



DEPARTMENT OF THE NAVY

UNITED STATES NAVAL ACADEMY
COMMANDANT OF MIDSHIPMEN
ANNAPOLIS MARYLAND 21402-5100

COMDTMIDNINST 5370.2A
26 JUL 2002

COMDTMIDN INSTRUCTION 5370.2A

From: Commandant of Midshipmen

Subj: COMPANY OFFICER/SENIOR ENLISTED LEADER HANDBOOK

Encl: (1) Company Officer/Senior Enlisted Leader Handbook

1. Purpose. To publish the Company Officer/Senior Enlisted Leader Handbook.
2. Cancellation. COMDTMIDNINST 5370.2. This directive is a complete revision and should be reviewed in its entirety.
3. Information. The Company Officer/Senior Enlisted Leader Handbook is published to assist Company Officers and Senior Enlisted Leaders in the performance of their duties.



J. R. ALLEN

Distribution:

Commandant
Deputy Commandant
Operations Officer
Battalion Officers
Company Officers
Senior Enlisted Leaders
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MESSAGE FROM THE COMMANDANT

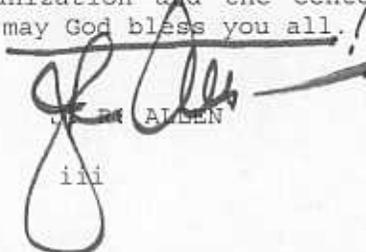
Congratulations on your selection as a Company Officer/Senior Enlisted Leader! I believe this will be one of the most rewarding duties of your career, and no other billet at the Naval Academy has the same impact on the leadership development of midshipmen. As a Company Officer/Senior Enlisted Leader, you are given my utmost trust and confidence to exercise your authority and your best leadership discretion in the daily operation of your company. As in your past, I expect you to set high personal standards, enforce regulations, use initiative, reward and punish justly, prioritize your tasks, and be accountable for the performance of your midshipmen.

I expect my Company Officers and Senior Enlisted Leaders to work together as a "leadership team." Simply put, I expect my Company Officers and Senior Enlisted Leaders to emulate the relationship witnessed in the Fleet between Commanding Officers and Command Master Chiefs/Sergeants Majors. Your primary role here at the Academy is to mentor and develop the midshipmen assigned to your company. Exactly how your company leadership team goes about that endeavor cannot be laid out step by step by any handbook. However, this handbook should serve as a key reference as you go about executing your duties. I also encourage each of you to get involved in all facets of Academy life, be it as an Officer Representative/Assistant Representative or Luce Hall Leadership Instructor/Assistant Instructor. I expect you to seize upon any chance to positively impact the leadership development of midshipmen.

Because of your close daily contact with midshipmen, your conduct and demeanor must always be of the highest caliber. Your actions and your appearance will be under close, daily scrutiny by the midshipmen in your company and the rest of the Brigade. The standards you set in every dimension of your life must be of the highest order, for numerous midshipmen will emulate your example.

Professional training of the future combat leaders of our naval service should be your top priority and can be accomplished in myriad ways. Using your experience and background, I know you will help achieve our goal to instill in every midshipman an unwavering sense of duty, a sense of pride and professionalism, all the while keeping the development of **combat leaders** as your polestar. In all of your endeavors, I urge you to reflect on my statement of Commandant's Intent, for it provides my general guidance necessary for you to exercise your leadership. Seek answers to your questions first in my intent. If you cannot find them there, ask me.

You will be challenged over the next few years in ways you cannot now imagine. But the feeling of satisfaction you will have in watching midshipmen grow and learn under your guidance is unequalled, and will follow you for years to come. I thank you for all that you do for the Brigade of Midshipmen, for it truly is the Company Officers and Senior Enlisted Leaders who are the backbone of our organization and the center of gravity of the Naval Academy. Best of luck, and may God bless you all.!


J. R. ALLEN
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COMPANY OFFICER/SENIOR ENLISTED LEADER HANDBOOK

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CHAPTER 1

COMPANY OFFICER/SENIOR ENLISTED LEADER OVERVIEW

<u>ARTICLE</u>	<u>SUBJECT</u>
1.0	General Information
1.05	References for the Company Officer/Senior Enlisted Leader
1.10	Participation in Bancroft Hall
1.15	Participation in USNA Activities
1.20	Midshipman Mess

1.0. GENERAL INFORMATION

1. Overview. The Brigade of Midshipmen is organized into 2 Regiments, 6 Battalions, and 30 Companies. Each company is assigned a Company Officer and Senior Enlisted Leader, who are responsible for the leadership development of the approximately 140 midshipmen assigned to them. The midshipmen chain of command mirrors the officer chain of command in Bancroft Hall, and this "dual chain of command" structure will present a unique environment for you as you execute your duties. You should expect your midshipman Company Commander to command the company on a day-to-day basis. The Company Officer and Senior Enlisted Leader, as an experienced leadership team, are responsible for mentoring and guiding the midshipmen leaders in this process, as well as ensuring the leadership development of all their midshipmen.

2. Uniform/Grooming Standards. During the summer months, the uniform of the day is summer white and the working uniform is khakis (or USMC equivalent). During the winter months, the uniform of the day is service dress blue and the working uniform is winter working blue (or USMC equivalent). Outside normal working hours or while in an off-duty status, appropriate civilian attire may be worn. Wearing PT gear to/from work or during working hours, except when transiting to/from a workout, is inappropriate. The prescribed uniform will be worn when attending official functions, ceremonies, dress parades, and other events (lectures, meals in King Hall, etc.) involving midshipman participation on the Naval Academy grounds. Officers and Senior Enlisted Leaders attending athletic events in the Yard or at the Navy-Marine Corps Stadium are expected to wear the uniform of the day, although appropriate civilian attire is permitted if circumstances require. If in a duty status, the Uniform of the Day is required. The uniform is also required for functions away from Annapolis when you are officially representing the Naval Academy. You are expected to maintain the highest level of uniform standards and grooming standards as an example to midshipmen. The entire Academy staff participates in a uniform inspection, conducted twice yearly by the Superintendent.

3. Physical Fitness. The Naval Academy athletic facilities provide ample opportunity to pursue many different physical exercise programs. You may apply for an authorized user identification button through the Physical Education Department. Because of the schedule requirements of Company Officers and Senior Enlisted Leaders, you are authorized to use the athletic facilities anytime they are open. Academy staff members take the Navy Physical Readiness Test or Marine Physical Fitness Test twice yearly.

4. Available Services. You are authorized to use the services of the Midshipmen Store, Uniform Store, Cobbler Shop, Barber Shop, USNA laundry service, and Repair Tailor Shop.

1.05. REFERENCES FOR THE COMPANY OFFICER/SENIOR ENLISTED LEADER

1. The following directives are available on the Commandant of Midshipmen's website at www.usna.edu/Commandant:

- a. COMDTMIDNINST 5400.6: Midshipmen Regulations (MIDREGS)
- b. COMDTMIDNINST 1600.2: Midshipmen Military Performance System
- c. COMDTMIDNINST 1020.3: Midshipmen Uniform Regulations
- d. COMDTMIDNINST 1600.3: Midshipmen Service Records (Performance Jackets)
- e. COMDTMIDNINST 1601.12: Brigade Striper Organization and Selection Procedures
- f. COMDTMIDNINST 1610.2: Administrative Conduct System Manual
- g. COMDTMIDNINST 1610.3: Midshipmen Performance Evaluation Counseling System
- h. COMDTMIDNINST 6110.1: Midshipmen Weight Control Program
- i. COMDTMIDNNOTE 5560: Midshipman Parking

2. Midshipmen Information Data System (MIDS). MIDS and the associated Ad Hoc Query System is one of the most valuable tools you will use as a Company Officer/Senior Enlisted Leader. This database contains a wealth of information on your midshipmen, and you will use it frequently in the execution of your duties. A Company Officer/Senior Enlisted Leader User's Handbook for the MIDS system is available from the Commandant's Information Technology Service Manager (as of this publication, contact Mrs. Teri Rishell, x3-7123).

1.10. PARTICIPATION IN BANCROFT HALL

1. Initial Duties. Although involvement in extra-curricular activities is commendable, you should first focus on getting to know your company and becoming familiar with the routines of the Hall and company administration. The following suggestions are made to aid in familiarizing you:

a. Observe or attend midshipmen routine and events. This includes reveille, morning and noon-meal formations, study hour, TAPS, drill, intramural sports, pep rallies, and lectures.

b. Get to know first the First Class leadership in your company, followed shortly by as many members of all classes that you can. The motivation of the First Class is key to a successful company, so your advice

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and guidance to the First Class should be on a daily basis. With their busy academic schedule, it is often difficult to keep a long-range view of company goals. You are key to providing feedback to the Company Commander and ensuring that the lines of communication are open at all levels of the company.

c. Get to know the midshipmen who are having problems through a review of their records and personal counseling. **Keep track of your counseling and interviews.** Documenting academic and performance problems will be invaluable both in future counseling of the midshipmen and also when preparing cases for Academic and Performance Boards.

d. Tour your company area frequently. Insist that all classes meet the room standards spelled out in Midshipmen Regulations. When formal room inspections are held, ensure you personally spot check rooms of all classes. Many companies record daily room standards in order to have additional data for individual military performance grades.

1.15. PARTICIPATION IN USNA ACTIVITIES

1. Suggested Attendance. You will find many of your evening periods are devoted to Naval Academy-related activities. In order for you to fully contribute to the role of Company Officer/Senior Enlisted Leader, you should plan to participate in or attend such activities and functions as:

a. Social functions planned for the Company Officers, Senior Enlisted Leaders, or the Office of the Commandant.

b. Naval Academy sporting events; e.g., football and basketball games and other sports in which your midshipmen participate. Additionally, observing Company Intramural competitions is an ideal opportunity to observe and interact with your midshipmen in an environment outside Bancroft Hall.

c. Midshipmen Extracurricular Programs; i.e., Masqueraders (drama productions), Brigade Hops.

2. Spouses. The efforts, talents, and support of spouses are greatly encouraged, and spouses are invited to participate in Naval Academy functions as much as possible. They are also invited to use Naval Academy facilities such as athletic buildings and Nimitz Library.

1.20. MIDSHIPMAN MESS

Eating meals with your company will afford you the opportunity for informal discussion with company members, observation of table manners and Fourth Class training and also time to sample the mess. Additionally, all Company Officers are allotted \$10 per first class midshipman for hosting midshipmen in their home. This program is intended to train first class midshipmen in etiquette with respect to interacting socially at the home of their Commanding Officer. Money for this program comes from the Midshipmen Welfare and Recreation Fund (MWF); contact Laurie Wells or Millie Pierce for details (x33875).

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CHAPTER 2

MILITARY PERFORMANCE AND CONDUCT

<u>ARTICLE</u>	<u>SUBJECT</u>
2.0	Military Performance System Overview
2.05	Midshipman Performance Jackets
2.10	Company Organization
2.15	Cadets and Foreign National Midshipmen
2.20	Conduct System Overview
2.25	Inspections

2.0. MILITARY PERFORMANCE SYSTEM OVERVIEW

1. Performance. Company Officers, assisted by the Senior Enlisted Leaders, have the responsibility of preparing midshipmen morally, mentally, and physically to be professional officers in the naval service. It is essential each graduating midshipman possess not only basic education and knowledge of the Naval profession, but also that they develop strong officer-like qualities. The Military Performance System is designed to help develop and evaluate these qualities.

The Military Performance System recognizes midshipmen who exhibit outstanding officer-like qualities and affords them the opportunity to occupy positions of responsibility and authority within the Brigade Striper Organization. The system also identifies midshipmen who are weak in certain areas and assists their development through midshipman, Senior Enlisted Leader, and Company Officer counseling and guidance. Midshipmen who do not respond to counseling and display an inability to perform, or a lack of motivation, may be reviewed by Military Performance Boards from the Company to the Brigade level. If the midshipman continues to perform below standards, he/she may be sent to an Academic Board (chaired by the Superintendent) with a recommendation for discharge for insufficient aptitude for commissioned service.

The Midshipman Military Performance Instruction (COMDTMIDNINST 1600.2A) contains all information that pertains to the Performance System. You should be intimately familiar with the Performance System, the Performance Board process, and the Performance Remediation process. Seek guidance from the Commandant's Performance Officer if you have any questions.

2. Fitness Reports.

a. At the end of the semester, Company Officers and Senior Enlisted Leaders will review midshipmen fitness reports. One of the most valuable things you can do at this time is to train and assist the 1/C in writing fitness reports on their juniors. For many of them, this is their first experience with Navy fitness reports and the NAVFIT program, and is also their first chance to objectively rank and evaluate other midshipmen.

b. As part of the fitness report system, Company Officers assign each midshipman in their company a letter grade for military performance. The military performance grade you give a midshipman ultimately affects his or her class standing, and thus lineal number, as well as service assignment opportunities. **Do not take this responsibility lightly.**

c. There are many items that can be considered in making your evaluation. These include:

- (a) Input from the first-class company leadership
- (b) Midshipman Academic Performance Reports from instructors (MAPRS)
- (c) Summer cruise evaluations
- (d) Striper evaluations and rankings
- (e) Special evaluations for meritorious or deficient performance
- (f) Conduct and Physical Education grades
- (g) Participation in company projects, ECA's, varsity sports, etc.
- (h) Personal and room appearance
- (i) Performance of assigned responsibilities
- (j) Input from sports team coaches and Officer Reps, specifically leadership displayed in intramurals, extracurricular activities, varsity athletics, etc.

d. Per COMDTMIDNINST 1610.3A (Midshipmen Performance Evaluation and Counseling System), the numbers of A's (EP's) and B's (MP's) are limited to reflect Fleet restrictions. It is important that you train your midshipmen on this reality of grade distribution. The majority of midshipmen do not understand why an entire company should not get A's and B's. Taking the time to explain to your company the restrictions placed upon a Fleet Commanding Officer in writing fitness reports, and the time-honored tradition of promotion boards, will go a long way in quelling resentment of midshipmen towards the Military Performance System. Refer to the instruction for more information about Fitness Report grades.

2.05. MIDSHIPMAN PERFORMANCE JACKETS

1. Requirements. It is important that midshipman performance jackets be kept up-to-date and all forms be filed therein as required. Jackets are referenced on many occasions, including conduct cases, record reviews,

Military Performance Boards, and Service Assignment. Ensure your company staff members who are responsible for filing forms in the record perform their duties in a timely manner.

2.10. COMPANY ORGANIZATION

1. Company Billets. All billet descriptions can be found in COMDTMIDNINST 1601.12 (Brigade Striper Organization and Selection Procedures), but a few points are amplified for you here.

a. Due to the huge impact he/she can have on the company, you should try to meet with the Company Commander at least once a day. In that way, you can discuss problems, disseminate information to the company, and make suggestions as necessary. Typically, your Senior Enlisted Leader will meet in parallel with the Company Executive Officer and Company First Sergeant.

b. The Third Class "youngsters" are typically without much responsibility and therefore tend to keep a low profile. The military performance system assigns specific tasks to the Third Class, so the company striper organization will need to ensure the youngsters are carrying out these responsibilities. Many of the Third Class will ask for additional jobs; planning "dining outs," company sports nights, assisting in tailgaters, plebe training and coordinating company t-shirts are but a few activities they can handle very well.

c. Educate the underclass in their responsibilities to the chain of command. They should support the First Class in their roles, and in turn they will be supported when they become the striper organization. The publication WAYPOINTS should be the universal guide to the four-class system at USNA.

d. Hold squad leaders accountable, particularly with respect to counseling and evaluating subordinates. Squad Leaders should be required to keep a notebook just as Branch/Division Officers do in the fleet. It should contain background information, notes on performance, counseling records, and medical authorization and special request chits. Company Officers/Senior Enlisted Leaders and the midshipman leadership in your company should check the notebooks frequently.

2.15. CADETS AND FOREIGN NATIONAL MIDSHIPMEN

1. Overview. The Naval Academy participates in an exchange program with the other service academies during fall semester. Additionally, by agreement with foreign governments, foreign national midshipmen are trained at the Naval Academy. If your company has a second-class cadet from one of the other academies or a foreign national midshipman, you should assist them in getting settled and oriented. If you have any questions about these programs, seek out the Service Academy Exchange Officer (usually a collateral duty for one of the Company Officers).

2. Standards. All foreign national midshipmen start on I-Day and go through Plebe Summer, so they are indoctrinated along with their U.S. classmates. It is important that cadets and foreign nationals be held to the same high standards as their midshipmen/U.S. counterparts. However, you and the midshipman chain-of-command must be sensitive to the special challenges faced by foreign nationals in overcoming significant cultural differences and language barriers. You will also have a special responsibility during the weeks prior to the Air Force and Army football games to ensure the safety of any exchange cadets in your company and the security of their possessions.

2.20. CONDUCT SYSTEM OVERVIEW

1. Introduction. Midshipmen are expected to uphold the highest standards of personal and professional decorum, for they represent the United States the Navy in numerous activities around the world. More importantly, they may one day lead the sons and daughters of this great nation into battle; for this, it is imperative that they are taught to live by a standard that is beyond reproach. They must understand they are public figures fulfilling a national trust. The Administrative Conduct System is one of the several tools used to teach and enforce the standards of behavior required of a future Naval officer.

2. The Conduct Manual

a. The Administrative Conduct System Manual (COMDTMIDNINST 1610.2 series) identifies and outlines actions not in keeping with good order and discipline at the Academy. This manual provides instructions for disposing of conduct infractions, lists the minimum and maximum punishments allowable, and provides administrative rules governing Conduct grades and statuses.

b. The Conduct Manual is divided into two parts (seven chapters and an appendix). The following is a brief description of its contents:

- (1) Part I: General description of the Administrative Conduct System outlining the nature, purpose, policy and procedures.
- (2) Part II: Implementing directives.
 - Chapter 1. Introduction to the Conduct System
 - Chapter 2. Guidance and procedures for conducting conduct adjudications.
 - Chapter 3. Outlines the responsibilities of the individuals involved in the Conduct System.
 - Chapter 4. Provides the rules and explanations of punishments.
 - Chapter 5. Describes the Conduct grading system, standings and Unsatisfactory Conduct alternatives.
 - Chapter 6. Delineates the administrative functions.
 - Chapter 7. Details specific conduct offenses.
 - Appendix A. Provides the minimum and maximum demerits allowable for each offense.

c. It is the responsibility of each commissioned and non-commissioned officer assigned to the Commandant's staff to be intimately familiar with the Administrative Conduct System. Additionally, you should closely track those "at-risk" midshipmen who are on conduct probation, conduct remediation, or approaching career demerit allowances as outlined in the Conduct Manual. I expect you to understand the procedures for midshipmen who are unsatisfactory in conduct. Do not hesitate to forward unsatisfactory midshipmen to me for an unsatisfactory conduct hearing.

2.25. INSPECTIONS

1. Conducting Inspections. You are encouraged to formally inspect midshipmen at formations and informally at any time during the day, and to walk through their rooms whenever you deem appropriate. More information on conducting a formal personnel inspection can be obtained from the Brigade Drill Sergeant, typically a Marine Gunnery Sergeant. The Uniform Regulations and Midshipman Regulations outline all requirements for midshipman uniforms and rooms.

2. Uniform Issues. The following guidance is provided for clarification and to help you adjust to non-fleet uniform requirements:

- Only white sneakers are authorized for wear with white works.
- The uniform of the day is the uniform for all midshipmen and staff when attending a Forrestal Lecture in Alumni Hall.
- Authorized PE gear is required for individual workouts, and tee shirts will be tucked into PE shorts or sweat trousers.
- Midshipmen may not wear warfare insignia from any foreign nations.
- Varsity "N" sweaters may only be worn to class on Fridays or when a team is playing Army in a given week.
- Black gloves shall be worn with reefers, and overcoats at all times.
- Male midshipmen cannot have "box cut" or "blocked" haircuts, hair must be tapered in the back.
- Midshipmen shall not cut each other's hair.
- Only one religious necklace may be worn and it shall not be visible.
- Women's hair shall not fall below the lower edge of the back of the collar.

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CHAPTER 3
ACADEMICS

<u>ARTICLE</u>	<u>SUBJECT</u>
3.0	USNA Academic System Overview
3.05	Responsibilities of the Company Officer/Senior Enlisted Leader
3.10	Tools Available to the Company Officer/Senior Enlisted Leader

3.0. USNA ACADEMIC SYSTEM OVERVIEW

1. Basic Academic Information. In order to offer advice and counsel to your midshipmen, you must become knowledgeable on the Naval Academy academic program.

a. The 1531 series of USNA and Academic Dean and Provost instructions and notices cover the administration of the academic programs. These are available online at the Academic Dean's webpage, and they contain information on the following:

(1) Requirements for graduation, not only in the academic areas, but also in the military and professional areas of at-sea training, physical education, military performance, honor, and conduct.

(2) Course enrollments and changes of status.

(3) Academic performance standards.

(4) The administration of courses, classes, and final exams.

(5) The administration of the academic reporting system.

(6) Academic and professional recognition procedures.

(7) Brief overview of the academic accountability system.

b. Each midshipman is assigned an Academic Advisor who provides information and support regarding academic majors and midshipman progress through their respective matrices. You should know the Academic Advisors for all your midshipmen and work closely with those advisors for your "at-risk" midshipmen. Stay close to the Academic Advisors. Plebes select a major around Spring Break of their Plebe year. Coordinate with your company's Plebe Academic Advisor to make sure they are all on track to do so, and that they make an informed decision regarding their academic major.

c. COMDTMIDNINST 1080.1, Academic Accountability System, provides a complete overview of the academic accountability system along with duties and responsibilities of the instructor, company academic officer, and Company Officer.

3.05. RESPONSIBILITIES OF THE COMPANY OFFICER/SENIOR ENLISTED LEADER

1. Midshipmen deficient in academics. Identify midshipmen experiencing academic difficulty and attempt to determine the reasons for their poor academic performance. Counsel them personally, and ensure squad leaders monitor the academic efforts of their midshipmen.

a. Midshipmen are academically deficient when their grades at the 6-week, 12-week, or end of semester are below 2.0 (SQPR or CQPR < 2.0), or if they have 2 D's in any of these periods. Midshipman Regulations outlines the restrictions that pertain to academically deficient midshipmen.

b. The Company Academic Officer and squad leaders should assist academically deficient midshipmen in getting help, which includes (but is not limited to) the following:

- Extra Instruction from instructors or others in the department
- Midshipman Group Study Program
- In-company tutors
- Math Lab and Chem Lab (math and chemistry professors lead these study groups in the evenings)
- Studying out of the Hall (fewer distractions)

c. Keep in touch with your midshipmen's advisors and instructors throughout the time of their deficiencies. Record discussions for future reference and possible Academic Board use.

d. Assist hospitalized and sick-in-room (SIR) midshipmen in keeping up with classes by ensuring books, study materials, and extra instruction are obtained. The midshipman's instructors should be notified of the expected length of time the midshipman will not attend class. When possible, midshipmen should notify each instructor in advance of the expected hospitalization period.

e. Academic accountability is an area of major interest, as attending class is a midshipman's military duty. To ensure they are accountable for their whereabouts, you must monitor the reasons for which midshipmen miss classes. The Company Academic Officer keeps close watch on class absences, and should turn in a weekly summary report to you. In addition, the Commandant's Academic Officer publishes a weekly absence report, which summarizes all absences and compares the current data to previous semesters. In conjunction with these reports, your access to the MIDS system is especially useful in monitoring excessive absences.

f. The Company Academic Officer should ensure that excuses in MIDS are entered in a timely fashion.

2. All other midshipmen. Monitor the progress of all midshipmen, not just those who are academically deficient. Reward them for their successes and continually challenge them to attain higher goals.

3. Appearances before the Academic Board. If academic difficulties are not overcome, a midshipman may be required to appear before the Academic Board, chaired by the Superintendent. This is one of the most feared experiences at the Academy, and one of your greatest responsibilities - you can be the determining factor in whether a midshipman is retained or separated. The Academic Board will place great "stock" in the word picture and recommendation for retention/separation of the midshipmen at-risk. You must come to the Academic Board thoroughly familiar with the entire military and academic performance history of the midshipman. The one minute word picture you speak at the Board will be a central factor in the Board's deliberation. Both the Senior Enlisted Leader and Company Officer speak on the performance of their midshipman and the Company Officer is required to submit a Company Officer Midshipman Academic Proficiency (COMAP) prior to the board.

3.10. TOOLS AVAILABLE TO THE COMPANY OFFICER/SENIOR ENLISTED LEADER

1. Tracking Progress. There are several excellent tools available to assist you in tracking the academic progress of midshipmen in your company:

a. Midshipman Academic Proficiency Reports (MAPRs): These are reports of performance that professors may write at any time, but are required to be submitted for the following reasons:

(1) A midshipman receives a D or F in that professor's class in any grading period.

(2) If a midshipman will appear before an Academic Board, all of his/her professors for that semester must submit MAPRs prior to the convening of the AcBoard.

b. MIDS: The MIDS database has many valuable tools, such as the Company Officer Summary Information, which allows you to view midshipmen in selected categories (under a 2.0 SQPR, conduct deficient, etc.). Become familiar with the MIDS system to see what all it has to offer to make your job easier.

c. Control of privileges: By identifying a midshipman's academic problems and monitoring academic performance through progress reports, you may decide it is necessary to curtail certain privileges (liberty, use of the wardroom on weeknights, or require a specified number of study hours on the weekend) or involvement in extracurricular or club sport activities. This is done to afford the midshipman every opportunity to perform at a satisfactory academic level without distraction from outside interests.

d. Use the First Class midshipmen to set the example and to get involved in the academic performance of their company. Teach them about the responsibilities they will be gaining when they receive their commission and their obligations to their subordinates.

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CHAPTER 4

PRIVACY ACT, MEDICAL ISSUES, AND MISCELLANEOUS REQUIREMENTS

<u>ARTICLE</u>	<u>SUBJECT</u>
4.0	Privacy Act Considerations
4.05	Medical Issues
4.10	Weight Control
4.15	Color Company Competition
4.20	Miscellaneous
4.25	Conclusion

4.0. PRIVACY ACT CONSIDERATIONS

1. Midshipman Privacy Act Designations. Under the provisions of the Privacy Act of 1974, access to the records of midshipmen is carefully controlled. Each midshipman determines whether or not Naval Academy staff and faculty may release any information concerning the midshipman. **Before divulging any information about your midshipmen, you must consult their Privacy Act designations.** These are on file electronically in MIDS (Commandant Staff → Company Officer System → (enter query information) - look in the first section of the information presented) as well as in midshipman performance jackets. Many midshipman do not understand Privacy Act designations and their ability to update them in the MIDS database, so one of your first priorities should be to educate the midshipmen in your company on this issue.

2. Terms of Disclosure

a. If a midshipman has not authorized you to discuss his or her record with a parent, you may not speak to them about any aspect of the midshipman's performance. You can encourage the midshipman to talk with their parents, but you cannot force or order them to do so.

b. Other individuals might inquire about a midshipman's progress. In each such case you must have prior, specific authorization (in writing) if you are to divulge any information about a midshipman.

4.05. MEDICAL ISSUES

1. Hospitalizations. Whenever a midshipman is hospitalized, you should call the Branch Clinic (x3-1758) to ascertain the specifics regarding the individual: i.e., which hospital, expected length of stay, condition (satisfactory, serious, etc.), whether the parents or next-of-kin have been notified. Depending on the circumstances, the following actions should be taken:

- a. Visit the hospitalized midshipman and see if they need anything. Ensure the midshipman's parents have been notified as soon as possible after hospitalization, and in each case not longer than 24 hours after hospitalization.
- b. When contacting parents and next-of-kin, make sure you update them on the midshipman's status and expected hospital stay. Be prepared to provide contact numbers, and establish yourself as the main point of contact for parents of your hospitalized midshipman.
- c. Advise the midshipman's instructors of the hospitalization and expected loss of class time. Work with the midshipman's instructors to forward assignments and arrange extra instruction.
- d. Once the midshipman has returned to Bancroft Hall, ensure follow-up with Bancroft Medical occurs as soon as possible.

2. Medical Excuse Authorization Chits. Midshipmen who report for treatment at any USNA location will either be returned to full duty or placed on modified or reduced duty via a medical chit. For a chit, the following applies:

- a. You are the final approving authority for the excusals recommended by the Medical or Dental Department. However, this final approval authority should not usurp the judgment and recommendation of USNA medical authorities. If you do not agree with the excusal recommended by a doctor, contact that doctor directly and discuss the matter prior to making the final call as to what your midshipman can/cannot do for the duration of the chit. Sign and date the chit and clearly state what privileges you authorize (i.e., class option, liberty, and uniform modifications). Keep the pink copy, and then return the rest of the copies to the midshipman through the Company Command Duty Officer (CCDO). Ensure that the midshipman takes a copy of his/her chit to the Marking Office in Macdonough Hall, especially if they are going to miss an upcoming PRT or required P.E. test. If a midshipman fails to take a copy of their chit to the Marking Office and they miss a P.E. test due to illness/injury, they become a "Marking Office Failure" and deficient in Physical Education.

- b. A midshipman designated sick-in-room (SIR) is on limited duty for the duration of their chit. SIR midshipmen may leave their rooms for head calls, meals, visits to the Medical or Dental Clinics, and class (if "class option" is indicated on the chit). You should have the CCDO or Company Mate of the Deck (CMOD) check on SIR midshipman regularly and ensure their well-being, and that they are receiving meals from classmates or squad-mates. Be especially vigilant of SIR midshipmen over weekends to make sure they are being properly cared for, and they are not going on liberty.

4.10. WEIGHT CONTROL

1. COMDTMIDNINST 6110.1 (Midshipman Weight Control Program). You should read this instruction in its entirety because you will ultimately be responsible for making sure midshipmen are aware of the requirements and their status is tracked closely.

2. Weight Control Categories. All midshipmen will be weighed at least once a semester and will be classified in one of six categories:

I	Within height/weight and body-fat standards
II	Satisfactory, outside of height/weight standards but within body-fat standards (note: body-fat standard is 22% for men and 33% for women)
III	Satisfactory during an interim period because of varsity athletic requirements
IV	This category is no longer used
V	Unsatisfactory, outside of height/weight and body-fat standards
VI	Satisfactory, but being monitored after removal from Cat V or VII
VII	Unsatisfactory, under-weight with a minor or major problem

Each category is different in its level of risk, remediation, and monitoring. Ensure you become familiar with the requirements.

3. Remediation. The Physical Education Department will assist you by weighing midshipmen and setting up mandatory workouts for midshipmen below standards, and the Midshipman Development Center offers classes on diet and nutrition. The Weight Control Review Board (WCRB) convenes once a semester to discuss the cases of midshipmen enrolled in the Weight Control Program. If a midshipman is not making sufficient progress, this board has the authority to refer a midshipman to the Brigade Performance Board for possible separation.

4.15. COLOR COMPANY COMPETITION

Throughout the year, companies compete against each other in numerous categories - drill, academics, intramurals, professional competency, leadership and spirit, etc. The company that achieves the number one ranking receives numerous honors, in addition to being designated as the Color Company for the following Academic Year during the Commissioning Week Color Parade. USNAINST 1531.51 outlines the program, which is run by the Brigade Operations Officers.

4.20. MISCELLANEOUS

1. Service Assignment. One of the most important things you will do as a Company Officer/Senior Enlisted Leader is provide midshipmen advice on the range of service assignment opportunities open to them. You may also be called on to give lectures on your particular Navy or Marine Corps specialty and participate in other Career Information Program events. In your role as Company Officer/Senior Enlisted Leader, you must play the role of "honest broker" rather than selling only your specialty. Your goal should be to help your midshipmen determine the specialty best suited for them. It should also be to instill in the midshipmen a "big picture" knowledge of, and respect for, how all the fleet communities interact to make up the Navy and Marine Corps team.

2. Brigade Honor Concept. I expect you to become intimately familiar with the Brigade Honor Concept. To familiarize yourself with this concept, I encourage you to interact with the midshipmen assigned to the Brigade Honor Staff, as well as observe a Brigade Honor Hearing in person. Get to know and talk frequently with your Company Honor Representatives. If you have any midshipmen assigned to the Honor Remediation Program, you should be intimately involved with this remediation process, and talk frequently with their assigned mentor (usually an O-6 from outside Bancroft). Additionally, you will be called upon often to train your midshipmen concerning issues of honor in company training sessions, as well as Midshipmen Development Seminars (MDS) and Character Development Seminars (CDS). This is one of the most important roles you will fulfill during your tour at the Naval Academy. Do not take this responsibility lightly.

4.25. CONCLUSION

As a Company Officer/Senior Enlisted Leader, you have a great responsibility to guide and challenge your midshipmen. While you will achieve small day-to-day successes, the final measure of your endeavors is the success of your midshipmen after commissioning as officers in the Navy and Marine Corps. Your most important tool is the "role model" leadership you bring to the Academy. You have an immense opportunity to have a positive impact on the future officer corps. Make the most of it!

APPENDIX A

Commandant's Intent

(version 19 Feb 02)

COL John R. Allen, USMC

Commandant of Midshipmen

Enduring Intent Commander's intent creates a common vision for an organization and binds it with a unity of purpose. Intent defines the essence of the leadership of the commander and provides scope and direction to those bound by its provisions. Intent is the fastest; most secure, and most immediate means of communication, for it does not rely on electronic transfer or some other mechanism of transmission. Intent, properly and completely expressed, provides subordinate commanders the general guidance necessary for the exercise of their leadership and discretion, but does not stifle initiative. My intent, as expressed in this document, relies for its success on a common vision among the midshipmen, faculty and staff of the Naval Academy. It rests upon an explicit understanding of the mission of the Academy and an implicit acceptance of the high principles which define the officer corps of the naval service. In this way, my intent is enduring, for it rests on a foundation of commitment.

Faithfulness to higher ... the substance of lower For a commander's intent to be successful, it must derive from and be faithful to the intent of senior commanders and institutional objectives and values. My intent represents my leadership principles and values, but derives from the mission of the United States Naval Academy:

To develop midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government.

My intent also closely reflects the vision of the Superintendent as expressed in the Strategic Plan:

Provide leaders of great character, competence, vision and drive to transform the Navy and Marine Corps and serve the nation in a century of promise and uncertainty.

These twin pillars provide the framework and context within which we will move forward in the development of the midshipmen of

the Brigade. My intent also borrows from the vision and operating concepts of both the Dean of Academics and the Director of Athletics, bringing a unity of purpose to our efforts.

Subordinate intent within the Brigade should flow from and reflect this statement, and while it embodies the essence of the individual leadership of subordinates, it remains faithful to the precepts of my intent expressed herein.

The Commission There is no greater demonstration of the trust of the Republic than in its expression and bestowal of an officer's commission. The commission itself is sworn to before God in a manner exactly as our forbears swore to place their blades in the service of high moral principle. Today, the oath of office, the essence of the commission, elicits from each officer a solemn promise of commitment to uphold a set of principles enshrined in the Constitution of the United States of America. It is a total commitment.

"I do solemnly swear that I will support and defend the Constitution of the United States against all enemies foreign and domestic and I will bear true faith and allegiance to the same. That I take this obligation freely, without any mental reservation or purpose of evasion and I will well and faithfully discharge the duties of the office upon which I am about to enter so help me God."

Only a very few are selected for the privilege of a commission and its conferment takes on great personal and institutional commitment - - commitment that runs the spectrum from daily execution of orders to, if necessary, the supreme sacrifice. In 1950, there emerged a book still found today in our libraries, the Armed Forces Officer. In this first edition, the author, S. L. A. Marshall, attempted to convey the profound deference of the nation that attends the award of a commission:

"Other than the officer corps, there is no group within our society toward which the obligation of the nation is more fully expressed. Even so, other Americans regard this fact with pride, rather than with envy. They accept the principle that some unusual advantage should attend exceptional and unremitting responsibility. Whatever path an American officer may walk, the officer enjoys prestige. Though little is known of the officer's intrinsic merit, the officer will be given the respect of fellow citizens, unless that officer proves to be utterly undeserving."

The phrase "exceptional and unremitting responsibility" captures the essence of the prestige accorded the officer. No other position in American life carries with it so immediate a rendering of personal commitment and the potential for sacrifice. The expected demands on an officer are truly exceptional, not only in terms of individual commitment, but also in the reality that in no other walk of life ... in no other profession ... will the immediate consequences of one's orders have mortal effect on those who are the led. The officers of

the naval service give orders that may send Sailors or Marines to their deaths or may demand Sailors or Marines take the life of another human being. This is the essence of the "exceptional" nature of the commission, and is the profound extension and unique province of the duties of an officer. But demands of and on an officer are also great; the weight of this kind of responsibility is constant, and it compounds with rank and responsibility. The weight of the commission is, then, *unremitting*, and demands a moral and spiritual endurance uncommonly found among the citizenry of the nation. The demands of leadership in war, the ultimate role of an officer of the naval service, will exact a high price from officers as they discharge their exceptional and unremitting responsibilities. Here is found our obligation to develop midshipmen morally.

Orientation on combat Simply put, our orientation at the Naval Academy should focus on creating an officer capable of operating in and withstanding the demands of leading Sailors and Marines in combat. It is far easier ... and far better ... for us to visualize the nature and the complexities of combat and work backward from there to Bancroft Hall, the playing field, and the classroom. If combat is our polestar in all we say and do in the preparation of the midshipmen, then so much else is immediately revealed about what we stand for and how we will operate within the Brigade of Midshipmen. The midshipmen must understand and embrace the concept that the culture of the Brigade flows from this orientation alone. This, then, places much of the culture of the Brigade into immediate and sharp focus, and the imperative will immediately become obvious for the proper treatment of fellow midshipmen, and to demonstrate, at a cultural level, loyalty, respect, dignity, and proper human relations. The truth of battle, the relentless demands on the human soul in combat, provide clear context and ample evidence for defining the culture of the Brigade. Here we will provide constant emphasis.

The Midshipman as a public figure Every midshipman is a public figure in the fullest sense of the term. In accepting an appointment as a midshipman in the United States Navy, these young men and women have assumed the mantle of and obligation for the highest professional and moral conduct. The Brigade, and the midshipmen who populate its ranks, stand a breed apart ... they are special. The American people have simply come to expect more from the midshipmen of the Brigade. They have an implicit trust and explicit expectation midshipmen stand for something admirable, something worthy of emulation. The father of our Navy, John Paul Jones gave voice to this expectation in his expression of the qualifications of a naval officer. These words, though two centuries old, have never rung more true, and provide a roadmap for our own efforts in creating officers of the Naval Service:

It is by no means enough that an officer of the Navy should be a capable mariner. He must be that of course, but also a great deal more. He should be as well a gentleman of refined manners, punctilious courtesy, and the nicest sense of personal honor.

He should be the soul of tact, patience, firmness and charity. No meritorious act of a subordinate should escape his attention or be left to pass with its reward, even if the reward is only a word of approval. Conversely he should not be blind to a single fault in any subordinate, though at the same time he should be quick to distinguish error from malice, thoughtlessness from incompetency, and well-meant short coming for heedless or stupid blunder. In one word, every commander should keep constantly before him the great truth, that to be well obeyed, he must be perfectly esteemed.

These higher qualities are our bond with the American people -- the mothers and fathers of America -- who go to their rest each night content their precious children are being led and served by officers, graduates of the Naval Academy, who stand for something as ladies and gentlemen. There is no disconnect between the calling of the profession of arms and a lifetime of dedicated service and selflessness as a lady or a gentleman. Indeed, the very term "officer and a gentleman" is a most perfect union and illustration of the reality of war and the necessity that it be prosecuted by men and women of the highest morale principle. For war, unconstrained by honor and high moral principle, is quickly reduced to murder, mayhem, and all the basest tendencies of mankind.

Shakespeare's magnificent play *Henry V* is a remarkable distillation of the highest qualities of officership, and is remembered today among the officers of the naval service primarily for Harry's "band of brothers" soliloquy on the morning of the Battle of Agincourt. There is, however, an earlier testament by Harry during the siege of Harflew where Harry the King (Henry the V) truly lays out the uniqueness of the officer. As the initial English assault on the breach of the French battlement of Harflew fails; Harry exhorts his countrymen with these lines:

*Once more into the breach dear friends, once more;
Or close the wall up with our English dead.*

*In peace there's nothing so becomes a man
As modest stillness and humility;
But when the blast of war blows in our ears,
Then imitate the action of the tiger;
Stiffen the sinews, conjure up the blood,
Disguise fair nature with hard-favor'd rage;
Then lend the eye a terrible aspect ...*

Shakespeare's intent here is obvious. The nature of the officer in peace is enduring, it survives intact the ravages and dynamics of battle. "Modest stillness and humility," the wonderful, traditional defining characteristics of an officer of the naval service do not change during emergency, they still closely govern the soul of the warrior. But, there will assuredly come the time when our leadership will be tested in crisis or war. Here, we will not ... we will never ... discard the higher qualities of what defines the officer corps, and

what defines us as ladies and gentlemen. *Imitate* the action of the tiger ... *disguise* fair nature with hard favor'd rage" ... *lend* the eye a terrible aspect. The horror of battle and the base, primordial nature of combat can quickly overwhelm the civilized sensibilities of its participants. Here, the officer corps, leading from the front, masters at arms in the traditional sense, never departs the gentle nature of who we are. And here, the future of the officer corps, our precious midshipmen, learns from our own lifestyles in Bancroft Hall, and in the classrooms, and on the playing fields of the Naval Academy. Here, through our own precept and example, we provide the midshipmen the certainty of the counterbalance and the restraining influence they must become and they must master to effectively lead their Sailors and Marines through the many ugly realities of war.

Character as a function of combat leadership The great force multiplier in combat is character ... not technology ... not numbers ... but character. Character is the foundation of decision making in combat. Character underlies courage in its most profound sense. While there may be some debate on the exact definition of character there can be no doubt what we must do. A man or woman of character is one whose existence rests upon a solid moral foundation. This foundation sustains the officer during the greatest trials and crises and will provide the crucial moral orientation for decision making at the moment of greatest need. In World War One, a British surgeon on the Western Front, Lord Moran, closely observed the prosecution of the war. He was profoundly moved by the willingness and readiness of the soldiers to sacrifice their all on behalf of the officers who led them. He would conclude these soldiers endured so much because of their certainty in the moral authority of their young officers to lead them, a certainty flowing from their perceptions of the character of the officers. In his landmark book, *Anatomy of Courage*, Lord Moran would say of character:

"Courage can be judged apart from danger only if the social significance and meaning of courage is known to us, namely that a man of character in peace becomes a man of courage in war. He cannot be selfish in peace and yet be unselfish in war. Character as Aristotle taught is a habit, the daily choice of right instead of wrong; it is a moral quality which grows to maturity in peace and is not suddenly developed on the outbreak of war. For war, in spite of much that we have heard to the contrary, has no power to transform, it merely exaggerates the good and evil that are in us, till it is plain for all to read; it cannot change it exposes. Man's fate in battle is worked out before war begins. For his acts in war are dictated not by courage, nor by fear, but by conscience, of which war is the final test. The man whose quick conscience is the secret of his success in battle has the same clear cut feelings about right and wrong before war makes them obvious to all. If you know a man in peace, you know him in war."

A great combat leader of World War Two was once asked his view on the meaning of character. Without hesitation, he said character was the determining factor in an officer's ability to make a decision. The stronger the character, the greater the proclivity to decide ... to act ... to do the right thing, regardless of the potential consequences. Importantly, we know a large part of character is integrity. Deriving from the Latin *integritas*, integrity ... *integritas* ...symbolized the soundness of the armor plate covering the breasts of the Legionnaires of the Roman Empire. With integrity, all was possible in battle and all was whole. Absent integrity, there was vulnerability; indeed, there would be a "disintegrity" or disintegration. Integrity, then, is that unflinching trait that above all others, the Sailors and Marines of our Naval service demand of their officers. These young Sailors and Marines will never give voice to this absolute demand, they will simply and innocently expect it of us. Absent integrity, an officer has no moral authority to lead.

The reality of war ... human factors Human factors dominate war and have most frequently been decisive in determining success or failure in battle. Fear, fatigue, and other emotional and physical crises will be central to our study of and preparation for the prospect of war. As well, death, dying, and killing are the common wages of combat, and have a dramatic impact on both unit cohesion and the individual officer. These effects we know to be substantial; they are often immediate and remorseless, and they cannot be discounted or dismissed. We must do everything in our capacity to equip the midshipmen with a clear understanding of the peculiar nature of human factors and their centrality to battle outcomes. There will not be a single action or battle which we will study or in which we will serve during our careers where the outcome was or is not, to some extent, decided by human factors. The strengths and the limitations on humanity in war are felt by both sides, as opponents will both feel fear ... both endure mind numbing fatigue ... both deal with limitations and the frailties of physical conditions. Thus, the seeds of victory or defeat are carried within us at all times. We can exploit them, or be subject to them. The officer who understands the human factors inherent in combat operations will reduce the vulnerabilities of his or her own Sailors or Marines, while exploiting the same limitations within the opponent.

Combat conditioning War exacts great personal sacrifice from the officers of the naval service. Preparing for this sacrifice requires that we learn to live to be ready at all times to lead at the point of impact. If we are ready for this moment of truth, we will be ready for all else. Combat conditioning is consistent with our orientation on combat and our focus on human factors in war. Combat conditioning brings home the reality of combat in our own personal preparation for the moment of truth and spans comprehensive, inextricably linked moral, intellectual, and physical preparations. The midshipmen must understand their moral obligation ... their duty ... their personal commitment to combat conditioning.

At the moral level, the midshipmen must understand the centrality of the role of character, integrity, and ethics in the demands of leading Sailors and Marines at the point of impact. I am not interested in teaching any of these concepts to the midshipmen in order to make them good midshipmen; I am interested in our preparing them to be ready for commissioned service and their leadership responsibilities for war. If we do this properly, they'll become exceptional midshipmen as they confront the reality and the enormity of their duty.

Intellectual conditioning provides a clear and abiding understanding of the human factors of war, but it also, more importantly, lights a flame of lifelong and habitual fascination with the study of the profession of arms oriented on the penetrating and abiding reading and analysis of military history. Once oriented on an unambiguous commitment to personal professional development, midshipmen will be more ready for that moment of truth at the point of impact.

Finally, at a physical level, combat conditioning links the mind, the soul, and the body in complete readiness for the ravages of war. Where the mind ends and body begins is a point we do not fully understand. But the fact they are interrelated is well known, and the conditioning of the body enhances the ability of the mind to resist the psychological toll and mental burden of leadership. We know from personal experience and from our study of history, most of the decision making imperative for young officers in crisis and in combat comes on the verge of physical exhaustion. The ability to withstand these effects is a direct function of conditioning both at an individual and team level. We know fatigue and sleep deprivation are the harbingers of fear. We also know well-conditioned warriors are inherently better able to resist the onset of fear or the psychological dislocation that accompanies the friction and unknowns of a battlefield. War exposes weakness in all its forms. It exposes the fault lines in our preparations. We must paint the picture of the totality of combat conditioning and the duty of midshipmen to think in these terms and their obligations ... indeed their sacred and inherent duty ... to understand and grasp this concept.

The Brigade and its spirit The word *inspiration* derives from theology and implies the act of inspiring someone has the effect of filling that person with the Holy Spirit. Today the word is used differently, but no less importantly, to connote a person or an organization seized with and animated by an inner motivation. For far too long, the spirit of the Brigade has implicitly been a function of one or more sports teams. This is too narrow a definition of the spirit of the Brigade of Midshipmen. We must elevate the spirit of the Brigade to the level of the institution and the naval service and create leverage and synergy from the legacy of the Naval Academy and the naval service. Here, I ask we exploit of the "silent messages" within the Yard to illustrate and give voice and form to the idea of the higher spirit for the Brigade. "Don't give up the ship." "Take her down!" "Non Sibi Sed Patriae," Memorial Hall, the John Paul Jones Crypt, etc., etc. Here there is

high moral principle. Here there is sacrifice. Here there is unity of purpose. And here there can be agreement and unanimity by all midshipmen on what this institution stands for and its central role in the naval service and the defense of America. The spirit of the Brigade should be oriented here ... should flow from here ... and not be permitted to slip or to be concentrated on lesser, narrower issues, except insofar as we consciously elect to focus our spirit for specific events. That said, we must also be part of the spirit of the Brigade; we must also by word and deed, inspire ... to fill with the spirit ... the midshipmen. Our own acts, in consonance with the silent messages mentioned above, provide verification of the spirit we seek to imbue in the midshipmen. If we are able to create a spirit based upon high moral principle and grounded on the realities of our naval heritage, virtually every other dimension of the growth and development of the Brigade will follow.

Duty and accountability One of the greatest contributions we can make to the development of the midshipmen is imbuing them with the concept of duty. It is at once a function and a privilege. Never will we assign duty as punishment, for the accomplishment of duty is a statement of trust. Those who stand duty have been tested, evaluated, been observed, and have been found worthy to be accorded the privilege of standing and receiving the responsibilities inherent in this function. Duty in the functional connotation, is an achievement, and thus is never punitive. Duty as a concept is one of the highest pinnacles of commitment we can hope to convey to the midshipmen. Of all our American military figures, the man for whom duty took on nearly spiritual meaning was General Robert E. Lee. Of duty, he wrote his son:

"Duty then is the sublimest word in our language. Do your duty in all things ... You cannot do more, you should never wish to do less."

I use the term "spiritual" intentionally because I want to convey the idea of sacred commitment in the concept of duty. The ship's captain who, though wounded, will not quit the bridge. The pilot who drives on inexorably on the target, though the ground fire is thick and almost certainly deadly. The Marine lieutenant who presses the attack at the cost of his life. The submarine skipper on the bridge, wounded and dying, whose final order to the crew is "take her down!" These are manifestations of officers doing their duty. Few experiences can be more poignant in gaining this understanding than a visit to Memorial Hall, which enshrines the names of our honored dead-graduates who did their duty as they were given the light to see their cause, and who perished in the endeavor. From the Bible, we know the passage "From everyone who has been given much, much will be required; and to whom they entrusted much, of him they will ask all the more" (Luke 12:48). There can be almost no more perfect manner of teaching duty than by emphasizing that the traits selflessness, sacrifice, servitude, and humility contribute most to doing one's duty. Beyond living these qualities ourselves every day -- and very visibly -- in front of our midshipmen, we must teach them duty; this

runs the gamut from personal uniform preparations, to academic steadfastness, to making hard moral decisions, to a willingness to sacrifice.

The mentor and the protégé There can be no more personal relationship ... no more valuable relationship ... at the Naval Academy than that of the mentor and the protégé. American military history is punctuated with examples of great mentor relationships: Fox Connor with young Dwight Eisenhower, and George Marshall with Albert C. Wedemeyer are but two. Connor and Marshall both took young officers under their wings and produced two of the most influential officers of World War II. I strongly encourage the mentor/protégé relationship. We know it cannot be forced. The relationship grows from personal admiration and is based both on a desire to teach and instruct by the mentor, and a desire to grow and learn by the protégé. I encourage the development of this relationship whenever and wherever possible.

Upon the fields of friendly strife Sports and sporting competition are two of the most important endeavors carried on at the Naval Academy. Indeed, the importance of sports in the preparation of officers for war once prompted Douglas MacArthur to observe:

"Upon the fields of friendly strife are sown the seeds that on other days and on other fields will reap the fruits of victory."

Here, at Annapolis, on the fields of friendly strife, midshipmen will observe and learn leadership in adversity, the power of cohesion in small units, and the imperative of continuing on under conditions of duress, pain, and loss. Here too will be the opportunity to learn the high moral principle of sportsmanship, and this must be a one of our points of greatest emphasis and instruction in all our sports endeavors. The midshipmen must be taught the lessons of humility and graciousness in victory, and courage, forbearance, and endurance in defeat. There is no room for arrogance in the personality of a serving officer, but arrogance can sometimes be the stepchild of victory. Arrogance blinds the officer to failing, and often results in complacency or in overlooking weakness. Wherever possible we must seek to eradicate, or at least diminish, the negative effects arrogance, for over time, arrogance almost certainly results in defeat.

The Officer Representatives (O-Reps) are vital to the process and success of athletics at the Naval Academy. The O-Rep is my direct representative to the team, and in this sense represents and advocates the standards of the Naval Academy to the team. These standards include, but are not limited to, academic performance and study, personal appearance and uniform wear, and conduct and honor. As well, sports teams tend to have their own cultures deriving in large part from the popular cultures that surround so many of the sports in the civilian sector. The O-Rep is directly responsible for managing the culture of his or her sport to ensure its congruence

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with the paramount and preeminent culture at USNA; that of the naval service. The O-Rep will be vigilant in this role, and will act carefully to ensure it remains so.

The Four Class System Wherever possible, we must seek to enhance, strengthen, and reinforce the four class system. The publication "Waypoints" best describes the various echelons of responsibility and achievement we seek in the class distinctions. In general, this is my guidance for the implementation of the four class system: The fourth class year is one of transition where Plebes emerge from the state of imposed discipline to the essentials and reality of self discipline. In this metamorphosis is the secret of success for the remaining three years as a midshipman and for the future as an officer. The strongest character is grounded in self discipline and the maturation of the fourth class midshipmen in this area must receive great emphasis. Third class midshipmen are gaining strength and initiative. During this year, and in the aftermath of fourth class year, they are seeking to establish equilibrium with their grades and professional development. The third class are the mentors of the Plebes. In the aggregate, the second class are the holders and keepers of the standards of the Brigade and are the engine for the development of the fourth class. Finally, the first class are in their final throes of preparation for a commission. We must place their continued development as the number one priority. Serving as officers, the first class lead the Brigade.

The distinctions between and among the classes are a matter of degree, and should be grounded at all times in the attainment of responsibility, increased duty, and the final, professional preparations for departure from the Naval Academy, to assume leadership positions in the naval service. While greater seniority carries increased privilege, we should do all we can to minimize the natural pursuit of privilege and emphasize the attainment of responsibility. Our clear message to the Brigade should be that increased seniority carries with it increased servitude, increased humility, and increased self-sacrifice. We MUST teach the midshipmen privilege is an irrelevant side benefit to greater responsibility.

Personal Professional Development In his record of the Peloponnesian Wars, Thucydides is reputed to have observed:

"That [state] which separates its scholars from its warriors will have its thinking done by cowards, and its fighting done by fools"

Our country cannot afford to separate its thinkers from its warriors, and thus we will study and grow together as a group of warrior scholars. The two principal directions we will pursue in our professional development will be in the areas of education and training theory, intended to assist in the continued development of the midshipmen, and professional military education geared to prepare the members of the staff for future and long term duty in the naval service. I seek to create in the members of the staff a fascination

for learning the profession of arms ... to acquire a 5000 year old mind ... through a dedicated and abiding reading of military history. What do I mean by the 5000 year old mind? Some years ago, I was fortunate to know one of the great living American historians, Professor Jay Luvaas, a scholar of the American Civil War. In our discussions about professional reading he observed the entire march and evolution of military history written over the last 5000 years of the recorded history of Western Civilization is laid bare at the feet of the warrior scholar. War and its many component factors ... in particular the human factors of war and the challenges of command in combat ... are recorded through the eyes of enumerable participants and historians. When consumed by the student of the profession, each book read contributes in some manner ... large or small ... to the memories of the student. These second hand memories compound and build until the student finds it difficult to distinguish between actual personal experience and the memories created vicariously through reading. In essence, Professor Luvaas contended, while it is impossible to do anything about the age of one's body, there is no reason why a student of the profession of arms cannot have a 5000 year old mind. In the course of our program of learning, each battalion team will be assigned the responsibility for one topic a month. I will do the first topic...a battle study of the Battle of Antietam. Following that, we will alternate between discussions of educational and training theory and the military history or doctrine discussions.

Endstate The endstate of our efforts will be a midshipman transformed over the four year journey of the Naval Academy. All the above comes now to bear on our labors to shape and prepare the young student of the profession of arms to serve as a commissioned officer in the naval service. All of the above will bring us to the ideal product of the Naval Academy depicted as follows:

The midshipman ... a man or woman of character, imbued with unimpeachable integrity, honor, and an understanding of the power of spiritual development. A man or woman of profound moral and physical courage for whom the Academy experience is a deep personal commitment to preparing for a career as a commissioned officer with the exceptional and unremitting responsibility of leading Sailors or Marines in war, peace, and in crisis. A midshipman for whom the term duty carries sacred meaning, and for which the midshipman is willing to endure sacrifice, personal hardship and adversity. A midshipman who is committed to lifelong learning about the profession of arms.

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APPENDIX B

SAMPLE COMPANY OFFICER/SENIOR ENLISTED LEADER PLANNING CALENDAR

August

- Prepare Battalion Performance Board packages for all those with a D last semester and unsatisfactory cruise evaluations.
- Lists of all deficient midshipmen should be compiled as follows:
 - Academic
 - Performance
 - Physical Education
 - Category V Weight Control
 - Conduct (Probation)
- Become familiar with all Midshipman Regulations, Notices and Instructions.
- Room assignments:
 - Have upperclass from 2nd Set Plebe Detail assign 4/C rooms
 - Double-check complete list with partial list compiled at end of year
 - Ensure room assignment list is posted along with instructions for check-in
- Obtain final platoon ranking for 4/C from 2nd Set Plebe Detail - retain for future counseling.
- Send letter to all parents introducing yourself:
 - Include phone number/email address
 - Midshipman Information Service Officer can provide labels
- Develop Company Officer's Standing Orders.
- Obtain computer list of midshipmen in company (use this list for accountability and performance jacket inventory).
- Re-label performance jackets to account for the rotation of midshipmen (if necessary).

August (Reform)

- Determine whereabouts of UA midshipman, those who have been separated, ETA of late returnees; advise Battalion Officer.

August (Reform) (continued)

- Company Officer, Senior Enlisted, and Company Commander meet with classes individually:
 - Introduce yourselves to new classes, review last semester
 - Discuss any new issues, regulations, class and company goals
- Meet with Company Commanders and discuss current action items, issues and immediate concerns. Have him/her:
 - Develop and submit to Company Officers their Company Commander's Intent for review, publication, and explanation to the Company.
 - Submit company goals
 - Reconfirm room assignments (check with Brigade 1st LT)
 - Have Adjutant put company watch bill in place
 - Compile and review list of midshipmen drill exempt with Company Commander
 - Meet with Company Operations Officer and Wardroom to determine Company Dining In (date early in year)
 - Ensure performance jackets are updated by Company Administrative Officer:
 - Ensure 4/C have photos and Record of Interview under Tab B
 - Verify all evaluations from prior semester are filed
- Formal room inspections (company staff):
 - Complete material discrepancy list

1 Sep

- Schedule initial interviews with midshipman after summer cruise evaluations have come in:
 - Plan on additional interviews for deficient midshipman
 - Company Officer required to formally counsel all 1/C and 4/C midshipmen; Senior Enlisted Leader required to counsel all 2/C and 3/C midshipmen.
- Review status of completing Battalion Performance Boards and issuing Letters of Instruction as a result of last semester or summer performance.
- Conduct Squad Leader training on requirements of Performance Manual, including:
 - Squad Leader's Guide
 - Counseling techniques
 - Amount of counseling required
 - Writing Midshipmen Fitness Reports
 - Maintaining performance jackets
- Verify 1/C striper data in MIDS. Report corrections to Performance Office.

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- (Company Admin Officer) Make sure all midshipmen verify and correct personal data maintained on MIDS. Incorrect data not maintained by midshipmen should be reported to the appropriate office for correction.

15 Sep

- (Company Adjutant) Enter squad member data in MIDS.

1 Oct

- Prepare Battalion Performance Board Briefs and schedule Boards for all required midshipman in company - plan on additional interviews for deficient midshipman.
- Nominate 1/C and 2/C Brigade/Battalion Striper candidates for the upcoming spring semester.
- Make sure required midshipmen complete 360 Feedback Surveys within the allotted time period.

15 Oct

- Verify Squad Leaders are conducting required counseling (mid-semester check).
- Verify that stripers have completed a mid-term company ranking.
- Conduct NAVFIT/Fitness Report training for all squad leaders and above - explain grade distribution and timeline for submission.

15 Nov

- Select spring semester Company Stripers and enter striper data in MIDS.
- Make sure required midshipmen complete 360 Feedback Surveys within the allotted time period.

1 Dec

- Receive striper rankings and Fitness Reports from Company Commander.
- Rank classes and assign Military Performance grades.
- Enter Military Performance Grades and rankings into MIDS (Commandant's Staff → Military Performance Grades - Maintain).

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- Complete counseling required for D's in performance.
- Company Commander after-action report.

15 Dec

- Final semester counseling of academic unsats.
- Finalize probable list of Academic Board attendees - counsel prior to departure on leave concerning Academic Board procedures and required return date to USNA if academically deficient.

27 Dec

- Complete Academic Board preps:
 - Submit write-ups to Battalion Officers
 - Notify midshipman who qualify

Jan (end of leave)

- Ensure Academic Board attendees return in time. Complete Academic Boards.
- (Company Staff) Conduct personnel inspection at end of leave.
- Prepare Battalion/Brigade Performance Board packages on those with second D last semester.
- Compile list of all deficient midshipman:
 - Academic
 - Performance
 - Conduct
 - Physical Education
 - Category V weight control
- Meet with Company Commander to discuss current action items, issues, and immediate concerns. Have him/her:
 - Develop and submit to Company Officer their Company Commander's Intent for review, publication, and explanation to the Company.
 - Submit company goals
 - Ensure performance jackets are updated with last semester's Fitness Reports
- Begin Company Officer (1/C and 4/C midshipman) and Senior Enlisted Leader (2/C and 3/C midshipmen) interviews:
 - Review last semester, set goals.
- Verify 1/C striper data in MIDS. Report corrections to Performance Office.

15 Jan

- Conduct Squad Leader training on requirements of Performance Manual, including the Squad Leader's Guide/WAYPOINTS.
- Counsel all 1/C midshipmen regarding Service Assignment.
- Nominate/select rising 1/C and 2/C midshipmen for Plebe Summer, NAPS, and Weapons Battalion Detail.
- Nominate/select rising 1/C and 3/C midshipmen for Summer Seminar Detail (NASS).
- (Company Admin Officer) Make sure all midshipmen verify and correct personal data maintained on MIDS. Incorrect data not maintained by midshipmen should be reported to the appropriate office for correction.

1 Feb

- Begin assisting midshipman with cruise selection:
 - Coordinate with Training Office/PROPROGS
 - Ensure all midshipmen who are going on overseas cruises submit all paperwork for passports.
- Company Commander compile list of those drill exempt (reference 1710).
- (Company PE Officer) Verify all midshipmen are on a spring sports roster.
- (Company Adjutant) Enter squad member data in MIDS.

15 Feb

- Make sure required midshipmen complete 360 Feedback Surveys within the allotted time period.

1 Mar

- Nominate 1/C and 2/C Brigade/Battalion Striper candidates for the upcoming fall semester.
- Prepare Battalion Board packages and schedule boards for mid-semester review of last semester D's in Military Performance.
- Verify Squad Leaders have completed required counseling.
- Complete counseling required for deficient midshipman.

1 April

- Review plan for midshipmen to vacate rooms prior to summer training.
- Review storage locker procedures.

15 April

- Select fall semester Company Strippers and enter stripper data in MIDS.
- Make sure required midshipmen complete 360 Feedback Surveys within the allotted time period.

1 May

- Receive stripper rankings and Fitness Reports from Company Commander.
- Rank classes and assign Military Performance grades.
- Enter Performance grades and rankings into MIDS.
- Company Commander after-action report.
- Finalize semester counseling of academically deficient midshipmen.
- Finalize probable list of Academic Board attendees.
- Complete Academic Board preparations:
 - Submit COMAPS to Battalion Officer
 - Notify midshipman who qualify
- Check 1/C midshipmen out of rooms prior to departure on end-of-semester leave (room clean and empty except for one bag, toiletries, and uniforms for commissioning week).

15 May

- Ensure Academic Board attendees return in time. Complete Academic Boards.
- (Company Admin Officer) File all semester Fitness Reports.
- Inventory, close-out records for Academic Year.
- Inspect and inventory Company Wardroom; ensure appliances (VCR, microwave) are stowed securely.

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- Conduct turnover with new Company Officer/Senior Enlisted Leader. Introduce new Company Officer/Senior Enlisted Leader to rising 1/C.

Graduation Day

- Collect 1/C ID cards, hand out ENS/2ND LT ID cards to graduating midshipmen.
- Upon completion of Graduation Ceremony, check all underclass midshipmen out of rooms. Collect all keys to rooms, and ensure payments received for any lost keys or room damages.
- Final walk-thru of company area/wardroom (all rooms clean, windows shut, doors locked, all trash in dumpsters).