mentoring Program in your company.
- iii. Ensure your Company XO develops and maintains a list of mentor and freshman pairings; dates, times, and places of meetings, and other relevant information. Specific details are not necessary or required. This list should be updated as needed with input from Company XOs (i.e., a mentor becomes deficient in conduct, or a freshman decides to withdraw from the program – annotate the date and reason).
- iv. Provide a summary of the program's execution with lessons learned to the Battalion XO prior to the end of first semester as determined by the Battalion XO, and by the end of March second semester.

f. Mentors

- i. Read and comply with The Citadel Mentoring Program policy, procedures, and command guidance. Operate with the understanding that the program is to help freshmen more quickly adjust to The Citadel experience, build resiliency, and increase retention.
- ii. Must be proficient C3 and C4/C5 cadets who volunteer.
- iii. In addition to volunteering, must be nominated by the Company Commander and approved by the Company TAC.
- iv. If feasible, pair with freshmen based on major and/or academic school. If there are not enough cadet mentors based on major/academic school, the Company TAC may waive this requirement. Regardless, the mentor must know the academic and college resources available that the freshmen require.

- v. During meetings, maintain a professional relationship with your freshmen at all times. Meetings should be relaxed and comfortable, but focused and professional. The use of “Sir,” and “Ma’am” will be observed, but “sandwiching” responses during mentorship meetings are counterproductive.
- vi. Upon notification by the Company Commander, meet with freshmen / protégés face-to-face at least once a week. During the initial meeting, exchange contact information, brief your freshmen on the program, establish mutual objectives, and coordinate meeting times. There will be no mentoring at any location after 2230 on any evening. When requested by a freshman, the Company Commander may approve a meeting during ESP in an academic building for academic purposes only. Meeting during ESP will be an exception rather than the rule, as there are tutors and other resources for the freshman to utilize. The freshman has to make the request, not the mentor.
- vii. Focus mentoring on:
 - a. Time management, task prioritization, and daily organization
 - b. The importance of physical fitness, healthy living and sleep habits
 - c. Academic support and insuring good study habits
 - d. Ethical and moral behavior and decision-making
- viii. Submit a short notification of each meeting to your Company XO. Include time, place, duration, and general subject matter (PT, daily schedule, ethical dilemma, tutoring guidance, etc.).
- ix. Make the Company Commander aware of any cadet issues you become aware of through your freshman that must be addressed. Examples are not getting enough to eat, disrupted sleep, Fourth Class System (4CS) violations, favoritism or targeting, disruption to academic time, etc.

g. Freshmen

- i. Participation in the program is voluntary but recommended; inform the Company XO or Company CDR that you want to participate.
- ii. Read this policy and associated Regimental and/or Battalion SOPs to fully understand the program.
- iii. Take notes during your meetings and come up with a plan to accomplish the advice/recommendations you receive from your mentor. Keep a written record of your meetings in a notebook.
- iv. Evaluate whether the program is actually helping you, provide feedback to your mentor with what you are struggling with regarding time management, prioritizing, studying, CANVAS or other academic tools you are required to use, etc. Be honest with yourself and with your mentor so he/she can best assist you.

- v. Maintain a professional relationship at all times with your mentor. Meetings should be relaxed and comfortable, but focused and professional without being familiar. The use of “Sir,” and “Ma’am” will be observed, but “sandwiching” responses should not be taking place during mentorship meetings. When texting or emailing, you will observe the use of “Sir” or Ma’am” when writing to your mentor.
- vi. Report any Fourth-Class system violations (4CS), food deprivation, sleep deprivation, targeting, etc. to your Company 1SG or Company Commander as soon as possible. If you feel uncomfortable doing this, report it to your Company TAC via text or email. You should discuss with your mentor any actions/events that are causing you to struggle as a cadet. Your mentor is not intended to be the first cadet you speak to about a 4CS violation; this is a chain of command and CO TAC responsibility.

6. Example Tracking Spreadsheet for CO XO, BN XO, and DCO Use.

Mentor	CWID	CO	Academic School	Assigned Freshmen	CWID	CO	Academic School	Meeting Dates	Location	Summary of Meeting/ Comments
Jones, John	12345678	A	Science and Math	Plum, Harvey Mustard, Edmund	12121212 34343434	A A	Science and Math Science and Math	4/9/2023	Grimsley 212	Initial - introductions, where we're from/ family discussion; went over academic OBJs, any issues with CANVAS or classes, how much sleep they're getting; how much they're getting to eat; Knob Mustard said he's having some roommate issues, told him to be patient but have open discussions with him. Each working on weekly schedules.

- 7. **Point of Contact.** The Point of Contact for this policy is the Assistant Commandant of Cadets for Discipline. Recommendations to amend this policy will be submitted to the Regimental DCO for processing, consideration, and improving the program.

Annex K: Cadre Period Assessment POI

Course: Cadre Period 4th Class Assessment

Purpose: Evaluate effectiveness of Cadre Training and Leadership during Cadre Period and either promote or conditionally promote 4C Cadets from Cadet Recruit to Cadet Private.

Description: At the conclusion of Challenge week, each battalion conducts an internal assessment which provides the training status of 4th class cadets and drives company training plans during Cadre period. Company commanders and their cadre focus on training deficiencies and continually evaluate 4th class training progression throughout the remainder of Cadre period in preparation for their final assessment. During the post Cadre Period Assessment, 4th Class Cadets are externally evaluated on personal appearance, room arrangement, 4th class knowledge, platoon drill and ceremonies, and physical fitness.

Regimental Operations will issue an OPORD (**Annex A**) NLT fourteen days prior to execution and the Regimental Commander will give guidance to BN Command Teams and support personnel. BN command teams are required to analyze the Regimental OPORD and conduct a brief back to the Regimental Commander within 30 minutes of the order being issued. BN Commanders will use their staff and create/issue their BN OPORDs to their Company Command Teams within three days of receiving the Regimental Order. Key personnel are given their task/purpose and any issues are identified and resolved. Company inspection team will consist of the Company Commander, Executive Officer, 1SG, Cadre Platoon Leader, and the Company Drill Master. This is a mandatory event and every effort should be made to have the Cadets in these duty positions present for the assessment.

Regimental and BN leadership, Company Inspection teams, Drill Masters, and all support personnel will report to JHA auditorium on the Friday prior to the Cadre Period Assessment to receive a briefing (**Annex B**) from the Regimental Commander/CSM to receive final guidance and answer questions.

On the day of execution, the Regimental CSM will report to the mess hall with a box containing 21 pieces of folded paper with each of the company letters written on them. The CSM will mix them up and Company Commanders will draw a company from the box and write their company letter next to the company they drew on the master tracking document (**Annex C**). Once the drawing is complete, BN CSM's will record which inspection teams will be coming to their BN and prepare to receive them.

Inspection teams will be received by the BN Commander/CSM and directed to their assigned company.

Hours:

Instruction

Demonstration

Practical Exercise

Evaluation

List of Major Component Areas:

1. Proper Wear of The Summer Leave Uniform
2. Properly Arrange and prepare a Cadet Room IAW the White Book
3. Platoon level Drill and Ceremony
4. Citadel Physical Fitness Test
5. 4th Class Knowledge

Tasks associated with each component area:

1. Proper Wear of Summer Leave Uniform.
 - a. Summer Leave proper fit
 - b. Shine Shoes
 - c. Remove Lacquer from Brass
 - d. Shine Brass
 - e. Wear of shirt stays
 - f. Ironing shirts and trousers
2. Learn how to clean and prepare a barracks room for Inspection
 - a. Prepare Bed for Inspection
 - b. Prepare Sink and Cabinet for Inspection
 - c. Prepare Desk for Inspection
 - d. Prepare Half Press for Inspection
 - e. Prepare Full Press for Inspection
 - f. Prepare Floor, Walls, Doors, windows, blinds and baseboards for Inspection
 - g. Empty trash and prepare trashcans for inspection
3. Conduct platoon level Drill and Ceremony
 - a. Stand at Attention
 - b. Stand at Parade Rest
 - c. Stand at Ease
 - d. Conduct Facing Movements
 - e. Platoon Marching-Flanking, Column and Rear Movements
 - f. Perform a Hand Salute
 - g. Count Off in Line and Column Formation
4. Conduct Citadel Physical Fitness Test
 - a. Perform Push-Ups
 - b. Perform Crunches
 - c. Run 1.5 miles
5. Conduct 4th class knowledge test
 - a. College Regulations
 - b. Chain of Command
 - c. 4C procedures
 - d. Honor Code
 - e. Other facts

Lesson plans for each task:**1. Task: Conduct Personal Appearance Inspection**

Condition: Given a Company Inspection Team consisting of the Company Commander, Executive Officer, 1SG, Cadre PSG and 4th Class Cadets wearing the summer leave uniform organized into four squads.

Standard: Each Company Inspector will evaluate one squad and conduct a personal appearance inspection IAW a provided evaluation sheet.

Materials and Support Requirements:

1. Evaluation sheets with clip boards
2. Recorders (SL or Squad CPL)
3. Cadre PSG
4. BN Clerks
5. Company Inspection teams

Introduction:

Each 4th class platoon will be externally assessed on their personal appearance IAW the White Book Chapter 7, Section 5 by an evaluation team (outlined above) that has been tasked through the Regimental and BN chain of command. The Cadre PSG is responsible for preparing the platoon for inspection and Cadre Squad Leaders serve as recorders.

Presentation:

PSGs will form their platoons at normal intervals and open ranks. SLs will fall in on their squads and wait for inspection team to take charge. SLs will have clipboards with PAI score sheets and Room inspection sheets pre-filled out. Sheets should be in the order that the knobs are lined up in.

PSG will call the platoon to attention and report to the Officer in charge of the inspection team.

Report will consist of XX assigned and xx present for inspection.

Officer in charge of the inspection team will give the command “inspection team, fall in on your squad and begin the inspection”.

Inspectors for each squad will move to the first knob in the squad. SLs will step out, execute an about face and prepare to record scores. Inspector will verify each knob's name on the inspection sheet as they move to them. Inspector will give the command “ready, move” and the inspector and SL will step over to their right, and execute a left face for each knob.

When the inspector gets to the end of the squad, they will go around and inspect the rear of that squad.

Note: Be prepared to work around another inspector/ recorder as you move to inspect the back. Once the inspector is finished, the SL will give the command “parade rest” to their squad and stand by.

Once the PAI is complete, the PSG will give the command “attention,” “close ranks, march” and dismiss the knobs to their rooms for room inspection. 4th class cadets will move directly to their rooms.

SLs will then escort their inspector to each room within their squad and act as recorder. SLs should be prepared to give their completed PAI score sheets to the BN clerk prior to moving to the room inspections.

Summary:

This inspection will allow commanders to measure the effectiveness of their Cadre leadership during Cadre period and their ability to identify training deficiencies for each 4th class cadet. The overall performance of each 4th class platoon is a direct reflection on their cadre leaders.

Evaluation:

4th class cadets will be graded using a PAI/room inspection evaluation sheet (**Annex D**).

2. Task: Conduct barracks room inspection

Condition: Given a Company Inspection Team consisting of the Company Commander, Executive Officer, 1SG, Cadre PSG and 4th Class Cadets wearing the summer leave uniform organized into four squads.

Standard: Each Company Inspector will cover down on one squad and conduct a barracks room inspection IAW a provided evaluation sheet.

Materials and Support Requirements:

1. Evaluation sheets with clip boards
2. Recorder (SL or Squad CPL)
3. Cadre PSG
4. BN Clerks
5. Company Inspection Teams

Introduction:

Each **4th class platoon** will be externally assessed on placing their barracks room in order IAW the White Book Chapter 5, section 4 by an evaluation team (outlined above) that has been tasked through the Regimental and BN chain of command. The Cadre PSG is responsible for preparing the platoon for inspection and the Cadre Squad Leaders serve as recorders.

Presentation:

Once the personal appearance inspection has been conducted, 4th class cadets will move directly to their rooms. SLs will escort their inspector to each room within their squad and act as recorder for each knob being inspected.

Detailed inspectors will evaluate each 4th class cadet's room using the same score sheet they used for the PAI (**Annex D**). Score sheets should be filled out with the knobs name and inspectors will verify the names prior to beginning in a room.

4th class cadets will place their covers in their full press and will be instructed to call the room to attention once the inspector enters the room.

Once a squad is complete, the SL will order the knobs to change into duty and be prepared to conduct the drill evaluation. SLs will notify the Cadre PSG when their squad is complete and turn in the room inspection sheets to BN clerks immediately following. The Cadre PSG will notify BN OPS when their platoon is complete with their room inspections.

PSG will use the time during the room inspection to go over the commands for the drill evaluation.

Summary:

This inspection will allow commanders to measure the effectiveness of their Cadre leadership during Cadre period and their ability to identify training deficiencies for each 4th class cadet. The overall performance of each 4th class platoon is a direct reflection on their cadre leaders.

Evaluation:

4th class cadets will be graded using a PAI/room inspection evaluation sheet (**Annex D**)

3. Task: Conduct Platoon Drill

Condition: Given an evaluation team consisting of four Drill Masters, the Cadre PSG and a platoon of 4th Class Cadets organized into four squads.

Standard: Each 4th Class platoon will be evaluated on their proficiency while conducting stationary and marching drill movements while given commands by their Cadre PSG.

Materials and Support Requirements:

1. Drill Card evaluation sheet with clip board
2. Four Drill Masters
3. 4th Class Platoon organized into four squads
4. Cadre PSG

Introduction:

During Challenge Week, 4th class cadets are trained extensively on Drill and Ceremonies beginning with individual drill movements and culminating with Squad Level drill. Cadre Squad Leaders counsel their 4th class cadets, conduct retraining as needed and begin to expose their cadets to platoon level drill.

Presentation:

Throughout Cadre period, Cadre leadership continually trains their 4C Cadets on drill during morning formations, movement to and from areas on campus as a platoon and integrate 4C cadets into parade formations. When Battalion Commanders issue their OPORD for this training event, Cadre PSGs will be issued an enhanced Drill Guide (**Annex E**) and a quick reference Drill Guide (**Annex F**). Just as the 4C Cadets are being exposed to platoon level drill, the Cadre PSGs are also gaining proficiency on drill training and execution. The Cadre PSGs will utilize these tools to train their platoons through the remainder of Cadre Period and prepare their platoons for the assessment.

Once the Regimental OPRORD is issued, the Regimental Drill Master will issue the Drill Annexes to each of the Company Drill Masters and conduct any training necessary to ensure they are able to effectively coach and mentor their Cadre PSGs and 4C Cadets. Company Drill Masters will continuously monitor their 4C platoon's progress throughout Cadre Period and ensure the Cadre PSG is executing drill commands and movements correctly.

Immediately following the barracks room inspection, 4C Cadets will be instructed to change into duty uniform and move down to the barracks quad and wait to be called into formation by the PSG for the evaluation. Once the PSG has given the command to fall in, the evaluation begins.

Evaluation

The Platoon drill evaluation will be conducted by the four Drill Masters from the Company Evaluation teams using a Drill Score Card (**Annex G**). One Drill Master will take charge during each iteration and confirm that the PSG may move onto the next movement. The four Drill Masters will post themselves where they can best observe the entire platoon and will give a go/no go for each movement. Scores will be tabulated at the end of the evaluation and turned into BN Clerks. The PSG is not being evaluated and may use supplemental commands at any time during the evaluation. Once the evaluation is complete, the PSG dismiss their platoon and receive feedback from the Drill Master team. Each platoon will be called forward until all platoons are complete.

4. Task: Conduct Citadel Physical Fitness Test

Condition: Given 4C platoons, Company, Battalion, and Regimental Athletic Officers, and graders tasked by The Citadel Physical Fitness Director

Standard: 4C Cadets will demonstrate their ability to conduct as many push-ups and crunches they can do in two minutes and run 1.5 miles IAW standards outlined in the White Book Chapter one, section five.

Materials and Support Requirements:

1. Regimental, BN, and Company Athletic officers
2. Graders with clipboards
3. Wilson Practice Field and suitable 1.5 run course on campus
4. Road Guards
5. Citadel Athletic Trainers with Golf Cart
6. Clock

Introduction:

Physical fitness is a major component of cadet life and Cadets must pass the CPFT and height/weight to be considered proficient. Cadre will be able to assess their 4C physical fitness levels during challenge week and continually improve where needed through organized Regimental Physical Training.

Presentation:

The 4C physical fitness test is executed the week prior to Parent's Weekend under the guidance of the Citadel Physical Fitness Director and the Regimental Athletic Officer and a separate POI (**Annex I**) is maintained for execution of CPFTs.

Summary:

Cadre and Company leadership are leading 4C Cadets with widely varying levels of physical fitness. 4C cadets are led through vigorous and focused physical fitness training throughout the Cadre Period and this evaluation will measure the effectiveness of the Cadre's training and leadership abilities culminating with the CPFT.

Evaluation:

4C Cadets scores are combined and averaged by company. Cadets that are not present or XPT will not count against a company score.

5. Task: Conduct 4th Class knowledge test

Condition: Given 4C platoons, Company, Battalion, and Regimental Academic Teams

Standard: 4C Cadets will demonstrate their proficiency in knob knowledge with a written examination administrated by Regimental Academic leadership

Materials and Support Requirements:

1. Academic Officers and NCOs as directed by the Regimental Academic Officer
2. 4th Class Platoons with pens
3. Written examination vetted by the Regimental Academic Team

Introduction:

From the time 4C Cadets walk through the gate and report to their Company 1SG on matriculation day, they are exposed to and expected to retain information that is critical to their successful integration in to the SCCC. This is accomplished in a variety of ways to include mandatory reading and reciting of information from the Guidon, LTPs, unit training, SMIs and other training events.

Presentation:

On the day of execution, 4C cadets march in duty uniform to the mess hall and are seated by company IAW the Regimental OPORD. Test instructions are issued by the Regimental Academic Team, and tests are distributed to each 4C Cadet. Battalion and company academic teams serve as proctors during the testing period. At the conclusion, tests are consolidated by company for grading, and 4C Cadets are fed a family style breakfast and move back to their barracks to prepare for the Personal Appearance

Inspection.

Summary:

This examination facilitates assessment of 4C Cadets knowledge and ability to retain information that they have been exposed to throughout Cadre Period. It covers a wide variety of areas that are extremely important to 4C cadet's professional development and successful integration to the SCCC.

Evaluation:

4C Cadets are given one hour to complete a 25 question written examination (**Annex H**) and is graded by Regimental Academic leadership using an answer key (**Annex H**) immediately following. Scoring system is:

Annex R: Fourth-class Inspection- (sample) SOP

During the Roles and Responsibilities CLDT block of instruction, cadre platoon leaders are required to draft a platoon SOP and submit it to their commander for approval before the end of CLDT. This annex contains a sample they can use to assist with this requirement. Other samples are available at the TAC Commons.

Sample SOP

1. The room and personal standards are outlined in the White Book and are the same for upper-class cadets and fourth-class cadets. The frequency and intensity of inspections for the fourth-class is greater in order to help them master skills, form habits, and receive the abundant feedback necessary at the early stages of development. Consequences are pronounced and performance above or below the standard, however slight, receives deliberate positive or negative reinforcement in an effort to help fourth-class cadets build good habits. The elevated frequency and intensity of fourth-class inspections is also designed to help upper-class cadets develop the formal and deliberate inspection skills necessary with subordinates who are at formative stages of development and require close supervision to ensure compliance.
2. During Challenge Week, the Cadre PL will ensure the knobs are trained on MRI and personal appearance standards and have their rooms and uniforms in sustainable order by the end of Challenge Week.
3. Platoon Leaders will ensure that a member of the knob's chain of command will formally inspect the knob's personal appearance and ability to recite knob knowledge at every formation until Recognition Day. Knob knowledge proficiency will be annotated using the Knob Knowledge Tracker.
4. Platoon leaders will ensure each knob room is inspected by someone in their chain of command in accordance with the following frequency:
 - a. Between the end of Challenge Week and Parents' Day promotion, at least four days per week.
 - b. After Parents' Day promotion, the requirement will go down to three days per week for the rest of first semester.
 - c. From the start of second semester until Recognition Day, the requirement will go down to two days per week.
 - d. After Recognition Day, the frequency of knob MRI inspections will align with the SOP for the entire platoon.
5. Platoon sergeants will manage this requirement by preparing squad weekly schedules in the format below. They will email a copy of the schedule to the inspectors, platoon leader, and squad leaders NLT the Thursday before the week begins. The platoon sergeant will provide the platoon leader a completed version of the chart NLT the Tuesday of the following week. The platoon leader will

maintain a file of completed charts for the entire year and these will be subject to inspection by the chain of command and TAC.

Challenge Week to Parents' Day Promotion Weekly Room Inspection Log

_____ Squad
Week of _____

Room Number and Names of Occupants	Scheduled Date	Scheduled Inspector	Inspection Results	Action Taken	Inspector's Signature

Parents' Day Promotion to Winter Furlough Weekly Room Inspection Log

_____Squad
Week of _____

Room Number and Names of Occupants	Scheduled Date	Scheduled Inspector	Inspection Results	Action Taken	Inspector's Signature

Second Semester Reconstitution to Recognition Day Monthly Room Inspection Log

_____Squad
Week of _____

Room Number and Names of Occupants	Scheduled Date	Scheduled Inspector	Inspection Results	Action Taken	Inspector's Signature

- ## Running Room Inspection Log

[illegible]

Annex S: Fourth-class Duties and Details

The fourth-class system includes a variety of details designed to build the fourth-class cadet's followership skills and the upper-class cadet's leadership skills. Development of these skills are designed to be progressive.

Details include

- Sweep Detail
- Barracks Perimeter Police Detail
- Hydro-Cleaning Detail
- Spirit Sign Painting
- Shining the Bulldog Monument and The Citadel Crest in front of Mark Clark Hall

A. Sweep Details

1. The purpose of the Sweep Detail is to ensure cadets **maintain cleanliness standards within their assigned barracks**. With the amount of tourists, families, potential cadets, and alumni that come onto our campus, it is necessary to police the barracks in order to keep it looking pristine for all to see. There are standards that cadets need to follow in order to maintain cleanliness of the barracks. Sweep details are conducted on non-regimental PT days or as otherwise indicated on the Corps of Cadets Training Schedule. It is designed to clean company areas, build fourth class teamwork, time management, attention to detail, and good followership and peer leadership within the freshmen class. This time is also used to build command presence, attention to detail, and leadership skills within upper class cadets.
 - a. Conduct
 - i. During Cadre Period, the cadre platoon leader will develop a platoon SOP and ensure that a squad leader or above supervises each detail. The cadre platoon leader will also ensure that all fourth-class cadets are trained to assume sweep detail responsibilities on their own after Parent's Weekend.
 - ii. The inspection of the common areas of the barracks will be conducted after each detail. Inspectors will use Enclosure 2 when conducting the inspection. Inspections will be conducted in a thorough and professional manner and will be completed 10-minutes prior to the first formation of the day. Inspectors will come from each company and will be one of the following billet holders from within their company:
 - Company Executive Officer
 - Cadre Platoon Leader
 - Company First Sergeant
2. **The company executive officer, Cadre platoon leader, or company's first sergeant will inspect the common areas of the barracks after each detail, starting Tuesday after Matriculation until Parent's Weekend.**

3. Starting the Tuesday after Matriculation until Parent's Weekend, cadre platoon sergeants and squad leaders will teach, coach, and supervise the freshmen during the conduct of the detail to ensure that each area of responsibility is clean to standard.
4. After Parent's Weekend. Starting the Tuesday after Parent's Weekend, the first sergeant will assign either the Supply NCO or a platoon leader, one per week, to oversee the detail and inspect the common areas of the barracks. This assignment will be made each Friday by 1300. **The assigned inspector will inspect the common areas of the barracks after each detail. The inspection will be completed at least 10 minutes prior to the first formation of the day.** Prior to the commencement of the detail, the inspector will give the detail commanders a thorough brief of what is expected.
 - a. Each Friday, before 1300, the first sergeant will post on the Company Read Board and e-mail his/her Company TAC, a roster that assigns a freshman to each of the following positions:
 - i. Sweep Commander
 - ii. Stair Commander
 - iii. Trash Commander
 - iv. Quad Commander
 - b. The sweep commander will divide the remaining freshman to each of the four commanders and will e-mail the roster with those assignments to the freshmen and the first sergeant. The sweep commander will meet with the first sergeant on Sunday evening, before ESP, for specific instructions.
 - c. These positions will remain in effect for the entire week. A new roster will be made and posted each Friday by the first sergeant.
 - d. During the execution of the detail, the four commanders are authorized to speak to members of their detail in a low conversational tone in order to ensure proper execution. No other talking is allowed.
5. The following specific duties are assigned:
 - a. All upper-class cadets
 - i. Place trash can and recycling bin outside their door prior to 0640 every Tuesday, Wednesday, and Friday. Retrieve trash can and recycling bin prior to start of MRI period.
 - b. First Sergeant
 - i. By Friday at 1300, assign supply NCO or platoon leader, one per week, to inspect common area of barracks.
 - ii. By Friday at 1300, post on the Company Read Board and e-mail to Company TAC, a roster of freshman assigned to be the Sweep Commander, Stair Commander, Trash Commander, and Quad Commander.
 - iii. Rotate freshman through various detail positions on a weekly basis.
 - iv. Meet and provide specific instructions to the Sweep Commander each Sunday evening before ESP.
 - c. Supply NCO or platoon leader

- i. Receive accountability report from the Sweep Commander. Write Performance Reports for freshman who are absent.
 - ii. Make corrections through the Sweep Commander during the detail, as necessary.
 - iii. While in the performance of their duties, make a general inspection of the company area and report any infrastructure discrepancies via work order procedures.
 - iv. Release detail upon completion of all tasks completed to standard.
 - v. Provide the platoon leader with a report of the execution of the sweep detail and knob performance of those in commander roles.
- d. Sweep Commander
 - i. In charge of organizing and overseeing the conduct of the entire detail, to include assignment of freshman to each of the three subordinate commanders.
 - ii. E-mail the roster with freshman assignments to the freshmen and the first sergeant no later than 1950 on Sunday.
 - iii. Report to the first sergeant on Sunday prior to ESP for specific instructions.
 - iv. Take accountability prior to each detail and provide results to the inspector prior to the execution of the detail.
- e. Stair Commander
 - i. Organize freshman to accomplish the mission.
 - ii. Responsible for cleanliness of all stairwells in company area, to include stairwell leading to the roof.
 - iii. Perform other duties as required by the Sweep Commander.
- f. Trash Commander
 - i. Organize freshman to accomplish the mission.
 - ii. Responsible for emptying trash and recycling cans of every room whose occupants have placed their receptacle outside their door. Freshmen are NOT to enter an upper-class room.
 - iii. Freshmen are NOT to clean, scrub, etc. trash and/or recycle cans.
 - iv. Responsible for emptying division trash can on each division w/in the company.
 - v. Responsible for general police/cleanliness of the galleries.
 - vi. Perform other duties as required by the Sweep Commander.
- g. Quad Commander
 - i. Organize freshman to accomplish the mission.
 - ii. Responsible for policing/sweeping company portion of the quad, to include shining of any brass items in the company area or assigned sally port.
 - iii. Perform other duties as required by the Sweep Commander.

B. Barracks Perimeter Police Detail

1. The battalion sergeant major will assign one company each week to be responsible for the outside police call of their assigned barracks. When their company is assigned, the first sergeant will assign two freshmen to perform the task.
 - a. Conduct
 - i. Two freshmen will walk around the outside perimeter of the barracks with a trash bag and collect any trash, debris, etc. from the grounds around their

- assigned barracks. This detail will be conducted Monday through Friday.
- ii. Two freshmen will conduct one police call between 0800 and 1100. Another police call will be conducted by the same two freshmen that evening between 1630 and 1800
 - iii. Two freshmen will check-out and back-in with the assigned guards in the front sally port.
 - iv. The assigned inspector for the week will inspect the police call of the perimeter of the barracks AFTER 1100 and PRIOR to 1400. The second inspection will be conducted immediately following the 1800 Retreat Formation. Upon completion, the inspector will provide results to the first sergeant who in-turn will brief the sergeant major.
 - v. The first sergeant will assign two freshmen this task for the week. The first sergeant will ensure that freshmen are assigned this task equally and those assigned will be notified by 1300 each Friday.

C. Hydro-Cleaning Detail

1. Will be conducted when sweep details cannot effectively clean area, or prior to major weekends where the barracks will be open to the public. All hydro-cleaning details must be approved by the Battalion TAC Officer and supervised by the Battalion TAC NCO or the respective Company TAC Officer and the cadet chain of command.
 - a. Conduct
 - i. Cadets will use brooms, squeegees and other cleaning supplies procured from the Commandant's Supply Department. Cadets will NOT purchase/use personal cleaning gear to clean their company areas.
 - ii. Freshmen will NOT BE required to assume abnormal positions in the performance of these duties to include scrubbing on their hands and knees, "hanger details," duck walking, holding objects in front of themselves with arms extended, etc. No extracurricular physical training is permitted.
 - iii. When approved by the Battalion TAC Officer, hydro cleaning details will be conducted on Friday. Hydro-cleaning details will last no longer than 90-minutes or go beyond 1800.
 - iv. Due to Freshmen training and Kelly Cup Practice being conducted on Friday's after parade, hydro cleaning details will be conducted on Thursday until Parent's Weekend.

D. Spirit Sign Painting

1. Purpose of this detail is to provide freshmen the opportunity to develop teamwork within their class and to provide them with the opportunity to practice peer leadership.
 - a. Conduct
 - i. Cadre platoon leader will prepare a plan for this assignment and will obtain approval of the preparation location and sign design from the cadet company commander and Company TAC Officer.
 - ii. Sign must be completed no later than 1 October. Freshmen may NOT work on their respective Spirit Sign during ESP.

- iii. Only one generic spirit sign will be made per company. This sign will be displayed during open barracks on Parent's Day, Homecoming, and Corps Day. No other spirit signs (BVA, Ring Night, NCAA Sports, etc.) are authorized.
- iv. Signs will NOT be painted in cadet rooms, barracks sally ports, on galleries, or in any other building on campus. Any damages incurred by painting in unauthorized areas will be paid for by the responsible cadets.
- v. Signs will consist of no more than four twin size sheets in size. Sheets and paint will be obtained from battalion funds. Cadets will NOT use personal funds, personal linens from their room or home, for the spirit sign.

E. Shining of the Bulldog Monument and The Citadel Crest

1. In August, platoon leaders will ensure that their platoon is trained on the shining of the Bulldog Monument, located outside of McAlister Field House, and The Citadel Crest, located in front of Mark Clark Hall.
 - a. Conduct
 - i. Beginning in September, first sergeants will assign responsibilities based on the schedule below.

Month	Bulldog Monument	The Citadel Crest
September	A and B Companies	N Company
October	C and D Companies	O Company
November	E and F Companies	P Company
December	G Company	R Company
January	H Company	S Company
February	I and K Companies	T Company
March	L and M Companies	V Company

- ii. The Bulldog Monument and The Citadel Crest will be shined twice weekly. First sergeants will assign two freshmen per company to each detail.
- iii. Shining of the Bulldog Monument and The Citadel Crest will begin at 0640 and will terminate at 0650.
- iv. The first sergeant may assign either the supply sergeant or drill master to supervise the two freshmen to ensure the Bulldog or Crest is shine appropriately.
- v. The uniform worn for this detail is the uniform of the day.
- vi. Band Company and Palmetto Battery do not participate in this detail because their associated training objectives are met via separate details.
- vii. During April, maintenance of the Bulldog Monument and The Citadel crest will be available as EMI for members of all classes.

Annex T: Fourth-class Knowledge Requirements and Discussion Guide

Fourth-class knowledge should extend beyond a mere memory exercise and be used for discussion, development, and reflection. This “Fourth-class Knowledge Discussion Guide” offers potential learning points and questions leaders can ask of fourth-class cadets in relation to each piece of required knowledge.

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DURING CHALLENGE WEEK:

What are The Citadel’s Core Values?

Sir/Ma’am, The Citadel’s Core Values are Honor, Duty, **State and Country**.

Questions

- Why is it important for individuals to have values?
- What values did you have prior to entering The Citadel?
- Why is it important for organizations to have values?
- Why do you think The Citadel selected these three particular values?
- Which of the three values do you think is your strongest? How do you use it to the benefit of yourself, others, and the organization?
- Which of the three values do you think is your weakest? How do you think you can develop and improve in that area?

What is the mission of The Citadel?

Sir/Ma’am, the mission of The Citadel is to educate and develop cadets to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment.

Questions

- What does “leadership” mean to you?
- What distinguishes “principled leadership” from other types of leadership?
- What “walk of life” do you plan on entering after graduation? What part does leadership play in that particular walk of life?
- What does “disciplined” mean in the context of an environment?

- What is the difference between intrinsic and extrinsic discipline? You get a lot of extrinsic discipline as a knob, but you are also supposed to be developing intrinsic discipline. How do you do that?

What is the Cadet Creed?

Sir/Ma'am, the Cadet Creed is as follows. "I will always remember that I am part of something bigger than myself; something that extends into the past, present, and future. I acknowledge the debt that I owe to those who came before me and who left me with an institution, corps, and reputation of excellence. I pledge that I will conduct myself to honor, safeguard, and cherish that which has been entrusted to me and always will bring credit to The Citadel. I will commit myself to the future of The Citadel and ensure it continues in perpetuity to serve and to lead. I am, now and forever, The Citadel."

Questions

- What does it mean to be "part of something bigger than myself"?
- The creed challenges us to always "bring credit to The Citadel." How can we do that?

What is The Citadel's Honor Code?

Sir/Ma'am, The Citadel's Honor Code is a cadet does not lie, cheat, or steal, nor tolerate those who do.

Questions

- What is the definition of lying? Of cheating? Of stealing? Of tolerating?
- Who are your company honor reps?
- Why does The Citadel have an honor code?

What is The Citadel Alma Mater?

Sir/Ma'am, The Citadel's Alma Mater is as follows:

Oh, Citadel, we sing thy fame

For all the world to hear,

And in the paths our fathers showed us

Follow without fear.

Peace and Honor, God and Country,

We will fight for thee.

Oh, Citadel, we praise thee now

And in Eternity.

Oh, Citadel, though strife surrounds us,

We will ever be

Full conscious of the benefits

That we derive from thee.
Stand forever, yielding never
To the tyrant's Hell
We'll never cease our struggles for
Our mighty Citadel.

Questions

- The Alma Mater reminds us that we are part of something bigger than ourselves by connecting us to The Citadel past ("the paths our fathers showed us), present ("we praise thee now"), and future ("in eternity"). What does it mean to be part of something bigger than yourself? How should that influence our behavior?
- Why do we stand at attention when the Alma Mater is being sung?

What is your Chain of Command?

Sir/Ma'am, my Chain of Command is as follows:

Squad Corporal – _____

Squad Sergeant – _____

Platoon Sergeant – _____

Platoon Leader – _____

First Sergeant – _____

Executive Officer – _____

Company Commander – _____

Battalion Commander – _____

Regimental Commander – _____

Company TAC – _____

Questions

- What does it mean to "use your chain of command"?
- What roles and responsibilities does your squad corporal have to you? What roles and responsibilities do you have to him or her?

- What roles and responsibilities does your squad sergeant have to you? What roles and responsibilities do you have to him or her?
- What does it mean to “solve problems at the lowest possible level”?

THROUGHOUT THE REST OF CADRE PERIOD:

What is The Citadel Mascot? Sir/Ma’am, The Citadel mascot:

I come from a long line of Generals and Boos
I eat knobs and Paladins and kangaroos
If you’re scared of my bark, don’t mess with my bite
For The Citadel blue I’ll do what is right
Peace and honor, God and country, I will fight for thee
I’m The Citadel bulldog. It’s a great day to be me

Questions

- What are the characteristics of a bulldog that make it an appropriate mascot for The Citadel?

When was The Citadel established?

Sir/Ma’am, The Citadel was established on 20 Dec 1842.

Questions

- The Citadel’s long and proud history represents continuity and tradition. What is the value of continuity and tradition?

When did The Citadel move to its current location?

Sir/Ma’am, The Citadel moved to its current location on 21 Oct 1922.

Questions

- The Citadel’s move from Marion Square to its present location represents change and growth. What is the value of change and growth?

What is The Citadel?

Sir/Ma’am, The Citadel is an institution of higher learning to mold our minds, morals, and bodies so that we may be fit officers and better civilians of our country. More than that, however, it is a fortress of duty, a sentinel of responsibility, a bastion of antiquity, a towering bulwark of rigid discipline, instilling within us high ideals, honor, uprightness, loyalty, patriotism, obedience, initiative, leadership, professional knowledge, and pride in achievement.

Questions

- The definition points to “high ideals, honor, uprightness, loyalty, patriotism, obedience, initiative, leadership, professional knowledge, and pride in achievement.” Pick one of those virtues and explain what it means to you.

Name the 8 battle streamers earned by Citadel cadets during the Civil War?

Sir/Ma'am, the 8 battle streamers earned by Citadel cadets during the Civil War are as follows:

Star of the West – January 9, 1861

Wappoo Cut – November 1861 James

Island – June 1862

Charleston and vicinity – July to October 1863

James Island – June 1864

Tulifinny – December 1864

James Island – December 1864 to February 1865

Williamston – May 1, 1865

Questions

- Why do you think cadets were able to make the transition from students to soldiers?
- During knob year, you will no doubt encounter adversity—perhaps not in battle as these cadets did—but adversity nonetheless. How do you overcome adversity? What is resiliency and how do you build it?

What is the Phonetic Alphabet?

Sir/Ma'am, the Phonetic Alphabet is as follows:

Alpha	Juliet	Sierra
Bravo	Kilo	Tango
Charlie	Lima	Uniform
Delta	Mike	Victor
Echo	November	Whiskey
Foxtrot	Oscar	X-ray
Golf	Papa	Yankee
Hotel	Quebec	Zulu
India	Romeo	

Questions

- At The Citadel, the phonetic alphabet is most associated with the cadet company letters. Military organizations such as companies are teams made up of individuals that work together to accomplish a mission. Why is teamwork important as a knob? What makes a good teammate?

REMAINDER OF 1ST SEMESTER:**Where is General Mark Clark buried?**

Sir/Ma'am, General Clark is buried between Mark Clark Hall and Summerall Chapel. He is the only person buried on the grounds of The Citadel.

Questions

- One of the principles of CTM is "mutual respect." That Mark Clark wanted to be buried on our campus and that The Citadel honored his request is an example of "mutual respect." Why is "mutual respect" important in the leader-led relationship?

Name the Presidents of The Citadel.

Sir/Ma'am, the Presidents of The Citadel are as follows:

Captain William F. Graham, USA, 1843-1844

Major Richard W. Colcock, USA, 1844-1852

Major Francis W. Capers, SCM, 1852-1859

Major Peter F. Stevens, SCM, 1859-1861

Major James B. White, SCM, 1861-1865

Colonel John P. Thomas, CSA, Class of 1851, 1882-1885

Brigadier General George D. Johnston, CSA, 1885-1890

Colonel Asbury Coward, CSA, Class of 1854, 1890-1908

Colonel Oliver J. Bond, SCM, Class of 1886, 1908-1931

General Charles P. Summerall, USA, Ret. 1931-1953

General Mark W. Clark, USA, Ret. 1954-1965

General Hugh P. Harris, USA, Ret. 1965-1970

Major General James W. Duckett, SCM, Class of 1932, 1970-1974

Lieutenant General George M. Seignious II, USA, Ret., Class of 1942, 1974-1979

Vice Admiral James B. Stockdale, USN, Ret. 1979-1980

Major General James A. Grimsley, Jr., USA, Ret., Class of 1942, 1980-1989

Lieutenant General Claudius E. Watts III, USAF, Ret., Class of 1958, 1989-1996

Major General John S. Grinalds, USMC, Ret., 1997-2005

Lieutenant General John W. Rosa, USAF, Ret., Class of 1973, 2006-2018

General Glenn M. Walters, USMC, Ret., Class of 1979, 2018-2026

Gen Kenneth F. McKenzie Jr., USMC, Ret., Class of 1979, 2026-present

Questions

- Our presidents represent the strategic level of leadership. Your squad leader represents the direct level of leadership. What are the similarities and differences between the two levels?

What did John Stuart Mill say about war?

Sir/Ma'am, John Stuart Mill's quote is as follows, "War is an ugly thing, but not the ugliest of things; the decayed and degraded state of moral and patriotic feelings which thinks that nothing is worth war is much worse. A man who has nothing for which he is willing to fight, nothing which is more important than his own personal safety, is a miserable creature and has no chance of being free unless made and kept so by the exertions of better men than himself."

Questions

- What is it that you are willing to fight for? What to you is more important than even your personal safety?
- Using Mill's quote to think very broadly, what are your priorities? What are you willing to sacrifice to achieve those priorities?

**END OF 1ST SEMESTER THROUGH
RECOGNITION DAY:****What does CTM stand for?**

Sir/Ma'am, CTM stands for Citadel Training Model.

Questions

- Why would The Citadel think it is important to have a standardized training model?

What are the five steps of CTM?

Sir/Ma'am, the five steps of CTM are Expectations, Skills, Feedback, Consequences, and Growth.

Questions

- What skills have you learned so far as a cadet? What ones do you still need to improve on?
- How have you grown during knob year? How do you expect to continue to grow as a sophomore?

What is General Clark's honor quote?

Sir/Ma'am, General Clark's quote is as follows, "Honor is the capacity to control the instinctive selfishness that lurks in all of us. It is the tough casehardened ability to put morality ahead of expediency, duty ahead of deviousness – and to do it instinctively and every time. Honor also means pride in excellence – of every kind; especially excellence of performance."

Questions

- What does it mean to “put morality ahead of expediency”?
- What is moral courage?
- General Clark describes honor is as being built upon conscious and deliberate acts. Do you agree? If so, how has this process revealed itself so far during your knob year? What challenges in these areas do you anticipate after knob year?

What is General Lee’s duty quote?

Sir/Ma’am, General Lee’s quote is as follows, “Duty is the sublimest word in the English language. You should do your duty in all things. You can never do more. You should never wish to do less.”

Question

- How do you define “duty”?
- Is duty something you do yourself or something someone makes you do?
- In general terms, what is your duty as a fourth-class cadet?

What is General Schofield’s discipline quote?

Sir/Ma’am, General Schofield’s quote is as follows, “The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an army. It is possible to impart instructions and to give commands in such a manner and in such a tone of voice as to inspire in the soldier no feeling but an intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due others cannot fail to inspire in them regard for himself; while he who feels, and hence manifests, disrespect towards others, especially his inferiors, cannot fail to inspire hatred against himself.”

Question

- What does “discipline” mean to you?
- Does the type of discipline Schofield refers to result from a leader’s positional power or his or her personal power?
- What does Schofield’s last sentence mean in the context of the CTM principle of “mutual respect”?

What are The Citadel’s Four Pillars of Leader Development?

Sir/Ma’am, The Citadel’s Four Pillars of Leader Development are Character, Academics, Military, and Fitness.

Questions

- By emphasizing four pillars, The Citadel attempts to develop the “whole person.” What does it mean to be a “whole person”?

- “Development” means increasingly becoming more effective in what you do. It means “good change” or “getting better.” We are all on a developmental path and our development is never finished. We are always growing. Where do you assess yourself now in each pillar and what is your plan to develop even greater capacity?

Annex Y: Regimental Commander's Report

The Regimental Commander will provide the Commandant with an annual written assessment of the fourth-class system. It is suggested that the RCO use his deputy as the action officer for developing this assessment.

The assessment will consist of three parts, submitted incrementally. Part 1 assesses the period from CLDT through Parents' Day Promotion and is due one week after Parents' Day. Part 2 assesses the period from the end of Part 1 through Recognition Day and is due one week after Recognition Day. Part 3 is a holistic assessment of the entire year and is due one week before graduation. The RCO will assemble the reports in a tabbed binder provided by the Assistant Commandant for Leadership Programs and schedule a time to brief the Commandant with the Commandant's administrative assistant. Each report will begin with a one-page executive summary.

Part 1 will include an assessment of:

- The execution and results of each battalion's CLDT Assessment and its effectiveness in measuring each battalion cadre's readiness to execute Cadre Period
- The execution and results of each battalion's Challenge Week and its effectiveness in preparing the battalion's cadet recruits for the start of the academic year
- The execution and results of each battalion's Cadre Period Assessment and its effectiveness in assessing the battalion's cadet recruits' readiness for promotion to cadet privates
- The execution of each battalion's Cadre Period

Part 2 will include an assessment of:

- Fourth-class academic performance to date in each battalion
- Fourth-class fitness performance to date in each battalion
- Fourth-class military performance to date in each battalion
- Fourth-class discipline performance to date in each battalion
- Fourth-class character performance to date in each battalion
- Planning, preparing, and execution of the Gauntlet
- Planning, preparation, and execution of Recognition Day

Part 3 of the report will include an assessment of:

- The Senior Mentor Program
- The counseling program
- The accomplishment of the objectives of the fourth-class system for the fourth-class
- The accomplishment of the objectives of the fourth-class system for the upper-class
- The RCO's overall assessment and recommendation