

THE WHITE BOOK

CHAPTER 1

Cadet Organization and Training

SECTION 6

The Fourthclass System at The Citadel

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Position:

The fourthclass 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 upperclass cadets develop the transferable skills necessary to lead them to that success. It has objectives for both fourthclass and upperclass cadets.

I. The objectives for the fourthclass cadets are:

- To provide new cadets with an understanding of The Citadel's core values of Honor, Duty, and Respect
- 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.
[\(Each of these objectives is explained and discussed in detail in The Guidon. That discussion is at Annex A.\)](#)

II. The objectives of the fourthclass system for upperclass 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

[\(Each of these objectives is explained and discussed in detail in Annex B.\)](#)

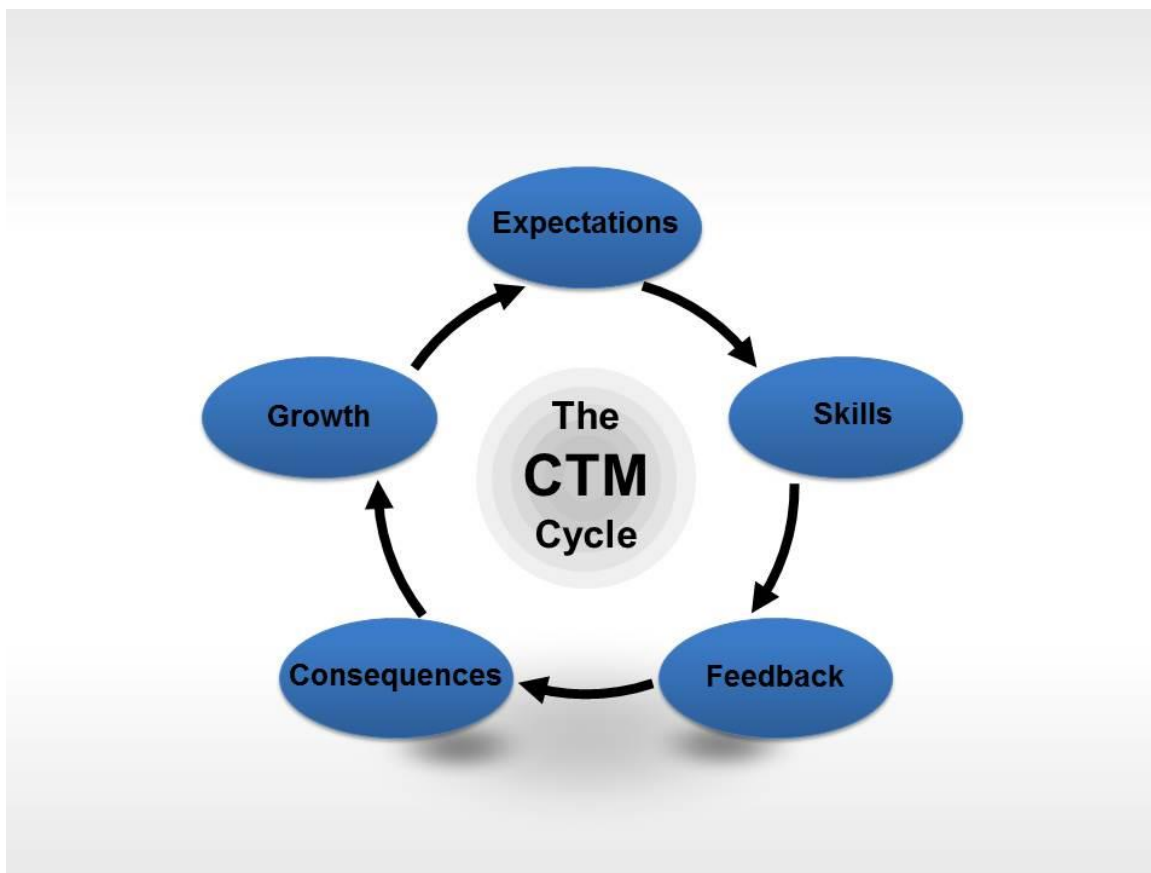
III. The fourthclass system accomplishes these objectives using the following concepts:

- 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 fourthclass 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 fourthclass 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 fourthclassmen. A potential leadership problem develops when the upperclass cadets perceive their primary role as administering this system rather than helping the fourthclassmen succeed in it. The upperclassmen then assume an adversarial rather than a service or positive leadership relationship with the fourthclassmen. 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 fourthclass cadets, the upperclass cadets operate within that existing environment but their role is to learn leadership themselves rather than to ensure the fourthclassmen “get their money’s worth.” Instead of focusing on making things hard for their subordinates, the upperclass cadet’s role is to serve the fourthclass 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.



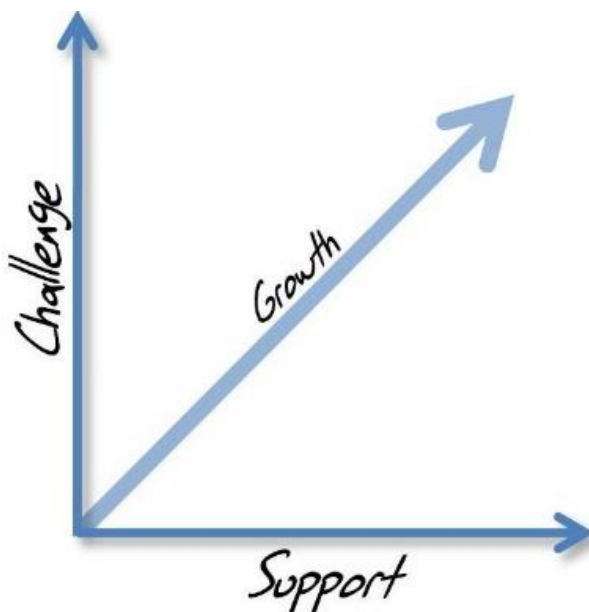
Its principles are mutual respect, leadership as service, and accountability. While CTM is applicable throughout the entire Citadel Experience, it is especially useful in bringing organizational order and conceptual understanding to the fourthclass system.

Cadet recruits enter The Citadel with little or no familiarity with their new environment. Their initial encounters with their cadre center around upperclass cadets setting, and new freshmen understanding, the expectations of The Citadel and the fourthclass system. These expectations are established for both the broad Citadel Experience and individual training iterations, and are especially demanding of fourthclassmen. The cadet recruits then begin a year of building the necessary skills, under the training direction of their upperclassmen, to meet those expectations using standards-based training. As this training progresses, fourthclassmen and upperclassmen give, receive, and exchange developmental feedback. Consequences are a significant part of the rigorous fourthclass system, and performance above or below the standard, however slight, receives deliberate positive or negative reinforcement in an effort to build good habits. As fourthclass cadets grow in their development, transactional exogenous consequences are replaced with principled endogenous ones, and fourthclassmen 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 upperclassmen in the fourthclass system. Although upperclassmen enjoy nearly absolute positional authority in the fourthclass system, they should foster an environment of “mutual respect” that affirms the worth, dignity, and feelings of fourthclassmen and includes a “training your replacement” philosophy. While it may seem counterintuitive for an upperclassman to “serve” a fourthclassman, that is exactly what “leadership as service” requires. Upperclassmen identify and meet their fourthclassmen’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. Upperclassmen model this type of accountability with holistic and benevolently intrusive leadership of their fourthclassmen.

- C. Team-building and shared experience.** Individual weaknesses and insufficiencies are quickly laid bare by the rigors of the fourthclass system. This new self-awareness is not designed to humiliate fourthclassmen 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 fourthclass system transcends 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, fourthclass cadets should possess the skills needed to make a greater contribution to The Citadel, and their upperclassmen have succeeded in “training their replacement.”
- D. Discipline.** In the fourthclass system, upperclass cadets “use discipline” to help fourthclass cadets “develop discipline.” For the upperclassmen, this discipline is “training that corrects, molds, or perfects the mental faculties or moral character.” For the fourthclassmen, this discipline is “self-control.” The upperclass cadets administer discipline consistent with “Schofield’s definition.” In order to meet the relentless demands of the fourthclass system, fourthclass cadets develop the endogenous discipline necessary to subordinate impulses to values. Upperclass cadets use discipline as part of the “consequence” step of CTM in order to help fourthclassmen develop discipline as part of the “growth” step of CTM. Discipline within the fourthclass system is always developmental and purposeful.
- E. Direct leadership and close supervision.** Both the intensity of the fourthclass system and the formative stage of development that fourthclass cadets are in make the leader-led environment of the fourthclass system one of direct leadership and close supervision. In this environment, fourthclass 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. Upperclass cadets learn the 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 supports.



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 fourthclass system.

The development within the fourthclass 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 fourthclass system so that they are prepared to self-regulate after the supervision of the fourthclass 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 fourthclass 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 fourthclass system. While there is some overlapping, the components are grouped according to their primary focus step.

- **EXPECTATIONS**

Introduction to the Fourthclass System. The Sunday evening after Matriculation Day, first sergeants conduct a classroom training session to familiarize cadet recruits with the requirements of the fourthclass system. Monday morning the cadet recruits are introduced to their company cadres and the fourthclass 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 fourthclass 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 fourthclass system for the academic year. The event serves as a bookend with Recognition Day, which marks the formal conclusion of the fourthclass system for the academic year. [\(A sample oporder for the introduction to the fourthclass system is at Annex C.\)](#)

Fourthclass regulations and traditions. Fourthclass 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 preceded them. The fourthclass regulations and traditions govern how fourthclass cadets conduct themselves while moving about campus, in the barracks, and in the mess hall; how they interact with other individuals; how they perform certain duties and details; how they conduct the practice of “bracing”; and various other sundry details of fourthclass daily life. [\(The specific details of the fourthclass regulations and traditions are at Annex D.\)](#)

Cadre members will train cadet recruits on these regulations and traditions during Challenge Week and conduct refresher training as needed. Upperclass cadets will make on-the-spot corrections when required, but fourthclass cadets are expected to abide by the fourthclass regulations and traditions without supervision and of their own accord. Based on the degree, violations will be considered “neglect of military duty” or “indifference to the fourthclass system” and appropriately punished. The intent of fourthclass regulations and traditions is that fourthclass cadets develop the discipline, self-regulation, and sense of duty to comply with the fourthclass regulations and traditions without unnecessary supervision.

Away football games. The chain of command and designated upperclass cadets organize and prepare the fourthclass 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, upperclass supervision during the event is the minimum necessary to ensure mission accomplishment and uses knob peer leadership to the

greatest extent practical. The process is designed for upperclass cadets to develop the management and supervisory skills necessary to create conditions for successful execution and the fourthclass cadets to develop themselves through experiential learning and to also have “fun with a purpose.” [\(A frago for one such event is at Annex E.\)](#)

Guidon. The Office of the Assistant Commandant for Leadership Programs publishes a Guidon each year that provides basic information to help a cadet recruit acclimatize to The Citadel and also identifies the knowledge requirements the fourthclass cadet must memorize. Squad leaders familiarize cadet recruits with the use and contents of The Guidon, and fourthclass cadets read, study, and refer to The Guidon as required. By reading The Guidon, fourthclass cadets gain the basic knowledge of The Citadel’s organization, history, customs, traditions, fourthclass requirements, campus geography, routine, and services necessary for them to begin The Citadel Experience and to know where to refer to seek additional help and more detailed information. Upperclass cadets use The Guidon to develop skills associated with using a published document as a training reference. The Guidon is available on line at <http://www.citadel.edu/root/guidon>.

- **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 in order 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. [\(The CLDT POI is at Annex F.\)](#)

Challenge Week. During an intense week of activity, cadet recruits are in-processed and trained on those tasks necessary for them to be proficient before the start of classes. Developmental stress, direct leadership and close supervision, discipline, and 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, fourthclass system requirements, and campus/college orientation. [\(The Challenge Week POI is at Annex G.\)](#)

Cadre Period (Cadet Recruit Period). During Cadre Period, the cadre chain of command trains the fourthclass cadets on the additional skills necessary for them to transition from cadet recruits to cadets. 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 fourthclass knowledge exam. The cadre platoon leader evaluates each cadet recruit based on these criteria and either recommends to the company commander that the cadet recruit be unconditionally certified as a cadet private or conditionally certified based on completion of a remedial training plan to address specific deficiencies. The company commander presents his or her recommendations to the TAC for approval. Both unconditionally and conditionally certified cadet recruits are promoted to cadet private on Parents' Day. Conditionally certified cadets continue training IAW the remedial training plan until standards are met. 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. ([The Cadre Period POI is at Annex H.](#))

Physical Training. Cadet recruits arrive at The Citadel in various levels of physical fitness, and the fourthclass physical training program is designed to bring them into compliance with Citadel standards in a safe and progressive way that builds not just physical capability but also discipline, confidence, morale, and teamwork. Throughout the Cadre Period, fourthclass cadets will conduct Regimental PT in a separate platoon following a centralized program designed by the Physical Training Program Manager. ([The POI for this program is at Annex I.](#)) After the Cadre Period, the fourthclass cadets will join the rest of the company during Regimental PT.

Leadership Training Program. TACs and other SMEs train fourthclass cadets on selected elements of the "prepare" stage of leader development in order to help the fourthclass cadets connect the theoretical leadership knowledge they gain from the academic pillar to its practical application in the barracks and other experiential learning environments. TACs and other SMEs conduct the initial LTPs about a specific subject in company classrooms or battalion classrooms. The next scheduled LTP is an individual response exercise in which the fourthclass cadet conducts a reflection exercise about the subject. The fourthclass cadet submits his or her response to the TAC who uses it as an input in the overall counselling program. As a result of the LTP, fourthclass 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. The LTP classes are available at <http://www.citadel.edu/root/assistant-commandant-leadership-training-program/ltp-master-schedule>.

- **FEEDBACK**

Developmental counseling. Members of the cadet chain of command and TACs counsel fourthclass cadets in order to make them aware of expectations, provide them feedback about performance, and foster individual growth and development. 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 http://www.citadel.edu/root/images/krause_center/ldp/staged%20implementation%20guide%20first%20edition.pdf 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.

Senior Mentor Program. Company commanders administer a mentorship program in which each fourthclass 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 fourthclass 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 Senior Mentor 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 fourthclass cadets to record information about their mentorship. [\(A Senior Mentor Program Sample SOP is at Annex J.\)](#)

• CONSEQUENCES

Cadre Period Assessment. At the conclusion of Cadre Period, the cadre chain of command conducts an assessment that evaluates each fourthclass 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. ([The CPA frago is at Annex K](#))

Kelly Cup. The Commandant's Department conducts a Kelly Cup Squad Drill Competition culminating on Parents' Weekend in order to help upperclass cadets develop the skills associated with planning, preparing, executing, and assessing training, to help fourthclass cadets reach a new level of excellence in drill and teamwork, and to recognize superior performance both of the trainers and the squads. The Assistant Commandant for Operations and Training issues an oporder for the Kelly Cup competition. During Challenge Week, the cadre selects fourthclass cadets who demonstrate exceptional proficiency in drill to be members of their company's Kelly Cup Squad. After selection, the Kelly Cup Squad Sergeant conducts training to develop the ad hoc squad into a cohesive team that is prepared for the competition. Prior to Parents' Weekend, drillmasters under the supervision of TAC NCOs use the standards in the oporder to evaluate each company's Kelly Cup squad in personal appearance and drill performance. The top four squads continue to the final competition which is conducted on Parents' Weekend. The winning squad and squad leader are awarded a weekend. The second, third, and fourth place finishers are awarded an overnight. ([The Kelly Cup oporder is at Annex L.](#))

Regimental Commander's Bowl. Company commanders develop and execute plans to result in their company's having the best fourthclass retention rate and fourthclass performance in close order drill, physical training, and knob knowledge during the cadre period in order to recognize and promote leadership and followership excellence. During CLDT, the Assistant Commandant for Operations and Training issues a frago announcing the competition. Company commanders develop plans to create a positive organizational training climate for their fourthclass cadets and brief their plans to their TACs for approval. The Assistant Commandant for Operations and Training gathers data for retention, drill and ceremony performance during the Cadre Period Assessment, the fall CPFT, and the fall knob knowledge test and determines the winning company. The Assistant Commandant for Operations and Training incorporates the announcement and recognition of the winner into Parents' Weekend activities. ([The Regimental Commander's Bowl frago is at Annex M.](#))

Cadre Leadership Award. The Office of the Assistant Commandant for Operations and Training selects the squad sergeant with the best physical fitness, knowledge of training

regulations, ability to teach drill and ceremonies, and inspection techniques during the cadre period in order to recognize and promote leadership excellence. During CLDT, the Assistant Commandant for Operations and Training issues a frago announcing the competition. BN TAC NCOs observe the squad sergeants in their battalions during cadre period. At the end of cadre period, each BN TAC NCO nominates one squad sergeant based on the established criteria. The Commandant Department Sergeant Major presides over a board of the BN TAC NCOs to decide the winner and forwards the name to the Assistant Commandant for Operations and Training. The Assistant Commandant for Operations and Training incorporates the announcement and recognition of the winner into Parents' Weekend activities. Through the healthy competition of this award, squad sergeants are motivated to develop and demonstrate their best NCO skills using leadership by example, direct leadership, and individual and small group training. [\(The Cadre Leadership Award frago is at Annex N.\)](#)

Murray D. Bonnoitt Award. The Murray D. Bonnoitt Award is presented annually to the cadet company achieving the highest freshman class retention rate for the previous school year. During CLDT, the Assistant Commandant for Operations and Training issues a frago announcing the competition. Company commanders develop plans to create a positive organizational climate for the promotion of fourthclass retention and brief their plans to their TACs for approval. The Assistant Commandant for Operations and Training gathers data for retention at the end of the year and determines the winning company. The Assistant Commandant for Operations and Training incorporates the announcement and recognition of the winner into a parade in the fall of the next school year. Through the healthy competition of this award, company commanders are motivated to develop and implement an organizational climate that promotes the retention of every fourthclass cadet whose retention is in the best interests of the cadet and The Citadel. [\(The Murray D. Bonnoitt Award frago is at Annex O.\)](#)

Milton A. Pearlstine Award. The Milton A. Pearlstine Award is presented annually by The Citadel Alumni Association in honor of Milton A. Pearlstine, Citadel Class of 1919 and past association president. The award recognizes the cadet company achieving the highest freshman class GPA for the previous school year. During CLDT, the Assistant Commandant for Operations and Training issues a frago announcing the competition. Company commanders give guidance to their academic officers who then develop plans to create a positive organizational climate for the promotion of fourthclass academic excellence and company commanders brief their plans to their TACs for approval. The Assistant Commandant for Operations and Training gathers end-of-year GPA data and determines the winning company. The Assistant Commandant for Operations and Training incorporates the announcement and recognition of the winner into a parade in the fall of the next school year. Through the healthy competition of this award, company commanders are motivated to develop and implement an organizational climate that promotes the academic excellence of every fourthclass cadet. [\(The Pearlstine Award frago is at Annex P.\)](#)

Most Influential Upperclassman Award. The Freshman Class President supervises the selection in each company of an upperclass cadet that the fourthclass cadets in that company consider "most influential" in order to recognize and promote leadership excellence. During

the election period for class officers, the Office of Cadet Activities and Experiential Learning briefs candidates on this requirement. Upon election, the Office of Cadet Activities and Experiential Learning and the sophomore class officers assist the newly elected freshman class president with determining company winners. The freshman class president notifies the Assistant Commandant for Operations and Training of each winner no later than the Monday before the Recognition Day Lunch. The Assistant Commandant for Operations and Training will oversee the vetting of each nominee and incorporation into the Recognition Day Lunch. Through this award, fourthclass cadets are able to recognize good leadership and learn to acknowledge and show their appreciation of those who have made positive differences in their lives. ([The Most Influential Upperclassman Award frago is at Annex Q.](#))

Corrective Push-ups. Authorized upperclass cadets in the fourthclass cadet's chain of command use push-ups in order to correct minor fourthclass substandard performance and to learn how to administer consequences IAW the mnemonic PRIDE (progressive, relevant, immediate, directed at behavior, evenhanded) from CTM. When a member of the fourthclass cadet's chain of command observes minor substandard performance in the barracks, he or she assesses the situation and uses the mnemonic PRIDE to determine if corrective push-ups are the optimal negative consequence to use in order to immediately stop the undesirable behavior and to send a deterrent message that future undesirable behavior will result in additional negative consequences. If the upperclass cadet makes that determination, he or she can order the fourthclass cadet to perform up to thirty two-count pushups during first semester and up to forty two-count push-ups during second semester. 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. Upperclass cadets must appropriately discern when push-ups are the optimal tool.

- **GROWTH**

Inspections. The room and personal standards are outlined in the White Book and are the same for upperclass cadets and fourthclass cadets. The frequency and intensity of inspections for the fourthclass will be greater in order to help them master skills, form habits, and receive the abundant feedback necessary at the early stages of development. Consequences will be pronounced and performance above or below the standard, however slight, will receive deliberate positive or negative reinforcement in an effort to help fourthclass cadets build good habits. The elevated frequency and intensity of fourthclass inspections is also designed to help upperclass 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. ([A sample fourthclass inspection SOP is at Annex R.](#))

Fourthclass duties and details. Upperclass cadets plan and supervise fourthclass execution of various duties and details (sweep details, barracks SMI preparation, barracks perimeter police call, and Bulldog/Citadel crest shining) in order to build upperclass capacity to lead and manage small teams and to build fourthclass capacity to work as members of a team, accomplish tasks to standard, and exercise peer leadership. The intent is for upperclass cadets use the steps and principles of CTM and the plan, prep, execute, and assess training methodology to accomplish the mission and develop themselves and the fourthclass cadets. To establish expectations, first sergeants develop company SOPs for fourthclass 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 upperclass 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 upperclass supervisor and the fourthclass members of the detail. The members of the detail execute the mission under upperclass supervision and receive feedback and consequences. As the school year progresses and the fourthclass cadets develop capacity, the upperclass cadets increasingly use more decentralized leadership techniques, while still maintaining appropriate supervision, and the fourthclass cadets grow by increasingly assuming greater responsibilities for peer leadership and management. ([A detailed explanation of fourthclass duties and details is at Annex S.](#))

Fourthclass knowledge. Upperclass cadets train fourthclass cadets to memorize information about the military, leadership principles, and The Citadel in order to provide the fourthclass cadets a foundational base of military knowledge, to introduce them to The Citadel's leadership development model and ideas that support it, and to initiate the fourthclass cadets' connection to The Citadel's traditions, history, and culture. Using the "fourthclass knowledge tracking log" in The Guidon, the fourthclass cadet's squad leader certifies that the cadet has achieved and sustained proficiency in reciting the knowledge requirements identified in The Guidon. The knowledge requirements are organized into phases that correspond to various developmental periods during the fourthclass year. At the beginning of each developmental period, squad leaders brief the fourthclass cadets on their knowledge requirements for that period, to include the purpose of each piece of knowledge, practical advice for memorization, and the time line for competition of the task. Fourthclass cadets practice the requirements on their own and demonstrate progress 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 fourthclass knowledge requirements. [\(The fourthclass knowledge requirements and discussion guide are at Annex T.\)](#)

Parents' Day Promotion. Parents' Day promotion is one of the three formal crucibles in the fourthclass system. During open barracks on Parents' Day, companies will conduct a ceremony promoting fourthclass cadets from cadet recruits to cadet privates. The ceremony participants consist of the fourthclass cadets, the training cadre, the 1SG, and company commander. During the ceremony the fourthclass 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 fourthclass 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. [\(The Promotion Ceremony annex to the Parents' Weekend oporder is at Annex U.\)](#)

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 fourthclass 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 upperclass leaders move the company's fourthclass cadets in formation to their company start point. Athletic Officers are each assigned a station to be the instructor for and to ensure standards are complied with. Fourthclass cadets perform the task at each station to standard and rotate from station to station on command. Through the model of challenge and support (both from each other and their upperclass leaders), each fourthclass cadet safely and proudly completes each aspect of the Gauntlet to the best of his or her ability. 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 fourthclass cadets form up in their companies for a class set of push-ups, an address by the Regimental Commander, and recognition. [\(The Gauntlet oporder is at Annex V.\)](#)

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

identify as individuals and as a group with The Citadel vision. [\(The March to Marion Square oporder is at Annex W.\)](#)

Knob Year Reflection. Battalion and company commanders facilitate a deliberate process by which freshmen reflect on their fourthclass year experience in order to build self-awareness, develop a frame of reference, and grow. During Challenge Week, battalion commanders will introduce fourthclass cadets to the objectives of the fourthclass system and the concept of “crucibles.” There are three formal crucibles in the fourthclass system. These are Introduction to the Fourthclass System (i.e., “Challenge Night”), Parents’ Day promotion, and Recognition. Most fourthclass cadets will experience many more personal and less deliberately planned crucibles. The battalion commanders will share with the freshmen their own crucible moments from knob year and how they have shaped them as leaders. Company commanders will follow this introduction with a class on self-awareness, frame of reference, and growth. The company commanders will share with the freshmen what they learned about themselves knob year, the frame of reference they gained, and how they grew. 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. The Knob Year Journal is available at <http://www.citadel.edu/root/images/commandant/assistant-commandant-leadership/knob%20journal.pdf>.

Corporals’ Academy. TACs and TAC NCOs conduct a Corporals’ Academy during the spring in order to help fourthclass 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. [\(The POI for the Corporals’ Academy is at Annex X.\)](#)

Regimental Commander's Report. The Regimental Commander provides the Commandant and annual written assessment of the fourthclass system, submitted in three parts. [\(The format for this report is at Annex Y.\)](#)

Website. The Assistant Commandant for Leadership Programs is the Commandant's action officer for the fourthclass system. He maintains a website at <https://www.citadel.edu/root/assistant-commandant-fourthclass-system> that houses the documents associated with the fourthclass system. [\(The webpage and Offices of Primary Responsibility \(OPRs\) for each product are at Annex Z.\)](#)

Annexes

- A. [Fourthclass Objectives of the Fourthclass System](#)
- B. [Upperclass Objectives of the Fourthclass System](#)
- C. [Introduction to the Fourthclass System \(sample\) Oorder](#)
- D. [Fourthclass Regulations and Traditions](#)
- E. [Away Football Game \(sample\) Frago](#)
- F. [Cadre Leader Development Training POI](#)
- G. [Challenge Week POI](#)
- H. [Cadre Period POI](#)
- I. [Fourthclass PT POI](#)
- J. [Senior Mentor Program \(sample\) SOP](#)
- K. [Cadre Period Assessment POI](#)
- L. [Kelly Cup Frago](#)
- M. [Regimental Commander's Bowl Frago](#)
- N. [Cadre Leadership Award Frago](#)
- O. [Murray D. Bonnoitt Award Frago](#)
- P. [Milton A. Pearlstine Award Frago](#)
- Q. [Most Influential Upperclassman Award Frago](#)
- R. [Fourthclass Inspection \(sample\) SOPs](#)
- S. [Fourthclass Duties and Details](#)
- T. [Fourthclass Knowledge Requirements and Discussion Guide](#)
- U. [Parents' Day Promotion Annex](#)
- V. [Gauntlet/Rec Day PT Oorder](#)
- W. [March to Marion Square Oorder](#)
- X. [Corporals' Academy POI](#)
- Y. [Regimental Commander's Report](#)
- Z. [Webpage and OPRs](#)

Annex A: FOURTHCLASS Objectives of the Fourthclass System

The Blue Book lists the objectives of the fourthclass system as:

- To provide new cadets with an understanding of The Citadel's core values of Honor, Duty, and Respect
- 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.

These objectives are trained by a combination of specifically designed events as well as by the collective fourthclass 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, and Respect.

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, and respect. 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 upperclass 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 upperclassman’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 fourthclassmen, 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 fourthclass system helps cadets understand the sense of humility and selfless subordination that characterizes a good follower. Like all followers, fourthclass 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 fourthclass 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 of mental and ethical traits that mark and often individualize a person. The fourthclass 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-honorcommittee>. 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 an orientation to the host of on- and off-campus religious activities available to all cadets. Additional information is available at 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 upperclass cadets, knobs remain responsible for developing in themselves the discipline necessary to succeed at The Citadel. The developmental stress of the fourthclass system is designed to accelerate this process, but it is not designed to sustain it. Throughout the course of the year, fourthclass 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 optempo 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 on-line 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 upperclass 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 you 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 fourthclass system will not stand in your way when receiving academic help from an upperclassman. 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 “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 out 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: UPPERCLASS Objectives of the Fourthclass System

The objectives of the fourthclass system for upperclass 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 fourthclass 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 fourthclass system, upperclass 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 fourthclass cadets, they demonstrate its proper execution. At a higher level, upperclass cadets lead by example in the course of their daily conduct as fourthclass observe them “walking the talk” and by their conduct and behavior, demonstrating the practicality and benefits of the skills the fourthclass 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 means that the leader finds her voice, and then helps others find theirs.³ Upperclass cadets who demonstrate this level of transformational

¹ Kouzes and Posner, 17 and 74.

² Badaracco, 55.

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

leadership by example help fourthclass 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 fourthclass 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, and respect, and upperclass cadets shape the freshmen's understanding of these values to align with how they are understood and practiced at The Citadel.

Much of the fourthclass year is proscriptive, requiring fourthclass cadets to behave in accordance with a set of rules, procedures, or other directives. Upperclass cadets use values to link the various fourthclass requirements together to broaden the freshmen's perspective and to help them understand the fourthclass 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 Upperclass 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 fourthclass year presents freshmen with challenges that they must learn to overcome. Upperclass cadets focus their efforts not on magnifying these obstacles but on helping the fourthclass cadets develop the resiliency, elasticity, durability, and adaptability that make it possible to recover quickly from change, hardship, or misfortune. By helping fourthclass 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. Upperclass 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.

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

⁴ Kouzes and Posner, 171-172.

⁵ Kouzes and Posner, 49.

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

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 upperclass cadets to begin this process with the new class of freshmen entrusted to their care. To do so, upperclass 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, upperclass 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. Upperclass cadets train fourthclass 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, upperclass cadets articulate expectations by training cadet recruits on the standards in such sources as the White Book and Blue Book. Upperclass cadets help cadet recruits build necessary skills primarily through performance-oriented training. A large number of fourthclass skills are of a technical nature such as drill and ceremony, but others are more conceptual such as living by the core values, and upperclass 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 upperclass cadets abundant opportunities to provide feedback. Upperclass 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 fourthclass system. In an effort to help fourthclass cadets build good habits, upperclass cadets administer deliberate positive and negative reinforcement of performance above or below the standard, however slight. This frequent administration of consequences allows upperclass ample opportunity to develop this skill and to use a variety of consequences including corrective push-ups, oral counseling, written counseling, EMI, and PRs. Upperclass cadets must appropriately discern which is the optimal tool to use in each case. They also must be careful to, as they administer consequences within the highly hierarchical fourthclass system, not become overly reliant on techniques that will not be transferrable to less structured situations. As fourthclass cadets grow in their development, upperclass cadets learn to increasingly replace transactional exogenous consequences with principled endogenous ones, and give fourthclassmen additional responsibilities to complete under less supervision. In similar fashion, upperclass cadets must be very sensitive to treat the overall fourthclass year as a means rather than an end, and to help fourthclass cadets transition to being sophomores.

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

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 fourthclass system and requires little upperclass additive to accomplish its desired effect. In fact, a potential leadership problem develops when the upperclass perceive their primary role as administering the system rather than helping the fourthclassmen succeed in it. The upperclassmen then assume an adversarial rather than a service or positive leadership relationship with the fourthclassmen. Like the fourthclass, the upperclass 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, upperclass cadets balance the omnipresent challenges of the fourthclass 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 fourthclass system, upperclass cadets assess both individual and unit performance of both fourthclass and upperclass 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 to make 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, fourthclass 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 fourthclass 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 fourthclass 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 fourthclass 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. Upperclass 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. Upperclass 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.

⁸ Roy and Lawson, 180.

Annex C: Introduction to the Fourthclass System (sample) Oorder

REGIMENTAL HEADQUARTERS

OPERATIONS ORDER __th AUGUST 20__, Monday

INTRODUCTION TO THE 4C SYSTEM

1. SITUATION.

A. Weather:

- i. Daytime High of __ degrees, Nighttime low of __degrees, Sunset at 2001 hours, __% chance of rain
- ii. Regimental Operations NCO will monitor heat conditions.

A Citadel Cadet's success in progressing through The Citadel's Leadership Development Model is largely dependent on his/her ability to transition from the system imposed discipline the Fourth Class System presents as a knob, to a highly self-disciplined Cadet/Leader who is able to embrace organizational standards and model/teach/train/reinforce these standards to their subordinates.

Therefore, the Introduction to the 4C System event, serves a training purpose for both Cadets entrusted in upper-class leadership positions and the Cadet Recruits embarking on the first steps of their own leadership development. For Cadet Leaders, this event demands planning, communication, and coordination skills by Cadet Officers. Cadet NCOs are specifically tasked with the execution of the event and are to grasp the challenges of introducing 4C Cadets to the Citadel standards of Cadet conduct in the 4th Class System and the demands of the Citadel Physical Training Program. Cadet Recruits should complete the event with a basic understanding of the expectations of the fourth class system, an understanding of their specific chain of command (Squad Leader, Platoon Sergeant, and Platoon Leader), and the need to meet the system imposed standards with a positive attitude and teamwork approach with their classmates.

2. MISSION.

On _____ at _____ (DTG), the South Carolina Corps of Cadets Cadre executes an "Introduction to the Fourthclass System" in order to serve as a crucible event for the fourthclass cadets and to confirm their ability to demonstrate the proper execution of bracing (exaggerated position of attention required of fourthclass cadets), driving stairs, squaring corners, and proper greetings/responses to cadet officers and NCOs.

3. EXECUTION.

Commander's Intent: The purpose of this morning is to introduce the Class of 20__ to the 4C System and evaluate them under the stressful conditions imposed by this training event as well as the PT session. The PT session is to introduce the 4C to the Citadel physical training procedures and the run is intended

to be symbolic of the Victory Lap on Recognition Day. Cadre are expected to execute each of these phases with a high level of professionalism.

Concept of the Operation: This operation will be conducted in four phases:

- **Phase 1:** Preparation/Accountability (Sunday Night)
- **Phase 2:** Wake up/ Fourth Class System begins (0430-0511)
- **Phase 3:** Training (0511-0645)
- **Phase 4:** Recovery/Personal Hygiene (0645-0715)
 - Phase 1:
 - a) Company Commanders prepare speeches
 - b) Cadre and Support Staff prepare uniforms
 - c) Cadre Return NLT 1800 Sunday
 - d) Regimental Staff members coordinate with Fall Sports Cadre to pick up the freshmen athletes and take them to their assigned battalions to march with their companies to the instruction period.
 - e) 1SGs conduct Intro to 4C System Training IAW training schedule.
 - f) Regimental Staff members return assigned athlete 4C to their respective sport's training area.
 - g) 1SGs conduct 4C accountability (all-ins) at 2200 to ensure all knobs are present.
 - Phase 2:
 - a) Support staff will wake the knobs and get them into the PT uniform with Camelback.
 - b) Regimental staff members form up 4C athletes on 1st battalion quad and escort them to their respective companies.
 - c) Support staff will ensure that knobs have enough time to utilize the latrine and instruct them to move down on their squad lines.
 - d) 1SGs will take accountability and place the knobs on a RED square, legs crossed, and facing their company letter.
 - (i) Support staff will assist in placing the knobs on the quad squares.
 - e) Once all knobs are placed, 1SGs will alert the cadre located in the FIRST LARGE.
 - (i) They will silently move into position.
 - (ii) Senior and Junior support staff will move behind the letter for the CO speech and remain there until the 4th Class System is in effect.
 - f) The BN CSM will give the command 'Cadre Attention' then 'Forward March' and the BN CSM will march from the front sally port to the center of the quad.
 - g) At the command 'cadre halt', BN Ops will coordinate with Reg. Ops to turn on all quad lights.

- h) The Commander will then make his remarks as soon as the lights turn on and introduce the cadre.
 - i) When company commanders' speeches are complete, The BN CSM will instruct the knobs to stand up and execute an about face.
 - j) All BN Ops must radio Reg. Ops acknowledging that the commanders' briefings are over. Reg. Ops will then give the go ahead to simultaneously turn off the quad lights, clang the sally port gate closed, wrap the chains around the gate without locking it.
 - k) Regimental Band will provide a bagpiper to play "Home Sweet Home" over the all-call intercom.
 - l) Regimental Commander will address the Class of 2023 pausing prior to commencing the 4th Class System. At the end of the address the RCO will say "the fourth-class system" (there will be a short pause) The BN CSM says, "knobs, about face." The Regimental Commander will then say, "is now in effect," signaling the beginning of the 4C System.
 - m) After the RCO says "is now in effect", BN Ops will coordinate with Reg. Ops to ensure that all gallery and quad lights are turned on.
 - n) Cadre will begin training the knobs on how to brace properly
 - o) First Steele will sound signaling the start of 30 pushups for the 4C lead by the commander and the rest of cadre.
 - p) Company 1SGs will ensure that knobs do not move from their assigned place on the quad until told to do so.
 - q) Once the Cadre is positioned on the stairs, the 1SG will direct the Knobs to the stairwells where cadre will commence stair training.
 - r) Second Steele will sound signaling the end of cadre instruction and 4C will move to their rooms immediately
 - (i) All cadre NCOs will cease activities and move to change into PT's.
 - (ii) At this time, the athlete 4C will be collected by their assigned Regimental Staff member and be escorted back to their respective training areas.
- Phase 3:
- a) Cadre will bring knobs back down to their squad lines at 0530 to stretch until 0540.
 - (i) Cadre will move them down as quickly as possible, i.e. no popping off.
 - b) 0540-0605 knobs will conduct stationary PT on Summerall Field in their assigned company areas
 - (i) Under supervision of commanders, athletic officers and HA personnel (See section D below for approved stationary exercises).
 - c) A horn will sound to signal the time to form up on the pads for the run.
 - (i) BN/Company Support staff (not including HA teams) will stay in battalion until 0540 (horn sounds).

- (ii) Company support staff will run behind their company in tight formation until they are needed.
 - (iii) Battalion and Regiment staff will be dispersed around campus at turns and (Located at the ring, Jenkins hall, Deas hall, and Infirmary) to collect fallouts to move them to the deck (2nd Battalion pad) or infirmary.
- d) The RCO will lead the run followed by 5th Battalion-1st Battalion (in that order).
- e) After the run around campus each battalion will break off as they pass their battalion.
- f) The corps will return to their respective battalions and commence 30 pushups.
- g) Immediately following the push-ups, knobs will begin to move upstairs and conduct stair training.
- h) At 0643, Steele will sound, and cadre will cease activities and allow knobs to move to their rooms,
 - (i) no popping off.
- Phase 4:
 - a) Recovery. At 0645, Knobs will move to their rooms following the stair training and change for showers. After the showers, knobs will recover, rehydrate, stretch, and conduct personal hygiene in their rooms and prepare for breakfast.
 - (i) Knobs will remain in rooms until first call

I. Tasks:

- a. Regimental Executive Officer- Utilize staff members who are not otherwise tasked as liaisons between the Cadre and the Regimental Commander.
- b. Regimental Provost- Ensure guard teams are informed of their duties.
- c. Regimental Operation and Training- a. Responsible for overall Cadre and 4C reception and training and the Commandant's Operations and Training. b. Ensures Radio coordination of events with Battalion Operations Personnel.
- d. Regimental Human Affairs- a. Ensures HA Teams are prepared to counsel 4C who need assistance and are available to help escort any injured 4C/Cadre to the infirmary. b. Task BN HA to meet incoming athlete 4C and distribute to companies
- e. Battalion Commanders- a. Responsible for overall management of the Battalion and compliance with Regimental Commander's intent and direction. b. Ensure that a guard is placed in each sally port to discourage visitors.
- f. Company Commanders- a. Instruct 4C cadets IAW Annex A. b. Responsible for overall management of the company and compliance with the Commander's intent and direction. No running inside battalion.
- g. Band Commander- a. Provide one bagpiper b. Provide a bugler to sound the steel.
- h. Command Sergeant Major- a. Ensures CSMs and 1SGs are aware of their duties for accountability.

- i. Athletic Cadre- a. Organize and ensure athlete 4C sleep in their home companies b. HA teams will form up all athletes in front sally ports of battalions while the regular cadets are introduced to the Citadel Physical Training Program.
- j. Regimental Staff- Move 4C Athletic Cadets to classroom/ morning events

II. Coordinating instructions

Challenge Morning Schedule:

- a. 0425- Wake up athlete knobs and move to respective BNs
- b. 0430- Wake up of knobs
- c. 0430-0445- Emplacement of knobs on quad
- d. 0445- BN CSM marches Cadre from behind Company Letters
- e. 0450- Lights turn on/ Introduction to Cadre/ Company Commander speech when completed all the lights turn off
- f. 0505- Bagpiper plays "Home Sweet Home"
- g. 0507- RCO address
- h. 0511- Quad lights on/ Cadre Instruction begins
- i. 0514- Cadre Instruction ends/ Push-ups/ Stair training begins (**Cadre Instruction ends at First Steele- 0514**)
- j. 0516- **Second Steele** (0516) initiates movement to the stairs and begins stair training
- k. 0525- Stair training ends /Knobs move to rooms/ Cadre change to PTs (Stair training **ends at third Steele- 0525**)
- l. 0530- Bring Knobs down to stretch/bring BN & CO staff down
- m. 0540- Move to deck
- n. 0540-0605- Deck PT
- o. 0605-0610- Form up on Deck (Horn will sound to move to pads)
- p. 0610- Run begins
- q. 0630- Return to Battalions
- r. 0630- Push-ups/ Drive Stairs Training
- s. 0643- Steele
- t. 0643- Knobs move to rooms/ conduct personal hygiene/ change into UOD

III. Additional Information

- a. Uniform:
 - FRONT LINE Cadre - Duty wear black Service cap and white gloves. COs, CSMs, and 1SGs, and SUPPORT STAFF - Duty wear garrison cap
 - 4C cadets - Summer PT's, BB cap, Camelback, athletic socks & shoes. (Commanders will introduce all members of their cadre from his/her left to right; to include support staff).
- b. Cadet Officers who are on support staff will assist the CO, XO, and 1SG in monitoring the frontline and support NCOs and Corporals.
- c. Company Commanders, XOs, 1SGs, and PLT Ldrs will **supervise only**

- d. Radio Coordination will be Battalion Operations to Regimental Operations and will position themselves in the front sally port.
- e. There will be no videos or photography taken throughout the entire length of the training event other than one cadet per battalion as designated by the Regimental Commander for the strict purpose of conducting an AAR and confirming uniformity across all five battalions.
- f. Commanders should introduce cadre by rank, name, position, and hometown.
- g. There will be no running in the barracks.
- h. Commanders, XO's, Officers, and 1SG's, will supervise the interaction between the 4C and Cadre.
 - o Sergeant and Corporals always remain together
- i. Once the Second Steele is sounded, Cadre will allow Knobs to move immediately to their rooms the battalion should otherwise be silent.
- j. Cadre members must maintain the "arm's length rule," "no physical contact" on all of the knob, and refrain from any profanity.
- k. Injured 4C and/or cadre must be escorted to the infirmary by a member of the unit's chain of command or HA Team. Chain of Command must report any injuries up to the Regiment.
- l. Cadre will allow for proper movement up the stairs within the 13-minute time frame.

IV. Training Tasks

- a. Bracing - 4C will be instructed and corrected by cadre on proper bracing form
- b. Driving Stairs (Stair Training) - 4C will learn how to properly navigate the stairs and identify upperclassmen
- c. Upper Class Recognition – 4C will be trained on proper greetings for upperclassmen and salutes for seniors

V. Stationary PT Exercise Training

- a. Extended Rectangular Formation Training
- b. Jog in place
- c. High knees
- d. Butt kickers
- e. Tin soldier
- f. Side straddle hop
- g. Push-ups- limited to one set of 30

VI. Run Fallouts

- a. Company Staff - Runs behind their company and moves any 4C cadet fallouts to the bleachers in front of 2nd Battalion.
- b. Battalion Staff - Each Battalion Staff will be placed at turns to help collect fallouts and move them to the bleachers. 1st will be by the helicopter. 2nd will be by the ring. 3rd will

be by the rocket. 4th will be by Deas Hall. 5th will be by the jet. 4th Battalion Staff can move to the 2nd battalion pad after the Corps has passed them.

- c. Regimental Staff - Located on the 2nd Battalion Pad and by the bleachers to escort any 4C Cadets to the infirmary if necessary.

4. SUSTAINMENT.

A. Materials and services

- i. Should be coordinated with unit supply personnel in advance to ensure appropriate supplies will be on hand.

B. Medical

- i. The Citadel Infirmary will assess any medical problems that may occur.
- ii. Charleston EMS: Dial 911 and inform appropriate Chain of Command.
- iii. Upon experiencing an emergency, BN Ops will radio the JOD to address movement of injured cadets and call EMS (if need be).

5. COMMAND.

A. Command

- i. Current Chain of Command is in effect.

B. Radio Communication

- i. Cell Phone Numbers
- ii. Regimental Operations

APPENDIX:

- A) Run Route Plan:** RCO and DCO will lead the run starting by the helicopter with the battalions following in sequence from 5th to 1st. The RCO/DCO will turn left at the ring, go around Jenkins Hall, turn left at Deas Hall heading straight passed MFH, passed the battalions, turn left at the helicopter, turn left at the rocket and turn left at the jet. Each battalion will break off and enter their battalion as they approach it. The run will total 1.25 miles and be run at a 9 minute per mile pace (OPS will communicate on radio to slow down if there are a large number of 4C cadets falling out).

Colonel, SCCC

Regimental Commander

FOR THE COMMANDER:

Major, SCCC

Regimental Operations Officer

Annex D: Fourthclass Regulations and Traditions

1. **Purpose.** The fourthclass 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 fourthclass year begins with matriculation and ends with the initiation of the freshman's summer furlough. The fourthclass system is in effect from the moment the Regimental Commander announces into during Challenge Week until Recognition Day. "Successful completion" of fourthclass first semester is recognized by completing all fourthclass training requirements from matriculation to the beginning of winter furlough. "Successful completion" of fourthclass second semester is recognized by completing all fourthclass training requirements from Reconstitution Day to Recognition Day.
3. **Scope.** The fourthclass system regulations govern:
 - Relationships between upperclass and fourthclass cadets
 - Fraternization
 - Communication
 - Interaction
 - Fourthclass Military Bearing, Deportment, and Movement
 - In the barracks
 - About campus
 - Fourthclass conduct in the Mess Hall
 - From Matriculation to Parents' Weekend
 - After Parents' Weekend
 - Fourthclass 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 upperclass and fourthclass cadets

- i. **Fraternization.** The relationship between upperclass and fourthclass 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 fourthclass system. Fraternization occurs when upperclass and fourthclass 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, romantic, or sexual activity between upperclass cadets and freshmen is prohibited.

The prohibition against fraternization does not prevent upperclass 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 upperclass 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 upperclass 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. Fourthclass cadets communicate with upperclass cadets by:

- Addressing all upperclass cadets as “sir” or “ma’am”
- Rendering a proper military salute and greeting to all cadet officers
- Assuming the position of attention when an upperclass cadet enters the room
- Reporting to upperclass 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 upperclass 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 upperclass cadets. Fourthclass 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 fourthclass cadets. Non-cadre upperclass cadets can make on-the-spot corrections of a brief, professional, and immediate nature and then report the situation to the fourthclass cadet’s chain of command, but they will engage no longer than necessary to correct the behavior.
- Sophomore cadets will be directly supervised by a junior or senior when interacting with fourthclass cadets. “Direct supervision” means that the junior or senior can, by sight and sound, monitor and immediately bring influence to bear.

b. Fourthclass Military Bearing, Deportment, and Movement

i. In the barracks.

- Fourthclass 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 upperclass 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 on line, 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 touching 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.
- Fourthclass cadets **move on 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 upperclass 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.
- Fourthclass cadets will **drive stairs and pass upperclassmen** 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 upperclass cadet is visible, return your arms to the 90-degree angle position and move expeditiously up the stairs.

- Upon encountering an upperclass cadet, sound off loudly with the correct statement based on the following situations:
 1. One male upperclassman- “Sir Mr. _____ (last name of the upperclassman) Sir, Cadet Recruit/private _____ (last name of 4th class cadet requesting to drive) requests permission to drive your stairs Sir.”
 2. Two male upperclassmen- “Gentlemen of the class of _____ (Year the upperclassmen will graduate), Cadet Recruit/private _____ (last name of 4th class cadet requesting to drive) requests permission to drive your stairs Gentlemen.”
 3. One female upperclassmen- “Ma’am Ms. _____ (last name of the upperclassman) 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 upperclassmen- “Ladies of the class of _____ (Year the upperclassmen 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 upperclassmen will graduate), Cadet Recruit/private _____ (last name of 4th class cadet requesting to drive) requests permission to drive your stairs Members.”
 6. If an upperclassman is in the line of travel of a fourthclass cadet on the gallery rather than on the stairs, the fourthclass cadet will do the same thing as the stairs except request to “drive by.”
- Fourthclass **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 fourthclass 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 fourthclass cadets will count the repetitions out loud.
 - Stopping fourthclass 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.

- Fourthclass 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.

- Fourthclass 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. Fourthclass cadets have unlimited use on weekends. Seating for fourthclass cadets is located in "Knob Alley," located on the left side near the main entrance.
 - Not walking on any grassed 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. Fourthclass 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 fourthclass 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 upperclass and fourthclass sides of the mess hall will be removed, but fourthclass cadets will continue to sit on the fourthclass side and, by self-regulation, continue to observe the rules of the mess. Fourthclass cadets will have access to the yogurt/fruit/salad bar and the pizza/soup/sandwich bar from the fourthclass side of the mess. For breakfast and lunch, fourthclass 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 fourthclass cadets progress throughout the year and upperclass cadets provide less direct leadership and increasingly train fourthclass 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 fourthclass cadet assigned to them in writing within 48 hours of matriculation and at the end of Challenge Week
 - Fourthclass cadets will memorize, on order recite, and be prepared to discuss the following fourthclass 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 fourthclass cadet assigned to them in writing at the end of Cadre Period
 - Fourthclass cadets will memorize, on order recite, and be prepared to discuss the following fourthclass 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 fourthclass cadet in the platoon has his or her MRI inspected at least four days per week
- viii. Fourthclass cadets will conduct the directed “Freshman PT Program” during Regimental PT
- ix. Fourthclass cadets will report “on line” ten minutes before first call for each formation and be prepared for inspection and fourthclass knowledge recitation
- x. Fourthclass 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 fourthclass cadet assigned to them in writing within 48 hours of reassignment
- Fourthclass cadets will memorize, on order recite, and be prepared to discuss the following fourthclass 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 fourthclass cadet in the platoon has their MRI inspected at least three days per week
- Fourthclass cadets will conduct the Regimental PT with their companies
- Fourthclass cadets will report “on line” five minutes before first call for each formation and be prepared for inspection and fourthclass knowledge recitation

4. From the end of 1st Semester through Recognition Day

- Squad Leaders will counsel each fourthclass cadet assigned to them in writing the week before Recognition Day
- Fourthclass cadets will memorize, on order recite, and be prepared to discuss the following fourthclass 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 fourthclass cadet in the platoon has their MRI inspected at least two days per week
- Fourthclass cadets will conduct the Regimental PT with their companies
- Fourthclass cadets will report “on line” at first call for each formation and be prepared for inspection and fourthclass knowledge recitation

Annex E: Away Football Game- (sample) Frago

Situation.

On _____, The Citadel football team plays _____ in _____. Admin/log aspects of this mission are covered in the oporder published by the Assistant Commandant for Operations and Training on _____. This frago to that oporder addresses those aspects of the mission that relate to the objectives of the fourthclass system.

Mission. The Class of _____ travels to _____ on _____ 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.

Execution.

Commander's Intent. That the fourthclass cadets develop themselves through experiential learning and to also have "fun with a purpose," and that upperclass cadets develop the management and supervisory skills necessary to create conditions for successful execution.

Concept of the Operation. ALL CA officers and NCO will travel to and from the game on the busses, attend the entire game, and supervise knob performance. See the oporder published by the Assistant Commandant for Operations and Training on _____.

Tasks to Subordinate Units.

Regt CAO

- Receive specific instructions from the Director of Cadet Activities and Experiential Learning.
- Coordinate with Assistant Commandant for Operations and Training and support as ordered.
- Supervise BN CAOs

Regt CANCO

- Assist Operations with bus loading and manifesting

BN CAOs

- Supervise your battalion's freshmen in the creation of a spirit banner or poster to take to the game
- Designate a freshman class leader in each company to organize and supervise company cheering
- Organize your freshmen to sit in a battalion section and C2 that section in order to provide continuous support throughout the game

Annex F: Cadre Leader Development Training POI

Course: Cadet Leader Development Training (“Cadre Training”)

Purpose: To prepare cadre to collectively and individually perform their Challenge Week mission

Description: Cadre members report seven days prior to Matriculation Day for CLDT, and are trained and prepared by TACs and other college officials in order 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 their duty position, and train-the-trainer certification for each block of instruction for which they are responsible.

Hours:

Administration and personal preparation

Instruction

Demonstration

Practical Exercise

Evaluation

List of Major Component Areas:

1. “How to teach” train-the-trainer sessions
2. Information briefings about campus services
3. “Mission Training” and “Roles and Responsibilities”
4. Physical Training
5. Rehearsal and other Pre-Execution Checks

Tasks associated with each component area:

1. “How to teach” train-the-trainer sessions

- a. How to Teach The Citadel Experience
- b. How to Teach Followership
- c. How to Teach Leadership
- d. How to Teach PT (4 sessions)
- e. How to Teach Drill (8 sessions)
- f. How to Teach Military Organization
- g. How to Teach Cadet Discipline System
- h. How to Teach 4C Mess Procedures
- i. How to Teach Customs and Courtesies
- j. How to Teach Cadet Accountability
- k. How to Teach Safety and Security
- l. Purpose of the Fourthclass System
- m. Inspection Standards Overview

n. Rifle Care and Cleaning

2. Information briefings about campus services

- a. Counseling Center
- b. Medical/Infirmary
- c. CADIC
- d. Investigations/FERPA
- e. CARE

3. “Mission Training” and “Roles and Responsibilities”

- a. HA Team Training and Certification
- b. Mess Carver
- c. Drillmasters
- d. Academic Officers
- e. Athletic Officers
- f. Cadet Activities Officers/NCO
- g. Honor Committee
- h. PAO and Recruiting Officers
- i. Religious Officers
- j. Supply Sergeants (Work Orders [OS &D] and 4C Laundry)
- k. Officer Roles and Responsibilities
- l. NCO Roles and Responsibilities
- m. CPL Roles and Responsibilities

4. Physical Training

- a. CPFT Grader Training
- b. Diagnostic CPFT

5. Rehearsal and other Pre-Execution Checks:

- a. Cadet Store Rehearsal
- b. 4th Class Reception Walk Through
- c. Intro to 4th Class System Rehearsal
- d. Final Check on 4C pre-position Issue
- e. M-Day Detail Final Instructions
- f. Standby Room Inspection

Lesson plans for each task

- Task
- Condition
- Standard
- Materials and Support Requirements
- Introduction
- Presentation
- Summary
- Evaluation

Annex G: Challenge Week POI

Course: Challenge Week

Purpose: To in-process and acclimatize cadet recruits to The Citadel and to train them on the basic skills needed to begin the academic year.

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

Hours:

Instruction
Demonstration
Practical Exercise
Evaluation

List of Major Component Areas:

1. Preparation and Proper Wear of The Citadel Uniform
2. Clean and Prepare Barracks Common Areas and a Cadet Room
3. Introduce basic individual, squad and platoon level Drill and Ceremony
4. Learn basic concepts of Military Physical Training
5. Learn 4th Class System Requirements and Expectations
6. Become familiar with the campus and college

Tasks associated with each component area:

1. Learn how to preparation and wear several Citadel uniforms.
 - a. PT Uniform
 - b. Duty Uniform
 - c. Shower Uniform

- d. ACUs
- e. Summer Leave
- f. Summer Leave Under Arms
- g. Perform Personal Hygiene
- h. Shine Shoes
- i. Remove Lacquer from Brass
- j. Shine Brass (Only belt buckle, belt tip, breast and waist plate, 1 hat brass/buttons)
- k. Size webbing for waist belt and butt-box
- l. Wear of shirt stays
- m. Ironing shirts and trousers
- n. Clean rifle

2. Learn how to clean and prepare a barracks room and common areas.

- a. Inventory room, uniforms, issued and personal items
- b. Prepare Bed for Inspection
- c. Prepare Sink and Cabinet for Inspection
- d. Prepare Desk for Inspection
- e. Prepare Half Press for Inspection
- f. Prepare Full Press for Inspection
- g. Prepare Floor, Walls, Doors, windows, blinds and baseboards for Inspection
- h. Empty trash and prepare trashcans for inspection
- i. Conduct sweep and trash details in the Company Area
- j. Recycle cans, plastics, and cardboard

3. Introduce basic individual, squad and platoon level Drill and Ceremony

- a. Stand at Attention
- b. Stand at Parade Rest
- c. Stand at Ease
- d. Conduct Facing Movements
- e. Marching
- f. Perform a Hand Salute
- g. Perform Manual of Arms
- h. Greet and Respond to College Officials
- i. Report to a TAC Officer
- j. Report to a TAC NCO

4. Learn basic concepts of Military Physical Training

- a. Perform a Push-Up
- b. Perform Crunches
- c. Run 1.5 miles
- d. Warm Up Drills
- e. Preparatory Drills
- f. Strength and Conditioning Exercises
- g. Formation Run (9 min/mile pace for 3 miles)

5. Learn 4th Class System Requirements and Expectations

- a. Bracing
- b. Appropriate Responses
- c. Proper Greetings
- d. Walking pace
- e. Driving Galleries and Stairs
- f. Popping Off
- g. Moving on Campus
- h. Entering and Departing the Barracks
- i. Knob Knowledge
- j. Off Limits Areas
- k. Respect
- l. Greet and Respond to Cadre
- m. Report to a Cadet SGT or Higher
- n. Sweep Details
- o. Shine Details
- p. Mess Hall Procedures
- q. Resiliency

6. Become familiar with the campus and college.

- a. Core Values
- b. Mission
- c. Chain of Command
- d. Knob Knowledge
- e. All-in Reporting

Lesson plans for each task:

- Task
- Condition
- Standard
- Materials and Support Requirements
- Introduction
- Presentation
- Summary
- Evaluation

Annex H: Cadre Period POI

Course: Cadre Period

Purpose: To provide cadet recruits the additional training and development necessary for them to be promoted to cadet private.

Description: During Cadre Period, the cadre chain of command trains the fourthclass cadets on the additional skills necessary for them to transition from cadet recruits to cadet privates. 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 fourthclass knowledge exam. The cadre platoon leader evaluates each cadet recruit based on these criteria and either recommends to the company commander that the cadet recruit be unconditionally certified as a cadet private or conditionally certified based on completion of a remedial training plan to address specific deficiencies. The company commander presents his or her recommendations to the TAC for approval. Both unconditionally and conditionally certified cadet recruits are promoted to cadet private on Parents' Day. Conditionally certified cadets continue training IAW the remedial training plan until standards are met. 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

Hours:

Instruction
Demonstration
Practical Exercise
Evaluation

List of Major Component Areas:

1. Knowledge of Campus Locations
2. Cadet Accountability System
3. Introductions to Followership and Leadership
4. Drill and Ceremony
5. Cadet Accountability
6. How to wear duty/summer leave/OCP/Dress Salt & Pepper
7. Cadet Discipline System
8. Cadet Physical Fitness Program

Tasks associated with each component area:

1. Knowledge of Campus Locations
 - a. Campus tour
 - b. Entry/exit protocols
 - c. Academic resource locations

2. Cadet Accountability System

- a. Review of CAS 1
- b. How to use a smart phone to negotiate CAS

3. Introduction to followership and leadership

- a. Company commander's call
- b. Orientation to senior mentor program

4. Drill and ceremony

- a. Platoon formations
- b. Platoon drill
- c. Manual of arms
- d. Parade operations
- e. Kelly Cup squad competition

5. Cadet accountability

- a. Classroom block of instruction

6. How to wear duty/summer leave/OCP/Dress Salt & Pepper

- a. BN TAC time instruction
- b. Practical application during inspections

7. Cadet discipline system

- a. Classroom block of instruction

8. Cadet Physical Fitness Program

- a. Regimental PT
- b. Diagnostic PT
- c. Record CFPT
- d. PT Challenge
- e. Regimental competition

Lesson plans for each task:

- Task
- Condition
- Standard
- Materials and Support Requirements
- Introduction
- Presentation
- Summary
- Evaluation

Annex I: Fourthclass PT POI

FOURTH CLASS PHYSICAL FITNESS TRAINING AND TESTING

STANDARD OPERATING PROCEDURES

1- PURPOSE

This document establishes the guidelines and standards for physical fitness training and testing of Citadel 4th Class Cadet Recruits.

2- GENERAL

- A. The Citadel's unique Leader Development Model incorporates physical fitness as an individual pillar to leadership development. To facilitate and support this development model, the Commandant's department has instituted the Commandant's Physical Readiness Program (CPRP), which is designed to promote an environment that encourages every cadet to optimize individual health in order to improve physical, mental, and leadership performance. To do this, the CPRP utilizes a variety of physical training activities and assessments to determine a cadet's physical proficiency status.

3- PROCEDURES

- A. Upon Matriculation, 4th class cadet recruits will complete a 5 day series of physical training objectives instructed by their company's training Cadre. This instruction will include The Extended Rectangular Formation, Preparation Drills 1-10, Military Movement Drills, Conditioning Drills, and Recovery Drills 1-5.
- B. Once Regimental PT begins for the SCCC each company will conduct physical training in 3 platoons, with one platoon containing all 4th class cadet recruits. All 4th class cadet recruits will conduct physical training in a separate platoon within their company for the Cadre Training Period, concluding with Parents' Weekend Activities.
 - a. The CPRP Manager will develop the physical training plan for all 21 4th class platoons during the Cadre Training Period.
 - b. The Battalion Athletic Officer will supervise the physical training of the 4th class platoon, and will be ultimately responsible for ensuring the training plan is executed properly during every PT session.
 - c. The 4th class physical training will be instructed by the Platoon Sergeant and/or Squad Sergeant, and Squad Leaders and/or Squad Corporals will serve as demonstrators and assistant instructors to correct cadets' form and exercise technique as needed.
- C. All 4th class cadet recruits will complete a Diagnostic Citadel Physical Fitness Test (CPFT) during the designated Record CPFT of all upper-class cadets. This test will be Diagnostic in nature to serve as a baseline measurement of their current physical fitness status. 4th class cadet recruits will not be penalized for their performance on the Diagnostic CPFT.
 - a. They will have an additional 2-3 weeks of physical fitness training to prepare for their Record CPFT.
- D. All 4th class cadet recruits will conduct a Record CPFT that is scheduled during the week prior to Parents' Weekend.
 - a. Commander's Intent: The intent is to properly and effectively assess the physical fitness of the SCCC 4th class cadet recruits.

- b. The 4th class Record CPFT will be graded ONLY by Cadre members holding the rank of Squad Leader and above.
- c. Battalion Staff members will be present during their Battalion's assigned testing date to ensure proper execution of testing procedures and standardization of accurate CPFT grading by the Cadre members.
- d. Battalion and Company Athletic Officers will also be present to serve as graders, monitor proper exercise technique, and/or oversee proper execution of testing procedures.

4- CPFT EXECUTION

- A. Concept of Operations: This operation will be conducted in four (4) phases.

Phase I- Formation/Accountability

Phase II- Conduct the Push-up event

Phase III- Conduct the Crunch event

Phase IV- Movement/ Execution of the 1.5 mile run event

- a. **Phase I:** (a) Company Commanders will have a formation on the quad at 0515 hrs and ensure that proper accountability of personnel is taken. Athletic officers will hand out PT Score cards during this time-- do not hand out cards before this formation. (b) Company Commanders will move their units to Willson Field as soon as the front sally port opens, but NET 0530 hrs, to arrive NLT 0535 hrs. (c) NET 0530 hrs, the assigned CPFT graders will move in an expeditious manner to Wilson Field to check-in and receive a brief from the CPRPM.
- b. **Phase II:** (a) After all assigned Battalions arrive at Willson Field, Battalion Staff members will direct all 4th class cadet recruits to line up single-file behind the cones along the start line. Each line should be equal in length, or as close as possible. (b) Once all lines have been formed, the CPRPM will brief the cadet recruits on proper technique and termination points for the Push-up event. (c) Testing cadets will be instructed to move forward in groups of 2 to the first available grader point, hand their PT Score card to the grader and take a knee. First tester will assume starting position on hands and knees (4-pts of contact). (d) During the push-up event, the grader will count each correct repetition aloud, repeating the number if a repetition is not valid.
- c. **Phase III:** (a) After all cadet recruits have completed the Push-up event, the CPRPM will brief the group on proper technique and termination points of the Crunch event. (b) They will be instructed to move forward in the same group of 2 from the push-up event, to the same grader, and take a knee. (c) First tester (same as Push-up event) will assume starting position on their back with knees bent and arms folded across the chest. The second cadet recruit will serve as the holder and effectively anchor the testing cadet as instructed by the CPRPM.
- d. **Phase IV:** Once all cadet recruits have completed the crunch event, they will move to the starting line of the 1.5 mile run by Seigneous Hall. Graders will remain on Willson field until the 1.5 mile event is complete. (a) Athletic Officers will be stationed at the start line to ensure no one crosses the starting point before the event has begun. (b) Two assigned clock operators will also be stationed at the starting point with 2 clocks to begin simultaneously once the 1.5 mile event has begun. The clocks will not begin until the last cadet recruit crosses the start line. (c) One clock operator will take one clock to the half-way point, and the other clock operator will take the second clock to the finish line located on the track of

Willson Field. (d) Upon completion of the 1.5 mile run, cadet recruits are responsible for collecting and reporting their run time to their grader and ensuring their scores are accurately recorded on their score card. (e) Once scores confirmed, the tester and grader will both sign the CPFT Score card and return the score card to their Company Athletic Officer. At NO time should ANY score card be removed from Willson field for ANY reason. Any score card that is not returned prior to leaving Willson Field will be invalid and scores will not be recorded.

Annex J: Senior Mentor Program- (sample) SOP

During the Roles and Responsibilities CLDT block of instruction, company XO's are required to draft a SOP for their company's Senior Mentor Program and submit it to their commander for approval and briefing to the TAC. This annex contains a sample that XO's can use to assist with this requirement.

Sample SOP 1

- 1. Purpose.** The Senior Mentor Program pairs each freshman with a qualified senior in order to augment the chain of command with a mutually beneficial relationship in which the freshman receives 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. The Senior Mentor 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.
- 2. Responsibilities.**
 - a. TAC
 - i. Issue program guidance to the commander during CLDT.
 - ii. Issue Knob Year Journals to the knobs through the Cadre PL and provide instructions for their use.
 - iii. Monitor the program throughout the school year.
 - b. Company Commander
 - i. Develop a SOP and brief it to the TAC for approval.
 - ii. Based on the TAC's guidance and the approved SOP, plan and prepare the program. Brief the TAC when he or she is ready to begin the program, to include providing the TAC a Mentor-Mentee Roster. Begin execution of the program only begin when the TAC authorizes it. The goal is to initiate approximately one week after Reconstitution.
 - iii. Designate the XO as the company action officer for the program, and monitor the program through the XO and through personal observation throughout the year.
 - c. XO
 - i. Serve as the company action officer for the program and assist the commander in its implementation.
 - ii. Be the subject matter expert in the company on mentoring in general and the program in specific and provide advice and information as needed.
 - iii. Provide the commander a monthly report of the status of the program that includes a list of dates each mentor and mentee met.
 - d. Mentors
 - i. Meet with your mentee within one week of assignment and at least once a week after that.
 - ii. During the initial meeting, exchange contact information, brief your mentee on the program, establish mutual objectives, coordinate meeting times, and familiarize your mentee with the use of the Knob Year Journal.
 - iii. Provide the XO a list of meeting dates held each month.

- iv. 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.

e. Mentees

- i. Use the Knob Year Journal to record your reflections during the program.

3. Pairing Guidance

- a. Eligible C-Status seniors will be paired with a freshman mentee. 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 fourthclass system violation within twelve months.
- b. Academic majors will be taken into account for assignment purposes, and the academic officer should be involved in the process.
- c. No freshman will be assigned a mentor outside his/her home battalion.
- d. Firstclass cadets moved for promotion purposes will mentor freshmen only from their assigned unit.
- e. As much as possible, female knobs will be assigned female mentors.
- f. The company commander will assign the pairings in the manner that he or she feels best accomplishes the program's objectives. There will not be a "draft."

4. Meetings.

- a. Mentor-mentee meeting times will be mutually convenient and not violate other required events such as ESP and taps.
- b. If mutually agreeable, meetings are allowed during the 2230-2300 "Co Admin Time," but all cadets must be back in their assigned rooms for all-ins.

5. Knob Year Journals

- a. Freshmen will use their Knob Year Journals as a means of processing and managing their mentee experience.
- b. Under no circumstances will another cadet, to include the Senior Mentor, look at a freshman's Knob Year Journal.
- c. Freshmen will store their journals in their locked half-dress drawer.

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 up their platoons at normal interval 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 knobs 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 scoresheet 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 are marched in duty uniform to the mess hall and seated by company IAW the Regimental OPORD. Test instruction 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 L. Kelly Cup Frago

1. **Situation.** The Kelly Cup Performance on October XX, XXXX
2. **Mission.** To ensure the competition takes place on time, within the rules, and is graded and completed successfully.
3. **Inclement Weather.** In case of inclement weather all performances will be moved to Deas Hall.
4. **Execution.**
 - Four drill cards will be used for practice with one being selected randomly for performance.
 - All squads will consist of 10 knobs with unlimited alternates.
 - All Kelly Cup Sergeants and possible replacements must attend the 25 August brief or face a point deduction.
 - **Practice**
 - Spectators can observe Kelly Cup practice but no one other than the designated Sergeant may drill them.
 - Knobs may practice during their free time alone or with other members of the squad.
 - Sergeants may not require private practice.
 - Practices will be held only on Tuesday, Wednesday, and Friday.
 - In the case of a Spirit Run during practice times, Kelly Cup Squads **must** practice during the spirit run.
 - Uniform for all practice will be trash for both knobs and Sergeants.
 - There will be a 15 point deduction for unauthorized training. (*Training must be conducted at designated training time periods*)
 - **Preliminaries: (September XX-XX)**
 - The preliminary rounds will be conducted from 1630 through 1830 for Mondays and Tuesday. on Wednesdays 1630-1700
 - Uniform: Duty under arms
 - A total of 10 drillmasters will be used as graders, with 8 grading at any given time. No one may grade their home battalion.
 - Each squad will form on Second Battalion pad at least 15 minutes prior to their scheduled competition. **A ten point penalty will be given for being late.**
 - Any Junior line or support cadre member may be the Kelly Cup Sergeant, **excluding those who are drillmaster certified.** If no line cadre are available, any junior on the

Challenge Week TO&E may step in.

- There will be a **15 point deduction** for an unauthorized Kelly Cup Sergeant.
- A personal appearance inspection will be conducted prior to the drill preliminaries.
- The Sgt will then receive a command card. They have two minutes to review the card. The Sgt will march the squad and halt in front of the senior grader.
- Squads will be penalized 5 points for each missing squad member and 15 points for using unauthorized Sergeants. 10-points deduction will be giving for sounding off while falling in formation.
- Preliminaries will be the XX, XX, XX of September. Announcement for final teams will be made Sep XX.
- Any conflicts for preliminary scheduling due to ROTC training that week must be sent to Regimental Operations NCO by XX.

- **Kelly Cup Competition:**

- October XX: Inspection will begin at 0730 on the Second Battalion quad. All four platoons will enter through the rear sally port and must be there ten minutes prior to the start of inspection.
- The competition will begin promptly at 0845
- Uniform: Dress Salt and Pepper Underarms
- **Squads will be penalized 5 points for each missing squad member**
- Each squad must form on the Second Battalion Pad and all competition will be held on the Second Battalion Quad.
- Each squad will form on Second Battalion pad at least 15 minutes prior to their scheduled competition. **A ten point penalty will be given for being late.**
- The Sgt will then receive a command card. They have two minutes to review the card. The Sgt will march the squad and halt in front of the senior grader

Annex M: Regimental Commander's Bowl Frago

1. **Situation.** The Regimental Commander's Bowl is presented annually to the cadet company having the best fourthclass retention rate and fourthclass performance in close order drill, physical training, and knob knowledge during the cadre period.
2. **Mission.** Company commanders develop and implement a strategy for creating the organizational climate necessary to ensure fourthclass retention and excellence in close order drill, physical training, and knob knowledge during the cadre period in order to win the Regimental Commander's Bowl.
3. **Execution.**
 - a. Intent. For the upperclass cadets and the collective company to actively and deliberately support knob retention and excellence in close order drill, physical training, and knob knowledge during the cadre period and for the knobs to optimize that support.
 - b. Concept. Commanders work with their chain of command to develop the plan and brief it to their TAC for approval during Reconstitution.
 - c. Tasks:
 - i. Company Commanders
 - Brief plan to TAC for approval
 - ii. TACs
 - Require routine reports from commanders on the plan's progress
 - iii. Assistant Commandant for Operations and Training
 - Gather data for retention, drill and ceremony performance during the Cadre Period Assessment, the fall CPFT, and the fall knob knowledge test and determine the winning company.
 - iv. Incorporate the announcement and recognition of the winner into Parents' Weekend activities.

Annex N: Cadre Leadership Award Memo

**OFFICE OF THE COMMANDANT
THE CITADEL
CHARLESTON, SOUTH CAROLINA**

Memorandum

XX September 20XX

CADRE LEADERSHIP AWARD

1. The guidelines for Cadre Leadership Award selected in the fall semester are described below.
2. The purpose of the program is to encourage and recognize outstanding performance of cadet military duties as a member of the freshman training cadre.
3. This program recognizes a squad leader and squad corporal in each battalion who through personal effort, sacrifice, and competence in his/her military duties have contributed the most to preparing his/her freshmen recruits to enter into the Corps of Cadets.
4. Cadets are selected by the Battalion TAC NCO and Battalion CSM and recognized for their positive and constructive contributions in such areas as military leadership, drill and ceremonies, appearance, Freshman Class System, discipline, morale, courtesy, and Citadel spirit.
5. The validity of the entire program must be anchored to the core values of Honor, Duty, and Respect. Individual recognition is to be a true merit selection and a special recognition for each cadet nominated.
6. Each selection must meet the requirements of balanced excellence.

Baseline criteria for selection is as follows:

- a. A minimum of 90% on the Cadet Regulations Test.
- b. No **Class I or alcohol related offenses** in their cadet careers.
- c. No **Hazing violations** in their cadet careers.
- d. No **4th Class System violations** in their cadet careers.
- e. Minimum **score of 270 on Fall 20XX Record CPFT**.

Subjective evaluation for selection:

- a. Strength of ability to teach and provide constructive feedback in Drill and Ceremonies; room arrangement; wear of uniforms; daily tasks; and physical training.
 - b. Strength of ability to mentor freshmen recruits and guide them through all established learning objectives.
 - c. Exhibiting a sense of “taking care of” the needs of their freshmen by encouraging open conversation regarding cadet life.
7. Cadets selected must be programmed for the position of squad sergeant and squad corporal in their respective unit AFTER cadre. For example, the cadet may not be a primary Platoon Sgt acting

as a squad sgt during cadre then moving up. [There may be an exception such as an open opportunity that was not previously filled]

8. Recipients must be submitted to the Commandant's Operations and Training Office not later than the following:

Friday, -- XX October 20XX

9. Each cadet selected for the Cadre Leadership Award will be:
 - a. Recognized in the Parent's Day Awards Review
 - b. Receive a certificate
 - c. Names of all recipients are engraved on the Drill Sgt Trophy displayed in Jenkins Hall

FOR THE COMMANDANT:

Xxxx

Assistant Commandant for Operations and Training

Distribution:

TACs

Regt/Bn CSMs

Regt/Bn/Co Cmdrs

Annex O: Murray D. Bonnoitt Award Frago

1. **Situation.** The Murray D. Bonnoitt Award is presented annually to the cadet company achieving the highest freshman class retention rate for the previous school year.
2. **Mission.** Company commanders develop and implement a strategy for creating the organizational climate necessary to ensure fourthclass retention in order to win the Bonnoitt Award.
3. **Execution.**
 - a. Intent. For the upperclass cadets and the collective company to actively and deliberately support knob retention and for the knobs to optimize that support.
 - b. Concept. Commanders work with their chain of command to develop the plan and brief it to their TAC for approval during Reconstitution.
 - c. Tasks
 - i. Company Commanders
 - Develop and brief plan to TAC for approval
 - ii. TACs
 - Require routine reports from commanders on the plan's progress
 - iii. Assistant Commandant for Operations and Training
 - Gather data from the Office of the Registrar for fourthclass company retention at the end of the year and determine the winning company.
 - Incorporate the announcement and recognition of the winner into a parade in the fall of the next school year.

Annex P: Milton A. Pearlstine Award Frago

1. **Situation.** The Milton A. Pearlstine Award is presented annually to the cadet company achieving the highest freshman class GPA for the previous school year.
2. **Mission.** Company commanders develop and implement a strategy for creating the organizational climate necessary to ensure fourthclass academic excellence in order to win the Pearlstine Award.
3. **Execution.**
 - a. Intent. For the upperclass cadets and the collective company to actively and deliberately support knob academic achievement and for the knobs to optimize that support.
 - b. Concept. Commanders work with their academic officers and other chain of command to develop the plan and brief it to their TAC for approval during Reconstitution.
 - c. Tasks
 - i. Company Commanders
 - Brief plan to TAC for approval
 - ii. Company Academic Officers
 - Develop and implement plan IAW commander's guidance
 - iii. Company Academic Advisors
 - Assist academic officers in planning, preparing, executing, and assessing.
 - iv. TACs
 - Require routine reports from commanders on the plan's progress
 - v. Assistant Commandant for Operations and Training
 - Gather data from the Office of the Provost for fourthclass company GPA at the end of the year and determine the winning company.
 - Incorporate the announcement and recognition of the winner into a parade in the fall of the next school year

Annex Q: Most Influential Upperclassman Award Frago

1. **Situation.** Recognition for the Class of _____ occurs on _____. ICW this event, the Assistant Commandant for Operations and Training plans and conducts a Recognition Day lunch. Upperclass cadets determined by their freshmen to be “most influential” are honored at this lunch.
2. **Mission.** During the Recognition Day Lunch on _____ in Coward Hall, the Class of _____ acknowledges the upperclass cadet in each company that the fourthclass considers “most influential” in order to recognize and promote leadership excellence.
3. **Execution.**
 - a. **Commander’s Intent.** Through this award, fourthclass cadets are able to recognize good leadership and learn to acknowledge and show their appreciation of those who have made positive differences in their lives.
 - b. **Concept of the Operation.** Immediately upon completion of the class officer elections, the newly elected Class of _____ president solicits from each company the upperclass cadet the freshmen consider most influential. These upperclass cadets attend the Recognition Day lunch and sit with their freshmen company mates. During the lunch, the Class of _____ president makes remarks commemorating the occasion of recognition and the leadership lessons learned. The “most influential upperclass cadets” are also acknowledged.
 - c. **Scheme of Maneuver.**
 - Phase 1: Phase 1 is class elections. This phase begins on _____ with the identification of nominees and ends on _____ with the determination of winners. During this phase, the Director of Cadet Activities and Experiential Learning briefs each candidate on his or her responsibilities regarding selection of the most influential upperclass cadet and the Recognition Day lunch.
 - Phase 2: Phase 2 is preparation for the lunch. It begins on _____ with the selection of the class officers and ends on _____ when the lunch begins. During this phase, the Class President works through company reps to determine the most influential upperclass cadets and assists the Assistant Commandant for Operations and Training in preparing for the lunch.
 - Phase 3: Phase 3 is the lunch. It begins at _____ on _____ and ends at _____. During this phase, the Class President addresses his classmates on the freshman year experience and the most influential upperclass cadets are recognized.
 - d. **Tasks to Subordinate Units.**

1. Director of Cadet Activities and Experiential Learning
 - a. Conduct elections.
 - b. Supervise the Class President in the selection of company most influential upperclass cadets. Vet those upperclass cadets with the Assistant Commandant for Discipline and their TACs. Provide a list of vetted names to the Assistant Commandant for Operations and Training NLT _____ (the Monday before the lunch).
 - c. Assist the Assistant Commandant for Operations and Training with the Recognition Lunch as requested.
2. Freshman Class President
 - a. Obtain from each company the name of the upperclass cadet they consider to have exerted the most positive influence on their successful completion of the knob year and accomplishment of the objectives of the fourthclass system. Provide those names and a two sentence explanation of why the individual was selected to the Director of Cadet Activities and Experiential Learning NLT _____.
_____.
 - b. NLT _____ report to the Assistant Commandant for Operations and Training for specific instructions about the lunch.
3. Sophomore Class President.
 - a. Assist the freshman class president in all aspects of this mission.

Annex R: Fourthclass 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 upperclass cadets and fourthclass cadets. The frequency and intensity of inspections for the fourthclass 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 fourthclass cadets build good habits. The elevated frequency and intensity of fourthclass inspections is also designed to help upperclass 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

6. Squad leaders will ensure knobs receive immediate and weekly feedback and consequences, either positive or negative, on their inspections. Feedback and consequences includes such options as leaving stickies on the mirror, oral counselling, written counselling, praise, merits, demerits, EMI, corrective push-ups, re-

inspections, and PRs. Additionally, each knob room will have a “Running Room Inspection Log” in the format below posted on the back of their door that inspectors will use to record feedback and consequences.

Running Room Inspection Log

[illegible]

Annex S: Fourthclass 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 tourist, 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 first sergeant will inspect the common areas of the barracks **after each detail**, starting the 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 recycle 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 below schedule.

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: Fourthclass Knowledge Requirements and Discussion Guide

Fourthclass knowledge should extend beyond a mere memory exercise and be used for discussion, development, and reflection. This “Fourthclass Knowledge Discussion Guide” offers potential learning points and questions leaders can ask of fourthclass 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, and Respect.

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-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 fourthclass 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 U: Parents' Day Promotion Annex

1. **Situation.** Parents' Day promotion is one of the three formal crucibles in the fourthclass system.
2. **Mission.** During open barracks on Parents' Day, companies will conduct a ceremony promoting fourthclass cadets from cadet recruits to cadet privates in order to both provide parents an event in the life of their child that they can celebrate and to culminate the Cadre Period in the context of CTM.
3. **Execution.**
 - a. Intent. That both the fourthclass cadets and their upperclass trainers understand this experience in the context of the five steps of CTM.
 - b. Concept. The ceremony participants consist of the fourthclass cadets, the training cadre, the 1SG, and company commander. During the ceremony the fourthclass 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 fourthclass 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. Fourthclass cadets will record their reflections of the Parents' Day Promotion in their Knob Year Journals and senior mentors will use this crucible experience as part of their mentoring.

Annex V: Gauntlet Oporder

SY 19-20 SOP

FOURTH CLASS RECOGNITION DAY & GAUNTLET ACTIVITIES

1- PURPOSE

This document outlines the general guidelines and standards for the annual Recognition Day physical fitness activities for Citadel 4th Class Cadets.

2- GENERAL

- A.** The Corps of Cadets will conduct Recognition Day activities for the fourth class on The Citadel campus and Marion Square. The objective is to successfully complete a physically and mentally challenging series of obstacles to culminate the Fourth Class System.
- B. Commander's Intent:** To mark completion of a successful "knob year" and initiate the transition into the S.C.C.C. using structured physical training to reinforce teamwork and camaraderie.
- C. Concept of Operations:**
 - Phase 1: Morning P.T. (Company, Stationery, Regimental Run)
 - Phase 2: Leadership Training
 - Phase 3: "The Gauntlet" and Victory Lap

3- PROCEDURES

A. Phase 1-a: Company Physical Training

- BN Staff, COs, 1SGs, and Cadre (PL, PSG, 4 SLs, 4 CPLs, and both 1st semester clerks) will lead PT on Thursday morning at 0530.
- Companies will move to the parade deck. Immediately companies will execute the extended rectangular formation.
- Companies will warm up the 4th class cadets with dynamic Preparatory drills.
- Companies will perform the prescribed work out that was developed by the Athletic Officers and CPRP Manager.
 - i. XPT cadets will be present for accountability, then move to bleachers on the 2nd Battalion pad during entire PT session.

B. Phase 1-b: Regimental Run

- At the completion of Company deck PT, Battalions will form up on the field behind their respective staff and wait for the Regimental Commander to begin the run. Campus Run map provided.
- Order for the run will be 5th through 1st Battalion.

C. Phase 3-a: The Gauntlet


- The Gauntlet will take place on Recognition Day—the Friday of Corps Day Weekend.
- 4th class cadets will perform various physical fitness exercises as a company, across 10-12 stations on either Summerall Field or WLI field.
 - i. Companies will rotate every 6 minutes, signified by an air horn to initiate rotation (monitored by Regimental Ops).
 - ii. 1st and 2nd Battalion will be assigned to WLI field
 - iii. 3rd, 4th and 5th Battalions will be assigned to Summerall Field.
- Athletic Officers (AO) will be assigned to one station and will remain stationary to explain the procedures to each company and ensure proper execution of the exercises.
 - i. The AO is ultimately in charge of all activities performed at the station and will ensure the timely rotation of each company

D. Phase 3-b: The Victory Lap

- Immediately following the completion of The Gauntlet exercise, 4th class cadets will form up on around their guidon on their assigned Battalion pads and prepare for the Victory Lap around campus as a class to celebrate completion of The Gauntlet and transition to the Recognition ceremony inside the barracks.
 - i. Victory Lap campus map will be provided in the Recognition Day brief by the Cadre Leadership prior to Recognition Day activities.


4- GAUNTLET STATION EXECUTION

- Gauntlet Station examples provided below are as executed for the SY 19-20 Gauntlet Exercise (subject to change by current leadership).



Station 1: Log PT

- There will be 7-8 cadets assigned to a log
- 23 reps of each will be performed:
 - Ground to shoulders
 - Squats
 - Chest press (laying down)
 - Bicep curls
 - Sit ups



Ensure Knobs are lifting with proper form.

Regimental Commander's Recognition Day Brief

Station 2- Team PT



1. Lunges with interlocked arms.
 - a. Cadets must lock arms standing shoulder to shoulder and perform lunges together for 25m.

23 Reps of each:

1. Synchronized push ups
2. Interlocked flutter kicks
3. Interlocked sit ups



- Stations 2 & 6 will be combined on WLI

Regimental Commander's Recognition Day Brief

Station 3- Ammo Can Lift



- Cadets will perform weightlifting movements with ammo cans. NO OVERHEAD LIFTS
- Approved movements:
 - Squats (23 reps)
 - Lunges (25m)
 - Chest presses (23 reps)
 - Farmers walks (25m)

*Stations 3 & 11 will be combined on WLI

Regimental Commander's Recognition Day Brief



Station 4- Speed Ropes

- Cadets will perform rope drills for 30 sec intervals.
 - Arm circles (small & large)
 - Slams (double & alternating)
 - Burpee Slams
 - In & outs
- Those not on rope station will perform Approved alternate Ex.



Regimental Commander's Recognition Day Brief



Station 5- Sleds

- Cadets will pull Sleds 25m relay style.
 - 1-2 cadets per sled: 90 lbs
- Knobs will pull sled for 25m once then switch
- Sleds will have attached straps and will be pulled
- **UC WILL NOT STAND ON SLED**

Regimental Commander's Recognition Day Brief



Station 6- Buddy Carry

- Cadets will rotate carrying their partners (25m) repeating the exercises through the duration of the station.

- Fireman carry
- Buddy carry
- Wheelbarrow
- Buddy drags



* Stations 2 & 6 will be combined on WLI

Regimental Commander's Recognition Day Brief

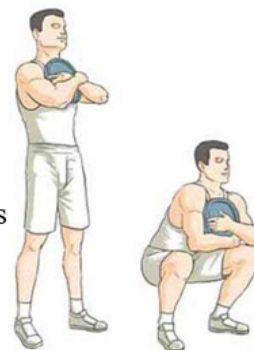


Station 7- Bumper Plates

- Cadets will perform movements using bumper plates as weight(23 reps).

- Squats
- Lunges
- Bicep Curls
- Squat Press Combo (no more than 25lbs)
- Shrimping (25m)

NO OVERHEAD LIFTS



Regimental Commander's Recognition Day Brief

Station 8- Tire Flip



- Cadets will flip the tires 25m then switch relay style.
 - minimum 3 cadets per tire
- Knobs will be split in half, relay style, for event and will switch out every 25m, going back and forth.
- Cadets will perform as many tire flips as they can within the time constraints.
- Station leader(AO) can stop relay at any time and call for 23 elevated push ups w/ feet on tire by blowing whistle.



Regimental Commander's Recognition Day Brief

Station 9- Crawls



- Cadets are to perform as many 25m crawls as they can staying within the time constraints.
- Authorized Crawls:
 - Low crawls
 - Seal crawls
 - Bear crawls
 - Crab walks



Regimental Commander's Recognition Day Brief



Station 10- Tunnel Crawls

- Cadets will begin in the prone position then lift to “pike plank”
- Cadet on end will low crawl through the tunnel; upon reaching end cadet will assume “pike plank” and the cycle continues until time is up.
- Tunnel will extend at least 25m, will change direction if necessary.



Regimental Commander's Recognition Day Brief



Station 11- Kettlebell

- Cadets will perform weightlifting exercises with Kettlebells (As a unit)
- Approved movements (23 reps each):
 - KB swings
 - Goblet squats
 - Alternating forward Lunges
 - Single arm clean and press

*Stations 3 & 11 will be combined on Wilson Field

Regimental Commander's Recognition Day Brief

Station 12- Med Ball Partner Toss



- Knobs will perform weightlifting movements with medicine balls
- Approved Movements(23 reps):
 - Russian Twists
 - MB Partner crunch/pass
 - MB Slams
 - MB Side Straddle Hop/Press

Regimental Commander's Recognition Day Brief

Alternate Movements



- Alternate exercises are to be performed at any station where there is limited equipment.

Approved movements:

Planks
Push ups
Mt. climbers
Flutter kicks
Bicycles
In/out knee tucks

Regimental Commander's Recognition Day Brief

Annex W: March to Marion Square Oporder

Regimental Operations Order: Recognition Luncheon and March to Marion Square Class of 20XX XX XXXXX 20XX

1. SITUATION:

A. Weather:

- (1) Forecast: High: XX °F, XXXXXXXXXXXXX
- (2) The Regimental Ops Sgt will monitor the heat conditions throughout the day.
- (3) All training will be conducted IAW the SOP for The Prevention of Heat Injuries.

- 2. MISSION:** The Corps of Cadets will conduct recognition day activities for the class of 20XX on XX March 20XX from on The Citadel campus and Marion Square in order to conclude the freshman year. Designated rising chain of command will execute Recognition Day with current chain of command present.

3. EXECUTION

A. Commander's Intent to provide meaningful events that conclude the Recognition celebration.

- (1) Concept of the Operation:
 - a. Phase I: Recognition Lucheon
 - b. Phase II: March to Marion Square

B. Tasks to Subordinate Units

- (1) Unit Commanders
 - a. Ensure freshmen are present and uniforms prepared for these events
 - b. Be aware of cadets with previous heat issues and those with current injuries.
 - c. Command and control for Marion Square March.
- (2) Regimental Adjutant
 - a. Perform duties as required at Marion Square
 - b. Assign a minimum of 1 medically trained cadet to accompany trail vehicle
- (3) Regimental Provost Officer
 - a. Ensure The Citadel Public Safety and Charleston Police Department are prepared for March to Marion Square
- (4) Regimental Operations
 - a. Develop plan for placement, arrival, departure of freshmen at Marion Square
 - b. Guide campus rehearsal for Marion Square event
 - c. Coordinate and monitor transportation of all support elements to Marion Square\
 - d. Coordinate with Band CO for freshmen pipers and drummers and other musical support
 - e. Coordinate with Palmetto Battery for Color Guard
 - f. Coordinate with Rifle Legion for Service Color Bearers
 - g. Ensure radio communications are available and maintained throughout the Marion Square march
 - h. Coordinate with Honor Company regarding cadets for period uniforms at Marion Square

- (5) Regimental Supply
 - a. Insure freshmen class officers have coordinated luncheon arrangements with Sodexo
 - b. Coordinate medical vehicles and insure water and cadet first responders are present
- (6) Regimental Commander
 - a. Attend the Recognition Luncheon and be prepared to make remarks
 - b. Participate in the Marion Square rehearsal
 - c. Lead the freshmen to and from Marion Square
- (7) Battalion Commanders
 - a. Participate in the Marion Square rehearsal
 - b. Lead units to and from the Marion Square Event
 - c. Provide battalion colors for march to Marion Square
- (8) Company Commanders
 - a. Responsible for overall management of company and compliance with Regt CO's intent and direction
 - b. Responsible for adhering to the schedule
 - c. Provide guidons for march to Marion Square
 - d. Company 1SGs at rear of formations
- (9) Regimental Band Commander
 - a. Coordinate freshmen pipers and drummers for march formation to Marion Square
 - b. Coordinate transport for upperclass band cadets to Marion Square for musical support
 - c. Perform The Citadel Story at Marion Square prior to arrival of freshmen class
 - d. Coordinate with Honor Company to assigned sophomore cadets for The Citadel Story
- (10) Drillmasters
 - a. Participate in the rehearsal for the Marion Square event
 - b. Coordinate with Regimental S3 for transportation to and from Marion Square

4. COORDINATING INSTRUCTIONS

A. Schedule of events

- **PHASE I**

- 1215: Freshmen Class Formation in barracks [Dress Whites/no cover] – MANDATORY EVENT
 - 1220: March to Coward Hall for luncheon.

- **PHASE II**

- 1400-1800: March to Marion Square (Dress Whites w/cover, no gloves) – MANDATORY EVENT
 - 1400: First call for march to Marion Square
 - 1450: Assembly for march over
 - 1430: March to Marion Square [hardtime]
 - 1500: "Oath Renewal on The Citadel Green" [approximate]
 - 1600: March back to campus [approximate]

5. SUSTAINMENT

- A. Materials and service-** Should be coordination with unit supply personnel in advance to ensure appropriate supplies will be on hand.
- B. Medical**
 - a. The Citadel Sports medicine team will support Marion Square event
 - b. Trained driver should follow units for March to Marion Square in Citadel van, with appropriate First Aid equipment

6. COMMAND

Senior chain of command will be in effect for execution of Recognition Day activities, with junior chain of command present and providing necessary command oversight. Command authority will rest with senior chain of command.

7. SIGNAL

- A. Radio Communications- channel #1**
- B. Key telephone/cell phone numbers**
 - a. Commandant
 - b. Commandant's Operations Officer
 - c. Regt CO
 - d. Regt Ops Radio Channel XX
 - e. OD XXX-XXX-XXXX
 - f. JOD XXX-XXX-XXXX
 - g. Public Safety 843-953-5114
 - h. Infirmary 843-953-6847
 - i. Sports Medicine 843-953-6867

XXXXXXXXXX XXXXXXXXXXXXXXXX

Colonel, SCCC
Commander

FOR THE COMMANDER

XXXXXXXXXX XXXXXXXXXXXXXXXX

Major, SCCC
Regimental Operations and Training Officer

Annex X: Corporals' Academy POI

NCO Academy POI

Squad Leaders and Squad Corporals

Day 1

Task: To understand the duties of a squad leader and squad corporal and his or her relationship with the platoon sergeant and squad leader, respectively.

Condition: Given a 50-minute block of classroom instruction and the “Guide to Being a Cadet Non-commissioned Officer at The Citadel” (NCOG) and the “Citadel Training Manual” (CTM)

Standard: Write an expectations statement to your platoon sergeant or squad leader and give a copy to him or her and to your TAC.

Instructor Notes:

Identify and discuss the specific duty position missions and responsibilities as explained in Chapter 6 of the NCOG.

Explain “NCO Business” and Officer/NCO unity of effort as explained in Chapter 1 of the NCOG.

Explain the NCO Support Channel as explained in Chapter 1 of the NCOG.

Review expectations setting as explained in Chapter 2 of the CTM.

Assign squad leaders the task of writing an expectations statement to their platoon sergeants and squad corporals the task of writing an expectations statement to their squad leader and instruct them to email a copy to you, to their platoon sergeant or squad leader, and to their TAC.

Day 2

Task: To understand squad leader and squad corporal responsibilities regarding formations and accountability.

Condition: Given a 50-minute block of classroom instruction and the “Guide to Being a Cadet Non-commissioned Officer at The Citadel” (NCOG), the “Citadel Training Manual” (CTM), and the “How to Train at The Citadel” manual (HTT).

Standard: Observe your squad leader at the next couple of formations and use his or her technique and what you have learned in this class and the NCOG to mentally begin forming your own SOP.

Instructor Notes:

Describe and discuss formations as explained in Chapter 2 of the NCOG.

Describe and discuss accountability as explained in Chapter 2 of the NCOG.

Assign cadets the task of observing their squad leaders at the next couple of formations and being prepared to discuss their observations at the next session of the NCO Academy.

Day 3

Task: To understand PSG responsibilities regarding inspections.

Condition: Given a 50-minute block of classroom instruction and the “Guide to Being a Cadet Non-commissioned Officer at The Citadel” (NCOG), the “Citadel Training Manual” (CTM), and the “How to Train at The Citadel” manual (HTT).

Standard: Conduct a MRI of a cadet room under the supervision of your present squad leader and incorporate his or her feedback into your future SOP.

Instructor Notes:

Describe and discuss inspections as explained in Chapter 2 of the NCOG.

Assign cadets the task of conducting an MRI tomorrow of at least one cadet room under the control of their present squad leader and being prepared to discuss their observations at the next session of the NCO Academy.

Day 4

Task: To understand squad leader and squad corporal responsibilities regarding taskings, information flow, and caring for cadets.

Condition: Given a 50-minute block of classroom instruction and the “Guide to Being a Cadet Non-commissioned Officer at The Citadel” (NCOG), the “Citadel Training Manual” (CTM), and the “How to Train at The Citadel” manual (HTT).

Standard: Squad leaders, supported by squad corporals, write a squad SOP for the completion of taskings and give a copy to your TAC and platoon sergeant.

Instructor Notes:

Describe and discuss taskings as explained in Chapter 2 of the NCOG.

Describe and discuss specified and implied tasks, supervising, and checking on the status of actions and orders as explained in Chapter 5 of the NCOG.

Describe and discuss information flow as explained in Chapter 2 of the NCOG.

Describe and discuss caring as explained in Chapter 2 of the NCOG.

Assign squad leaders the task of writing a squad SOP for the completion of taskings and have them email a copy to you, their TAC, and their platoon sergeant. Squad corporals will assist as practical.

Day 5

Task: To understand squad leader and squad corporal responsibilities regarding caring for cadets.

Condition: Given a 50-minute block of classroom instruction and the “Guide to Being a Cadet Non-commissioned Officer at The Citadel” (NCOG) and the “Citadel Training Manual” (CTM).

Standard: Write a 100-200 word explanation of how you plan to exercise servant leadership and benevolently intrusive leadership as a squad leader or squad corporal and give a copy to your TAC and platoon sergeant.

Instructor Notes:

Describe and discuss servant leadership as explained in Chapter 2 of the NCOG and leadership as service as described on page 4 of the CTM.

Describe and discuss empathy and benevolent leadership as explained in Chapter 2 of the NCOG.

Describe and discuss resiliency as explained in Chapter 2 of the NCOG and on page 26 of the CTM.

Describe and discuss “training your replacement” as explained in Chapter 4 of the NCOG.

Assign cadets the task of writing a 100-200 word explanation of how they plan to exercise servant leadership and benevolently intrusive leadership as a squad leader or squad corporal and give a copy to their TAC and platoon sergeant.

Annex Y: Regimental Commander's Report

The Regimental Commander will provide the Commandant an annual written assessment of the fourthclass 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.

The Part 1 report 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

The Part 2 report will include an assessment of:

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

The Part 3 report will include an assessment of:

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

Annex Z: Webpages

Cadet Training

White Paper March 2019 (LTC Dougherty)
Commandant Department Briefing January 2019 (LTC Dougherty)
Master List of MICs™ April 2019 (LTC Dougherty)
Lesson Plan Format (LTC Dougherty)
Battle Rhythm (LTC Dougherty)
Guidon (LTC Dougherty)

Cadet Leader Development Training

POI (LTC Dougherty)				
Training Schedule (Col. Dunne)				
CLDT Objectives and Task List				
LRC - Links to Principled Leadership (LTC Dougherty) - Parris Island LOI (Col. Dunne)				
"How to teach" train-the-trainer sessions	Information briefings about campus services	"Mission Training" and "Roles and Responsibilities"	Physical Training	Rehearsal and other Pre-Execution Checks
How to Teach The Citadel Experience (LTC Dougherty)	Counseling Center (Dr. Bufano)	HA Team Training and Certification (Ms Shealy)	CPFT Grader Training (Ms Haugen)	Cadet Store Rehearsal (Col. Dunne)
How to Teach Followership (LTC Dougherty)	Medical/Infirmary (Dr. Capel)	Mess Carver Guidelines Mess Carver Training (CSM Ragusa)	Diagnostic CPFT (Ms Haugen)	4th Class Reception Walk Through (Col. Dunne)
How to Teach Leadership (LTC Dougherty)	CADIC (Mr. Modglin)	Drillmasters- Roles and Responsibilities Kelly Cup Frago Examples		Intro to 4th Class System Rehearsal (Lt Col Fortenberry)

		(SgtMaj Yagle)		
How to Teach PT (4 sessions) (Ms Haugen)	Investigations/FERPA (Mr. Brandenburg)	Academic Officers Goals/Expectations Schedule (Dr. Bower)		Final Check on 4C pre-position Issue (Col Dunne)
How to Teach Drill (8 sessions) (SgtMaj Yagle)	CARE (Ms. Shealy)	Athletic Officers CPFT Roles and Responsibilities Tasker (Ms Haugen)		M-Day Detail Final Instructions (SFC Greene)
How to Teach Military Organization (1SG Dean)		Cadet Activities Officers/NCO Cadre Period Training Schedule (LTC Dougherty)		Standby Room Inspection (SgtMaj Moffitt)
How to Teach Cadet Discipline System (COL Hutson)		Honor Committee Schedule (LTC Grenier)		
How to Teach 4C Mess Procedures Training Plan (Col Dunne)		PAO and Recruiting Officers Schedule (Ms Keelor and MAJ Price)		
How to Teach Customs and Courtesies Customs and Courtesies FAQ (CSM Ragusa)		Religious Officers (Chaplain Meadows)		
How to Teach Cadet Accountability (COL Hutson)		Supply Sergeants Work Orders Laundry Procedures		

		(Col Dunne)		
How to Teach Safety and Security (SgtMaj Yagle)		Officer Roles and Responsibilities Officer Duty Position Worksheets Officers' Tasking for 4C (LTC Dougherty)		
Purpose of the Fourthclass System (LTC Dougherty)		NCO Roles and Responsibilities NCO Duty Position Worksheets NCOs' Tasking for 4C (LTC Dougherty)		
Inspection Standards Overview (SgtMaj Moffitt)		CPL Roles and Responsibilities CPL Duty Position Worksheets (LTC Dougherty)		
Rifle Procedures Rifle Counts Cleaning Sheet Serial Number Sheet Daily Count Form Daily Count Schedule (Chief McIntyre)		Counseling Initial Fourthclass Counseling Sample 1 Initial Fourthclass Counseling Sample 2 Train the Trainer Materials CLDT Roles and Responsibilities Tasker (Squad Leader) End of Challenge Week Performance Counseling Template (LTC Dougherty)		
How to Teach Laundry Procedures (Col Dunne)				

Challenge Week

POI (LTC Brace)					
Consolidated Training Schedule (Col. Dunne)					
Company Training Schedule (Col. Dunne)					
OPORD for Reception and In-Processing (Col. Dunne)					
OPORD for Oath Ceremony (Col. Dunne)					
OPORD for Beach House Visit (LTC Dougherty)					
Preparation and Proper Wear of the Citadel Uniform	Clean and Prepare Barracks Common Areas and a Cadet Room	Introduce basic individual, squad and platoon level Drill and Ceremony	Learn basic concepts of Military Physical Training	Learn 4th Class System Requirements and Expectations	Become familiar with the campus and college
Plan for Equipment and Uniform Issue (Col Dunne)	Lesson Plan for Preparing Room for Inspection (SgtMaj Moffitt)	Lesson Plan for Drill Periods 1 – 13 (SgtMaj Yagle)	Lesson Plan for Introduction to Physical Training Periods 1 – 6 (Ms Haugen)	Lesson Plan for LD 4-2A Citadel Intro Class (LTC Dougherty)	
Lesson Plan for Conducting Inventory (1SG Dean)	Lesson Plan for How to Make a Bed (SgtMaj Moffitt)			Lesson Plan for LD 4-2B Leadership Intro (LTC Dougherty)	
Lesson Plan for How to Wear the Citadel Uniform (SgtMaj Moffitt)	Lesson Plan for Conducting a Sweep Detail (LTC Pantan)			Lesson Plan for LD 4-2C Followership Intro (LTC Dougherty)	

Lesson Plan for Shining Shoes and Brass (1SG Brower)				OPORD for Intro to the 4C System (Lt Col Fortenberry)	
Lesson Plan for Care and Cleaning of Rifle (1SG Webster)				Lesson Plan for Intro to the 4C System Training (Lt Col Fortenberry)	
				Lesson Plan for HD 4-1 Human Dignity (Ms Shealy)	
				Lesson Plan for Customs and Courtesies Training (CSM Ragusa)	
				Lesson Plan for Knob Knowledge (LTC Dougherty)	

Cadet Recruit Phase

POI (LTC Dougherty)					
Training Schedule (LTC Dunne)					
Knowledge of Campus Locations	Campus Tour (Col Dunne)	Entry/Exit Protocols (LTC Dougherty)	Academic Resource Locations (Dr. Bower)		
Cadet Accountability System	Review of CAS 1 (COL Hutson)	How to use smart phone			

		(COL Hutson)			
Introductions to Followership and Leadership	Company Commander's Call (Col Dunne)				
Drill and Ceremony	Platoon Formations (SgtMaj Moffitt)	Platoon Drill (SgtMaj Moffitt)	Manual of Arms (SgtMaj Yagle)	Parade Operations (SgtMaj Yagle)	Kelly Cup Squad Competition (SgtMaj Moffitt)
Cadet Accountability	Classroom (COL Hutson)				
How to Wear Duty/Summer Leave/OCP/Dress Salt & Pepper	Inspections (SgtMaj Yagle)	TAC NCO Time (SgtMaj Yagle)			
Cadet Discipline System	Classroom (COL Hutson)				
Cadet Physical Fitness Program	Regimental PT (Ms Haugen)	Diagnostic CPFT (Ms Haugen)	Record CPFT (Ms Haugen)	PT Challenge (Ms Haugen)	Regimental Competition (Ms Haugen)

Cadet Period Assessment

Base Documents	POI (LTC Dougherty)	Oporder (1SG Brower)	PT SOP (Ms Haugen)	Consolidated Training Schedule (Col Dunne)	
Supporting Documents	RCO Brief (Col Dunne)	BN Commander Backbrief (1SG Brower)	Company Tracker (1SG Brower)	Guidance for Knob Rodeo (1SG Brower)	
Test Materials	Room PAI (SgtMaj Moffitt)	Drill Guide (SgtMaj Moffitt)	Drill Quick-Reference Guide (SgtMaj Moffitt)	Drill Scorecard (SgtMaj Moffitt)	4C Knowledge Exam (LTC Dougherty)

