1. **Purpose.** To promulgate policy for Academic Year Training and to unify training efforts across the United States Naval Academy (USNA) enterprise in order to achieve the Professional Core Competencies (PCC) promulgated in reference (a).

2. **Cancellation.** COMDTMIDNINST 1600.4D.

3. **Background.** Reference (a) delineates the knowledge, skill, and abilities that basically trained Naval Officers must possess upon commissioning. These are listed as PCCs that address Academic Standards, Leadership and Management, Programs and Policies, Military Customs, Traditions and Regulations, Naval History, Technical Foundations, Naval Warfare, Maritime Proficiency, and Fitness and Wellness Programs. The Director, Character Development and Training Division (CD&T) is responsible to the Commandant of Midshipmen to ensure Academic Year and Summer Training form a cohesive four year training continuum and accomplish training to achieve the PCCs in the appropriate depth, scope, and time. The Midshipmen Training Program (MTP) is designed to achieve this training continuum by providing the Commandant the means to objectively measure Midshipmen preparedness for commissioning and effectiveness of the MTP itself.
4. **Training Policy.** The Director, CD&T maintains responsibility for oversight of the MTP. However, success and continued relevance of the program and the PCCs hinges on a coordinated effort of numerous entities and individuals across the Yard. Therefore, a Planning Board for Training (PB4T) shall convene to meet this requirement. The PB4T shall be comprised of senior leaders with the institutional wisdom, experience, breadth of understanding, and authority to make decisions when appropriate and provide vetted recommendations to the Commandant when necessary.

   a. Commandant

   (1) Advises the Superintendent and promulgates training policy to ensure USNA graduates meet the standards set forth by the Superintendent in reference (a).

   (2) Serves as President of the PB4T and is the approval authority for changes to this instruction and all subordinate parts.

   b. Director, Character Development and Training (CD&T)

   (1) Advises the Commandant on training policy, execution, and effectiveness.

   (2) Responsible for oversight of the MTP.

   (3) Serves as Chairman of the PB4T.

   c. Training Officer

   (1) Responsible for execution of and updates to the MTP.

   (2) Responsible for planning and execution of the PB4T.

   (3) In conjunction with Director, Leadership Education and Development (LEAD), update/promulgate enclosure (2).

   (4) In conjunction with community and service representatives, update/promulgate professional material.

   d. Planning Board for Training (PB4T)

   (1) The charter of the PB4T is to review proposals to change reference (a), this instruction, reference (b), and make recommendations to the Commandant and Superintendent.

   (2) The board shall meet as directed in enclosure (1) and review the aforementioned documents at least annually.

   (3) The twelve primary members of the PB4T are the Chairman; the Assistant Dean for Planning and Assessment; the Director, Professional Development (PRODEV) Division; the Director, Leadership Education and Development (LEAD); the Deputy Athletic Director; the Commandant’s Operations Officer; and the senior representative from each of the five Navy Unrestricted Line (URL) communities (Surface, Submarine, Aviation, SEAL, and Explosive Ordnance Disposal) and the Marine Corps.
(4) Contributing members, who attend as required, are the Supply Officer; Battalion Officers; the Commandant’s Special Assistants; the Director, International Programs; the Director, Physical Education Department; and the senior representative from each of the three Navy Restricted Line (RL) and Staff Corps communities (Information Dominance Corps which includes Information Warfare, Intelligence, and Oceanography; Civil Engineering Corps; Supply Corps).

5. **Training Execution**

   a. **Process.** Mirroring Fleet Personnel Qualification Standards (PQS), Midshipmen Qualification Standards (MQS) shall be utilized during the academic year to facilitate instruction and tracking of professional knowledge for each Midshipman. A Professional Competency Assessment (PCA), or Professional Competency Board (PCB) in the case of Fourth Class Midshipmen, shall be used to test comprehension and retention of professional knowledge. This process shall accomplish two critical requirements:

1. Assess Midshipmen preparedness for commissioning.

2. Provide feedback to the Commandant and Superintendent on the effectiveness of the MTP and USNA curricula in achieving the PCCs.

b. **Professional Knowledge Book (4/C Pro-Book) and Professional References.**

1. The 4/C Pro-Book is intended to be the sole reference required for Fourth Class Midshipmen to complete professional knowledge requirements. It should include the 4/C MQS. The Pro-Book shall be reviewed annually and issued to each Fourth Class during Reformation (Reform).

2. Professional references shall be provided electronically. Those references and some issued hard copy references are intended to be the sole references required for Third, Second, and First Class Midshipmen to complete professional knowledge requirements. Professional references shall be reviewed and updated annually in conjunction with MQS reviews.

c. **Midshipmen Qualification Standards (MQS).** MQS contain class-specific learning objectives (LO) that are testable on Pro-Quizzes, Pro-Exams, PCAs, and PCBs. MQS shall reflect a progression of knowledge from year-to-year in order to prepare Midshipmen for follow-on Summer Training, Service Assignment, and Commissioning.

1. A professional reference shall be cited for each LO.

2. The Midshipmen Chain of Command (CoC) and Subject Matter Experts (SME) shall facilitate Midshipmen completion of MQS by assessing achievement of each LO prior to signing it off.

3. Each Midshipmen shall complete the required portion of MQS prior to participating in a Pro-Quiz, Pro-Exam, PCA, or PCB. The latter two require MQS completion in its entirety.

d. **Professional Quiz (Pro-Quiz)**

1. Each Midshipman 4/C shall be quizzed on Pro-Book material on a weekly basis in accordance with the Battle Rhythm in reference (c). Pro-
Quizzes shall cover information from the Pro-Book and assist Midshipmen 4/C in preparing for their PCBs at the end of the academic year.

(2) The quiz shall consist of no more than 20 questions and shall be approved by the 4/C Training Officer in CD&T.

(3) Passing is 70%. Grading shall be on a 100 point scale, except when extra credit is provided by the Brigade Training Staff.

(4) Retakes are not authorized.

e. Professional Examination (Pro-Exam)

(1) Each Midshipman 4/C shall take a Pro-Exam in November to reinforce 1st Semester Pro-Book information.

(2) The exam shall consist of 30 questions with no extra credit and shall be approved by the 4/C Training Officer in CD&T.

(3) Passing is 70%. Grading shall be on a 100 point scale.

(4) Any Midshipman 4/C who fails a Pro-Exam shall re-take the exam. However, the first grade shall count towards Military Order of Merit for their first semester Plebe Year in accordance with reference (d).

(5) If a Midshipman 4/C subsequently fails the re-take, he/she shall receive an Aptitude Grade no higher than D (Progressing).

f. Professional Competency Assessment (PCA)

(1) Each Midshipman shall take a PCA annually to objectively measure cumulative comprehension of Pro-Book material and fundamental principles of some academic courses. 1/C shall take a PCA in the fall and transition to a service assignment specific Practicum Course. 2/3/C shall take a PCA in the spring.

(2) The PCA shall consist of 50 multiple choice questions with no partial or extra credit and shall be approved by the Commandant.

(3) Passing is 70%. Grading shall be on a 100 point scale.

(4) Any Midshipman who fails a PCA shall re-take the exam until receiving a passing grade. However, the first PCA grade shall count towards Military Order of Merit in accordance with reference (d).

(5) If a Midshipman subsequently fails the first re-take, he/she shall receive an Aptitude Grade no higher than D (Progressing).

(6) A Midshipman must achieve a passing grade on each PCA prior to commissioning.

(7) The Commandant shall release a notice annually to publish the policies and procedures governing the PCA.

g. Professional Competency Board (PCB). Administered to Midshipmen 4/C in the spring to objectively measure comprehension of the Pro-Book material.
(1) The Company Training Officer shall schedule each PCB. The Company-level PCB shall consist of one Midshipman 1/2/3/C, each from the same company as the 4/C, and one 1/C (M/LT or higher) from another company within the battalion. There shall be four board members total.

(2) The names of the board members and the Midshipman 4/C to be examined shall not be disclosed in advance of the board convening.

(3) The board shall consist of two parts: a formal uniform inspection and an oral board consisting of questions developed from the 4/C MQS.

(4) Passing is 70%. Grading shall be on a 100 point scale.
   (a) 20 points for the uniform inspection
   (b) 15 points per board member for question responses
   (c) 5 points per board member for military bearing and poise

(5) Failure of the Company-level PCB shall result in a Battalion-level PCB. The Battalion-level PCB shall consist of one Midshipman 1/2/3/C, each from the same battalion as the 4/C (but outside the company of the 4/C), and one 1/C (M/LT or higher) from another battalion.

(6) Failure of the Battalion-level PCB shall result in a Brigade level PCB. The Brigade PCB shall consist of one Midshipman 1/2/3/C, each from outside the battalion of the 4/C and one 1/C (M/LCDR or higher) from another battalion.

(7) Failure of all three PCBs shall be addressed through the Aptitude for Commissioning procedures in reference (e) and result in an Aptitude Grade no higher than D (Progressing).

h. Order of Merit. Performance on MQS, Pro-Quizzes, the Pro-Exam, and the PCA/PCB shall be included in the Military Order of Merit (MOOM) in accordance with reference (d) and this instruction.

i. Significant deficiencies and failures in professional readiness should be addressed through counseling, remediation, and discipline using references (c) and (e).

j. Instruction Periods and the Training Reserve Period

(1) Instruction Periods and the Training Reserve Period are listed in the Battle Rhythm in reference (c).

(2) These periods shall be used for the training of Midshipmen. Multiple training periods are offered so that all Midshipmen can complete assigned training.

(3) Midshipmen 4/C come-abouts should be scheduled during Instruction Period-Primary, but be scheduled outside of this period if a scheduling conflict arises for the upper class or Midshipmen 4/C.

(4) Company Officers have the authority to utilize the Training Reserve Period in accordance with guidance in reference (f), paragraph 4.5.
A Form-1 or Form-2 should be utilized to document use of the Training Reserve Period for Extra-Military Instruction (EMI).

(5) Battalion Officers maintain the authority to approve physical training plans for all classes. These are plans that prevent physical mission deficiencies, sustain and develop overall fitness, or ensure the safe execution of Sea Trials.

(6) Twice per semester, the Training Reserve Period may also be utilized to accomplish group training events. This training must be related to the PCCs. A few valid examples include attending The Holocaust Museum Workshop, visiting Arlington National Cemetery, and visiting the National Museum of the Marine Corps. Movement Orders shall be executed for group training events that require off-yard travel in accordance with reference (g).

(7) A Monthly Training Plan shall be used to gain approvals for physical training plans and group training events.

(a) No later than the 20th of each month, the Company Commander shall submit to the Battalion Officer via the Company Officer a Monthly Training Plan for the next month.

(b) No later than the last day of each month, the Brigade Training Officer shall provide a consolidated Monthly Training Plan for the next month to the CD&T Training Officer.

(c) For group training events only, no more than one week following completion, the Brigade Training Officer shall submit a debrief to the Training Officer using enclosure (8).

(d) Deviations from approved training plans require Battalion Officer notification no later than 48 hours in advance.

(8) Significant issues (training not occurring as planned, sustainment of injuries, significant damage to equipment, issues with law enforcement) shall be reported as soon as possible to the USNA Officer of the Watch (OOW) and Training Officer.

6. Responsibilities

a. CD&T shall:

(1) Advise and assist the Brigade Training Staff in the implementation of this instruction.

(2) Create, update, and distribute Squad Leader Handbooks, 4/C Pro-Books, and MQS annually.

(3) Review and update electronic professional references annually.

(4) Review and approve Pro-Quizzes and the 1st Semester 4/C Pro-Exam.

(5) Receive MQS and Pro-Quiz performance data weekly from the Brigade Training Officer.

(6) Brief the Commandant weekly on training (upcoming events, staff actions, Pro-Quiz, Pro-Exam, MQS, and PCA/PCB performance).
(7) Conduct Academic Year Training Briefs during the Reformation and Intersessional periods.

(8) Create, update, and staff a PCA notice annually.

(9) Create, update, and manage PCAs annually.

(10) Receive PCA performance data (including individual scores) from the Brigade Training Officer and provide results to appropriate individuals and directorates.

(11) Maintain approval authority for waivers to the requirements in this instruction.

b. Battalion Officers shall:

(1) Maintain responsibility for Midshipmen preparation and performance on MQS, Pro-Quizzes, the Pro-Exam, PCAs, and PCBs.

(2) Approve Monthly Training Plans, monitor use of Training Reserve Periods, and ensure appropriate resources are available and Operational Risk Management (ORM) is being used.

(3) Monitor 4/C Indoctrination.

c. Company Officers and Senior Enlisted Leaders shall:

(1) Ensure effective and efficient use of Instruction Periods and Training Reserve Periods.

(2) Provide guidance to the company staff, and review and approve Training Plans that effectively and efficiently accomplish the requirements delineated in this instruction and reference (a).

(3) Review Monthly Training Plans, monitor execution of training events, and ensure appropriate resources are available and ORM is completed using enclosure (9).

(4) Provide guidance to the company staff and use references (c) and (e) to counsel, remediate, and discipline Midshipmen who are deficient in accomplishing the training requirements in this instruction.

(5) Ensure company staff is executing 4/C Indoctrination in accordance with enclosures (3), (4), and (5).

d. Brigade Training Officer shall:

(1) Coordinate with the Training Department and use the Brigade Training staff to meet the requirements of this instruction.

(2) Set Brigade goals and develop a plan of action and milestones (POA&M) for Pro-Quiz/Pro-Exam performance, MQS completion, and PCA/PCB performance. This POA&M could include identifying scheduled professional events on the Yard (e.g., lectures or ship visits) or other organized events to accomplish MQS.
(3) Submit Pro-Quizzes and the 1st Semester 4/C Pro-Exam to the CD&T 4/C Training Officer for review, approval, and printing.

(4) Track Brigade Pro-Quiz/Pro-Exam performance and MQS completion and submit weekly reports. The Pro-Quiz performance report shall be submitted to the CD&T 4/C Training Officer NLT 1500 each Monday. The MQS completion report shall be provided to the 1/C Training Officer NLT 1500 each Thursday.

(5) Monitor approved Company Training Plans and submit a consolidated Monthly Training Plans to the Training Officer each month. The plan shall include, at a minimum, the training events scheduled for each Company and an initial Risk Assessment Code (RAC) in accordance with the guidance in enclosure (9) for RAC 3 or higher.

(6) During Reform and prior to turnover of the 4/C Regiment from the Plebe Detail to the Brigade, ensure that Midshipmen 1/2/3/C read and are familiar with enclosures (3), (4), and (5).

e. Brigade Training Sergeant shall: Assist the Brigade Training Officer as directed.

f. Battalion Training Officers shall:

(1) Track Battalion Pro-Quiz performance and MQS completion, and submit weekly reports to the Brigade Training Officer as directed.

(2) Monitor approved Company Training Plans and submit a monthly Battalion Training Plan to the Brigade Training Officer as directed.

(3) Support and execute plans as required to meet the Brigade Training Officer’s goals for Pro-Quiz/Pro-Exam performance, MQS completion, and PCA/PCB performance. These plans could include coordinating SME lectures or organizing group training events at the Battalion and Company level.

g. Company Commanders shall:

(1) Be responsible for the company’s performance on Pro-Quizzes/Pro-Exams, MQS, and PCAs/PCBs. Leadership, supervision, and excellence in planning and execution are essential to success.

(2) Be responsible for the effective and efficient use Instructional Periods and Training Reserve Periods.

(3) Review and submit a monthly Company Training Plan to the Company Officer for approval, then to the Battalion Staff.

(4) Be responsible for the planning and execution of up to two group training events per semester, ensuring ORM assessments are completed in accordance with enclosure (9).

(5) Submit Movement Order requests in accordance with reference (g) when required to support group training events during Training Reserve Periods.

(6) Ensure reference (f) is utilized to counsel, remediate, and discipline Midshipmen who are deficient in accomplishing the requirements of this instruction.
(7) Be responsible for ensuring 4/C development and training is done in accordance with enclosures (3), (4), and (5).

(8) Ensure Squad Leaders receive a copy of the most recent Squad Leader Handbook - reference (h). Squad Leaders are the backbone of the Brigade and can have a profound effect on how Midshipmen approach and accomplish the requirements in this instruction.

R. L. SHEA
By direction

Distribution:
Non-Mids (electronically)
Brigade (electronically)
MTP PLAN OF ACTION AND MILESTONES (POA&M)

June
- Training Department coordinates 4/C Pro-Book and 1/2/3/C MQS review

July
- Commandant approves 4/C Pro-Book and 1/2/3/C MQS
- Training Department coordinates update of electronic professional references
- Training Department coordinates MTP review and provides recommended changes/updates to the Commandant

August
- Training Department conducts Reform Briefs and distributes 4/C Pro-Books, MQS, and Squad Leader Handbooks
- Training Department meets with Brigade Training Staff (Fall Semester)
- Commandant releases changes/updates to the MTP (as required)
- Training Department generates the PCA Note
- Commandant releases the PCA Note

September
- Training Department coordinates inputs to the 1/C PCA
- Commandant approves the 1/C PCA

October
- Training Department coordinates and approves the 4/C Pro-Exam
- Training Department coordinates inputs to the 2/3/C PCAs

November
- Commandant approves 2/3/C PCAs
- 4/C Pro-Exam
- 1/C PCA

December
- Training Department meets with Brigade Training Staff (Fall and Spring Semester)
- 1/C PCA Re-Take prior to exams

January
- Training Department conducts Intersessional Briefs

February
No scheduled events

March
- 2/3/C PCA

April
- 2/3/C PCA Re-take
- 4/C PCBs

May
- Training Department coordinates review and update of Squad Leader Handbook
MIDSHIPMEN
LEADERSHIP
DEVELOPMENT
GUIDE
# MIDSHIPMEN LEADERSHIP DEVELOPMENT GUIDE

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Introduction - A Calling to Officership

The men and women who make up our Navy and Marine Corps are the services’ most valuable resource. When America sends its sons and daughters into military conflict, its citizens expect them to be well-trained, well-equipped, and most of all, well-led. Military officers are directly charged with that unremitting responsibility to lead well, and must therefore be leaders who see their service as a calling rather than an occupation or job specialty. As clearly defined in the USNA Mission Statement, the four-year education and training continuum at the Naval Academy is designed to prepare you for this Calling to Officership.

Officership is both a process and a destination - the ultimate expression of the meaning of service as an officer in our naval profession. We define Officership as follows:

"I am an officer in the naval service. I am a servant of the nation, a warrior, and a leader of character. As a Naval Academy graduate, I am the standard bearer of my profession."

Whatever your motivations to enroll at USNA, your focus must now be diligent and purposeful preparation of mind, body, and character to join our Profession. Your journey begins with a ready understanding of your identity as a professional naval officer - the knowledge, skills, and abilities we demand of those who enter the Profession, and also of the developmental trajectory you will take to get there. This document is designed for that purpose. Our guideposts are the USNA Graduate Attributes, the embodiment of the Mission of the Naval Academy and your aspirational target as future officers. They are as follows:

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 graduate leaders 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.

USNA Graduate Attributes

We accomplish our mission by graduating Midshipmen who are warriors ready to meet the demands of our country at war and during peacetime:

Our graduates are:

● **Selfless** - Selfless leaders who value diversity and create an ethical command climate through their example of personal integrity and moral courage.

● **Inspirational** - Mentally resilient and physically fit officers who inspire their team to accomplish the most challenging missions and are prepared to lead in combat.

● **Proficient** - Technically and academically proficient professionals with a commitment to continual learning.

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1 DODD 1322.22 August 24, 1994, p. 2.
• **Innovative** - Critical thinkers and creative decision makers with a bias for action.

• **Articulate** - Effective communicators.

• **Adaptable** - Adaptable individuals who understand and appreciate global and cross-cultural dynamics.

• **Professional** - Role models dedicated to the profession of arms, the traditions and values of the Naval Service and the constitutional foundation of the United States.

Everything you do in your training and education program at the Naval Academy will be in service to these ideals. Consider them your aimpoint — the expression of the purpose and intent of our developmental program.

More concretely, your readiness to commission will depend on your professional growth and development in three dimensions: 1) acquiring the standard of professional knowledge and expertise; 2) demonstrating the standard of professional skill and ability; and 3) taking on the identity of a professional naval officer. These actionable, measurable standards are arrayed across the four-year continuum and specified in this document — you should know them cold, and make them your yardstick as you execute your journey to commission. They were developed purposefully from the Naval Service’s Professional Core Competencies (PCC). These are approved professional requirements for Navy and Marine Corps officer accession programs and are used to develop the training and education program at the Naval Academy.

**Professional Knowledge and Expertise:**

The required knowledge directed or implied in the PCCs are made actionable in part through the Midshipmen Qualification Standards (MQS). These mirror fleet Personnel Qualification Standards (PQS) in that they provide a list of tasks to accomplish in order to improve your level of knowledge and expertise. The signatures you obtain in your MQS will signify that someone who is already a subject matter expert (SME) has verified that you have the requisite professional knowledge to commission as an officer.

Along with MQS, Professional Competency Assessments (PCA) and Professional Competency Boards (PCB) serve as objective measures of your professional knowledge and expertise. These are similar to the types of written tests and oral boards naval officers receive in the Fleet. Together, they set forth the minimum standards of knowledge and expertise demanded of Naval Academy graduates.

**Professional Skills and Abilities:**

You will have ample opportunity to demonstrate and practice the requisite skills and abilities required of commissioned officers. This section will specify those skills and abilities, derived from the PCCs. To be effective and prepared to commission as a leader of Sailors or Marines, you must demonstrate competence in the skills and abilities set forth in this instruction.
Professional Identity:

As you ready yourself for commission, you must internalize what it means to be an officer in the naval profession. Your Naval Academy education and experience will teach you what it means, but only you can decide to internalize its meaning, to make it part of who you are, to commit yourself fully to the Oath and the unremitting responsibility of Officership. This process of becoming a naval officer is the most important element of your development at the Naval Academy.

In short, our professional identity calls us to be standard bearers of the three pillars of Officership;

**Warriors** - Aspiring to excellence in accomplishing the mission; possessing the determination and competence to prevail in battle, and the discipline to do so within the laws of armed conflict and the moral constraints of honor.

**Servants of the Nation** - Dedicated to the unremitting responsibility to do one’s duty in deference to the principles enshrined in the Constitution.

**Leaders of Character** - Men and women whose integrity builds trust and commitment to high moral principles in the Sailors and Marines they inspire, motivate, and develop.

Although you likely have personal goals and motivations during your time at the Naval Academy, Officership as expressed through your professional identity calls you to peg your professional success to the successes of your unit, the men and women you lead, and the Nation you serve. Your professional identity is the expression of your Calling to Officership, and it must be carefully cultivated alongside your development of knowledge, skills, and abilities. While the Graduate Attributes describe the traits you must possess to commission, the Professional identity describes who you must be to lead and to serve well.

When you have the knowledge, the skills, the abilities, and the identity of a naval officer, only then are you ready to commission. Good luck on your journey.
Chapter 1

MIDSHIPMEN 4/C

1.0 Transition from Imposed Discipline to Self-Discipline

As a Plebe, your role is quite simple: to learn! Your acceptance of your appointment to the Naval Academy reflects your commitment to becoming a naval officer and a leader. However, to reach that goal you must first become a good follower. Plebe year is the time for you to develop these followership skills. By developing a deeper understanding of yourself and the commitment you have made, and by demonstrating mastery of your Professional Knowledge and the Midshipmen Qualification Standards, learning the information in the Professional Knowledge Book and Midshipmen Qualification Standards, you will be prepared to meet the challenges of Plebe year and to make a successful transition into Youngster year. Your full commitment to learning will make this transition much easier, but you will only receive the rewards commensurate with your effort. General Eisenhower once said, “The one quality that can be developed by studious reflection and practice is the leadership of men.” The challenges and opportunities are here; it is up to you to accept them.

By the completion of 4/C year, you must achieve a level of self-knowledge and understanding sufficient to reinforce your commitment to the values and expectations of the Naval Academy. That commitment will be reflected in your personal and professional conduct, as well as in the pride you demonstrate in yourself as a Midshipman and member of the Brigade. Additionally, as a competent Midshipman you must be able to demonstrate competence in the following areas:

Knowledge
- Understand and embrace the role of a Plebe within the Brigade.
- Demonstrate knowledge of your innate talents and how to apply them productively.
- Demonstrate knowledge of your personality type and how it influences your interactions with others.
- Articulate your personal values and the extent to which they are aligned with those of the Naval Academy and the Navy.
- Possess a sense of pride for the Naval Academy.
- Uphold the highest levels of professionalism and conduct.
- Demonstrate mastery of the professional knowledge outlined in the MQS. Possess a strong base of professional knowledge and competence.

Skills
- Demonstrate effective listening and observation skills through reflections on leadership in a Leadership Journal.
- Demonstrate critical thinking skills in your written and verbal analysis of ideas and in the expression of your own.
- Demonstrate effective organization and time management skills.
- Demonstrate peer leadership skills by directing and completing a group project.
- Possess a strong base of professional knowledge and competence.
Abilities

- Create and maintain an electronic Personal Leadership Portfolio as a repository for references and reflections related to developing character and leadership.
- Demonstrate the ability to resist social influence when it leads to unethical or unprofessional behavior.
- Demonstrate the ability to work effectively in groups.
- Demonstrate respect for individual dignity and autonomy through the fair and ethical treatment of others.
- Demonstrate ownership through active compliance with and enforcement of the policies, regulations, and directives of your chain of command.
- Demonstrate the ability to stand administrative and security watches.
- Understand and embrace the role of a Midshipman 3/C within the Brigade.

As such, training and education for Midshipmen 4/C shall focus on developing a strong sense of identity and reinforcing your commitment to the values, ideals, and traditions of the Naval Academy and the Naval service, while introducing you to the mission and organization of the Navy and Marine Corps, as well as introducing them and to each warfare community.

1.1 Role of a Plebe. Strive for Excellence.

Leadership and Character Development. The primary job of a Plebe is to learn how to follow. You must understand how to be a follower before you can be a leader. Respect the authority and experience of the upper class. Take ownership of the policies and directives of your chain of command. Understand and follow the restrictions placed on Midshipmen 4/C. Accept responsibility for your actions, and learn how to hold yourself and others accountable for actions and decisions. Realize that you are responsible for and will be held accountable for your actions.

Carefully observe the different styles of leadership you see around you and identify the aspects of each that which one best suits your own strengths, talents, and personality. Reflect on your observations in a Leadership Journal in your Personal Leadership Portfolio (PLP), and seek to discuss each week with your chain of command a positive or negative example of leadership seen at the Naval Academy or one that you have read about or discussed in class.

Embrace the Honor Concept. These are the standards that all Midshipmen have pledged to uphold. You are strongly encouraged to start an Honor Journal in your PLP. Keep this journal all four years. Write about and reflect on your thoughts, feelings and experiences when honor is brought to the forefront of your daily life.

Professional Development. Understand the role of MQS and professional knowledge in your development as a Midshipman and junior officer. Use MQS to build your foundation of professional knowledge. Learn to manage your time and strike a balance between the myriad responsibilities you have as a 4/C Midshipmen.

Academic Development. Take ownership of your academic experience. Make the most of the incredible academic resources and facilities that the Naval Academy has to offer, and make an informed decision on your choice of major. Examples of ways to actively pursue academic excellence:
At the beginning of each semester, create an academic study schedule for review by your upper class chain of command through your Squad Leader.

Set realistic academic goals each semester and monitor your progress towards them.

Use the Writing Center if necessary.

Don’t hesitate to seek Extra-Instruction when necessary.

Attend at least one Midshipmen Group Study Program (MGSP) session.

Personal and Physical Development. Make a conscious effort to improve on the level of physical fitness that you attained during Plebe Summer. Give sports, intramurals, and other physical activities your complete effort.

1.2 Develop a Sense of Pride in the Naval Academy

Only a select group of volunteers are extended the incredible opportunity to attend the Naval Academy. Take advantage of this opportunity, but keep perspective! Along with the privilege and opportunity comes great responsibility.

Learn about the great leaders this institution has produced and strive to emulate their examples. Familiarize yourself with the history and traditions of the Naval Academy. You are now part of this history—your actions are a direct reflection of this heritage.

Every day as a member of the Brigade, you represent every graduate of this institution who has served with honor both in peacetime and in war.

1.3 Develop and Uphold the Highest Levels of Professionalism and Conduct

Learn what it means to have high standards and be prepared to maintain them throughout your career in the military. This is the essence of integrity—the consistent alignment of your actions with the values, standards, and obligations to which you have committed yourself.

Realize that self-discipline and integrity are the foundation of your professional development. Without self-discipline and integrity, you cannot achieve the standards that will be expected of you by both your superiors and subordinates. For example,

- Maintain high standards of room and uniform appearance—they are visible reflections of your discipline, pride, and professionalism.
- Maintain professional relationships with your upper class throughout the year doing so reflects your commitment to a college experience distinctly different from that of your civilian peers.
- Learn, demonstrate and sustain professional military etiquette—it reflects your respect for the uniform you wear and the institution and traditions it represents.
- Ensure that your personal conduct at all times demonstrates respect for the dignity of others and of the Naval Academy.

1.4 Acquire Effective Listening and Observation Skills

Observe and take in as much as possible. A good awareness of your environment will help your development—both as a Midshipman and as a junior officer.
Begin to distinguish between the many different leadership styles that you observe. Over time you will discover which methods best motivate you, and you will be able to assimilate them into your own leadership style.

Think critically about what you see, hear, and read about leadership. Seek to understand the bias, assumptions, and perspectives inherent in other people’s actions and opinions. Be willing to challenge your own preconceived ideas about what constitutes good or bad leadership, as well as commonly-accepted ones held by others in the Brigade.

Take advantage of the Officers and Senior Enlisted Leaders on the Yard. Never again will you be in the company of such a large group of outstanding experienced leaders whose primary job is to guide your development. These ladies and gentlemen are the best the Fleet has to offer, and they provide a wealth of knowledge.

1.5 Build a Strong Base of Professional Development

The professional knowledge that you acquire over the course of Plebe year will form the foundation of your technical competence as an officer. As an officer it is crucial that you have a broad understanding of all aspects of the Naval Service.
Chapter 2

MIDSHIPMEN 3/C

2.0 Begin the Process of Becoming the Ethical Leader of Character.

Fourth Class year was about followership, learning about yourself and your strengths and weaknesses. Third class year is now more about deepening and applying that self-understanding and beginning the process of learning to lead others.

The core 3/C Ethics Course will challenge you to think about your own morals and character and give you the tools to help think through the very difficult dilemmas of military ethics you will face. It will also help you understand the virtues of your character that you may want to work on so you can become the “leader of character”.

The decisions you will make in the fleet will have awesome implications because we expect that our sailors and marines will follow our orders. So we need to do everything possible to make sure our orders are legal and moral.

At the completion of 3/C year, a competent Midshipman shall:

Knowledge:

- Possess and maintain a high level of professional knowledge and competence. Be prepared to assume small unit leadership roles within the Brigade.
- Fully understand the commitment you will make on the first day of your Second Class academic year. When you sign those papers you should be able to explain what you are committing yourself to; other than the number of years on the calendar. You should be committing to:
  - become the leader of character (the kind of leader you would want to follow)
  - support and defend the constitution
  - be a selfless servant of the nation
  - become a professional officer in the naval service
- Add to your Professional Leadership Portfolio in 3/C year:
  - Character Map
  - Personal Character improvement plan
  - Statement of your commitment on signing commitment papers

Skills:

- Possess the leadership skills of teaching, guiding, motivating, advocating, and acting as a role model to Midshipmen 4/C.

Abilities:

- Understand and embrace the role of a Midshipman 3/C within the Brigade.
- Understand that you need to treat all others with dignity, respect and fairness.

Training for Midshipmen 3/C shall build upon the basic military information they received the previous year and summer. Training should focus on developing the skills necessary to be a competent member of the naval forces as well as prepare them to take on leadership roles as small unit leaders within the Brigade.
Youngster year is your opportunity to begin to define and refine your personal leadership style. One of your most important roles is the development of your subordinates.

You will lead a division, a department, or a platoon. Your job is to ensure subordinates clearly understand Commander’s Intent and are prepared to accomplish the mission.

The role of a “leader” crosses the gamut of teacher, mentor, disciplinarian, and inspirer. Leadership is an intangible trait that is honed through experience and dedication to personal values.

To facilitate your understanding of leader-subordinate interaction, you will be assigned a Plebe in your squad. You will support, guide, motivate, and teach your Plebe. In doing so, you will simultaneously learn, practice, and enhance your leadership skills. This is your role as a Midshipman 3/C. How well you fulfill the leadership roles outlined here, combined with the effort you make to improve yourself and your Midshipmen 4/C, will determine the level of your success in your Youngster year. Your chain of command will help you in this process, but it is your responsibility to ensure your Plebes can successfully complete “the mission” of Plebe year.

It is important during Youngster year to form a relationship with your Plebes in which they feel comfortable in approaching you for help. In this relationship it is important that Midshipmen 4/C do not cross the line that distinguishes an encouraging and helpful atmosphere from an unduly familiar relationship. The differentiation can be difficult at the early stages of leadership development, but with guidance from upper class, this distinction should become clear.

2.1 Role of the Midshipman 3/C

Leadership and Character Development. As a Youngster, you have moved past the basics and are likely experiencing your first opportunity to practice leadership. To be successful, you need to lead by example and support your Plebe.

To be an effective leader, you must be trusted. To be trusted, you must have the character that people see and believe you are making the right decision. They must see that you have the compassion to care about them, the humility to admit you are wrong, and the honor and integrity to do what is right, even if the consequences are adverse to you.

You are responsible and will be held accountable for at least one Plebe in your squad. Your goal is to guide and motivate them through their transition to military life at the Academy.

Midshipmen 3/C can lead by demonstrating the following:

- Hold mentor meetings with your 4/C at least three times a semester and ensure that he/she fully understands what is required of them.
- Provide 2/C in your squad with weekly reports on performance of the 4/C in the squad. Brief your 2/C on each counseling session conducted with your Plebe.
- Stand proper CMOD watches and maintain the duty log in a professional manner.
- Wear your uniform with pride on and off the Yard. Set the example!
Authority may be delegated, but you can never delegate responsibility. Develop a sense of ownership for the personal and professional development of the persons you will be leading. Ensure that if your Plebe has a problem, you are the first to know of it and work towards finding a solution for them in order to get back on track.

Ensure that class distinction exists at the Academy by always maintaining a professional attitude with those junior and senior to you. Work with your Chain of Command and take part in helping improve your Company’s professional reputation in the Brigade.

Professional Development. Work with your Squad Leader and upper classmen to develop your Plebe in a professional manner. You are the one interacting most directly with your Plebe; you must, therefore, be fully in tune with your Plebe’s progress as well as his or her deficiencies.

Examples of maintaining professionalism and supporting the Chain of Command:

- Help your 4/C set tangible squad and company goals.
- Uphold your own high uniform and room standards and those of your 4/C. Conduct walk through room inspections daily.
- Hold yourself responsible and be accountable for 4/C rooms, uniform appearance and professional behavior.
- Ensure that come-arounds are professional and effective. Strive to have your 4/C genuinely understand and learn the weekly professional lesson rather than rote memorization of the Pro-Book.

Begin to think about the meaning of your upcoming 2/C commitment and your commitment to the Navy after graduation. Discuss with your Company Officer, Senior Enlisted Leader, or another mentor at USNA the responsibilities that lie ahead.

Academic Development. Continue in your pursuit of knowledge. It is imperative that you realize that the military success you have while here at the Academy must also be balanced with your academic success. You will receive more training in your warfare community. Academics are a key to habituating the study skills and life-long learning that will lead to success.

The Core Ethics course will give you both the theoretical background of moral reasoning, as well as the practical application to military case studies. While using the concepts of moral reasoning and character virtues to solve these very difficult dilemmas, you will be able to see the leadership lessons in these cases and begin the lifelong process of developing your personal principles and leadership.

Personal and Physical Development. You need to continue to set an example throughout the year of what a leader should be. This requires you to not only act as one, but to look like one. Take the initiative to continue to improve yourself not only on a personal physical level but also work towards improving your Plebe and ultimately your company through ECAs and yard sports.
2.2 Teacher

You will teach the weekly professional subject material to your Plebe. Your Plebe’s pro-knowledge proficiency will reflect your ability to convey the information. Your role as a teacher extends beyond professional knowledge. You have just completed Plebe year, you are expected to be an expert at maintaining a good uniform and room standards. You are also well aware of the work necessary to successfully complete Plebe chemistry and calculus. There are many ways in which you can help your Plebe be successful in his or her first year here at the Academy.

2.3 Guide

A leader helps his or her subordinate “navigate” or understand the inner workings of the organization. You must explain the requirements of Plebe year and the proper use of the chain of command. How well you carry out your responsibility in this area will determine how quickly your Plebe becomes accustomed to the tasks and skills necessary to succeed during the academic year. The proper wear of uniforms, room standards, location of classes, use of e-mail and the Internet, personal PT programs, proper use of the chain of command, and time management are a few examples of such skills.

2.4 Motivator

Be involved and assist subordinates through challenges. You must constantly be aware of your Plebe’s “ups and downs” to do this effectively. You must “know” your people!

You should be able to adjust your leadership style to the situation in order to adapt to the events in your subordinate’s life. At the Academy, this will involve communicating with the upper class in your squad to adjust the workload put on your Plebe each week, keeping in mind factors such as academic schedule, the physical mission and past performance.

Be aware of varied methods of motivating your Plebe through tough spots. Their year is meant to be challenging. Staying motivated is sometimes difficult. Keep your Plebe focused on developing as a Midshipman. As a result, his or her sense of self-respect and self-worth will increase.

2.5 Advocate

Create opportunities for your subordinates that may not otherwise be available. Give your Plebe the opportunities to be successful in front of the chain of command.

In your support role, you should accurately represent your Plebe’s strengths and weaknesses to the chain of command, but do not intentionally put the Plebe into positions where he or she will not be successful. Don’t confuse this with your role in challenging your Plebe in increasingly difficult situations—guide them, teach them, support them. Conversely, do not cross that line of professionalism in your relationship that leads to fraternization. You are not the Plebe’s “buddy.”

In all situations, your subordinate’s development is a reflection of your leadership. Do your best and learn your strengths and weaknesses in this capacity.
2.6 Role Model

As you remember from last year, the actions of those above you made a huge impression on how you viewed the organization and the Naval Academy. A role model strives to support his shipmates and the Academy. Lead from the front!

This aspect of leadership goes much deeper than room standards, your personal appearance, and how well your shoes are shined. Your example is reflected in how you handle yourself in varied situations. Your daily interactions with others, the demonstration of your integrity and loyalty, are a reflection of your character. Our Navy has chosen for us the three cardinal virtues that we must embody and then demonstrate to our followers: Honor, Courage, and Commitment.

You must also show that you, too, understand the necessity for continual improvement. To aid such development, take the time to look at yourself morally, mentally, and physically. Reflect upon the person you have become, the person others see and the leader you want to become.
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Chapter 3

MIDSHIPMEN 2/C

3.0 Commit to the Oath and to Officership

Second class year is the pivotal year in your development as a Midshipman at the Naval Academy as you reaffirmed your oath to the Constitution. You are expected to live up to this oath by assuming added responsibilities committing yourself to the highest ethical standards. The knowledge, skills, and abilities you have developed will be put to the test this year by your academic endeavors, your development of the 3/C and 4/C, your involvement in the company, and your additional privileges.

The change this year goes beyond the number of people assigned to you. At this stage you should be very involved in the long-term planning for your squad. You should learn to recognize both strengths and weaknesses in subordinates and help guide their development accordingly. As a leader in the Brigade of Midshipmen you are now accountable to both your subordinates and your superiors and you must embrace this. It will be the cornerstone of your development into a junior officer.

The theme running through your 2/C year is to understand and embrace your place in the chain of command. The chain of command should be seen as a mechanism for you to accomplish goals and fulfill the Naval Academy’s mission.

At the completion of 2/C year, a competent Midshipman shall:

- Be committed by oath to professionalism and ethical behavior.
- Have participated in the professional development of Midshipmen 3/C and Midshipmen 4/C.
- Have successfully held a leadership position as a small unit leader either during the academic year or summer training.
- Discuss and finalize service assignment preferences with his/her mentor.
- Possess the following Knowledge, Skills and Abilities:
  - Knowledge:
    - KNOW personal strengths and weaknesses, personality, emotional intelligence and control and intelligence.
    - Use knowledge of change management to support command initiatives as directed in support of USNA mission.
    - Demonstrate knowledge of and total commitment to the Naval Academy’s and US Navy’s policies regarding all aspects of the fair and unbiased treatment of all personnel.
  - Skills:
    - Demonstrate the competent oral and written communication skills of a junior officer.
    - Use the critical thinking skills expected of a junior officer.
    - Demonstrate sound intuitive and analytical decision making skills in personal and professional behavior as a rising Midshipman 1/C, ready to lead the brigade and perform as a junior officer on summer training.
○ Abilities:
  ■ Perform individual professional and personal counseling for junior Midshipmen and peers.
  ■ Demonstrate expertise in the use of the bases of power you have developed as a result of your position and your relationships.

As such, education and training for Midshipmen 2/C shall focus on preparing them to be outstanding leaders within the Brigade.

3.1 Role of the Midshipman Second Class

Leadership and Character Development. Second Class year is a time of expanded leader development and your opportunity to assist in the leadership of the Brigade. You will work at developing not only the Plebes in your company, but at the more difficult task of developing your Youngsters, peers, and friends. Amidst all of this, you need to begin thinking about developing your leadership skills for the upcoming First Class year.

As a new leader in the Brigade, never expect more effort from your subordinates than you yourself are willing to put forth. Excellence must be your standard.

Midshipmen 2/C lead by demonstrating the following:

- A strong work ethic in ALL USNA mission areas, moral, mental and physical
- Professionalism
- High room and uniform standards
- Excellence in all aspects of the daily routine – never be satisfied w/mediocrity
- Never criticizing someone or the unit in public
- Uncompromising personal integrity
- Physical Aptitude

Professional Development. The primary job of a Midshipman 2/C is to maintain the Academy’s standards of integrity, appearance, professionalism, and self-discipline and to enforce these on Midshipmen 3/C and 4/C. These qualities should be something that underclassmen and peers aspire to attain every time they observe you.

Academic Development. Second Class year is without a doubt the most challenging academic year at USNA. You will need to effectively balance academic and professional requirements. A solid academic foundation will serve you well in the Fleet regardless of your warfare community. Just as important to you and perhaps more so, will be your academic development as a leader of character. Your Second Class Advanced Leadership course will be your final academic preparation for fleet leadership. It will be your last chance to focus solely on yourself with regards to your own personal leadership development. It will serve you well throughout your career and your life. Take full advantage of this final opportunity to polish your leadership abilities.
Personal and Physical Development. Strive for excellence in all you do: sports, intramurals, PRT, ECAs, etc.

3.2 Train and Develop the Plebes... Train and Develop the Youngsters

Take an active role in the training and ethical and leadership development of the Plebes. You are the primary trainers of the Plebes and must realize that you are responsible for their successes and shortcomings and as such have accountability for them.

Demand the highest standards in academics, personal integrity, and physical development in your subordinates. Ensure everyone is performing to his/her individual potential.

Many leadership techniques have been proven to be effective. Experiment with different types and choose the one that you believe best fits your personality as you discuss in your Leadership courses. Be true to yourself. If you are an introvert, you can lead very effectively. Don’t try to be someone you are not. If you are extroverted, use that to your advantage but be aware not everyone responds to that type of approach. Use your classmates and the First Class in your squads and platoons for feedback and seek it often. Do not be afraid to have your subordinates provide you with feedback anonymously as what those you lead have to say is equally as important as what your superiors think.

When it comes to training subordinates, set the example and hold them accountable to USNA standards. Build a professional relationship that fosters effective two-way communication.

Examples of 2/C training:

- Come-arounds (to improve/develop pro-knowledge).
- Conduct room and uniform inspections of 3/C. Make sure 3/C do the same for 4/C. Make the appropriate corrections and hold personnel accountable.
- Make sure Plebes know daily rates.
- Ensure Plebes work as a unit and are sharing collective duties (laundry, newspapers, etc.).
- Participate in group training events, go to chow calls, Blue and Gold, and sporting events (both company intramurals and intercollegiate). Be present and set the example!

3.3 Support the Chain of Command

The chain of command can only be as effective as you make it. Establish credibility in each level of the chain of command, and NEVER undermine those senior to you.

Examples of supporting the chain of command:

- Pass down orders as if they were your own.
- Do not defy or criticize the chain of command in front of subordinates. If you have questions, concerns, or suggestions bring them forward to your 1/C leadership.
- Follow the saying “praise in public, reprimand in private” when you have personal conflicts, especially with those senior to you.
3.4 Take an Active Role in the Company... 2/C Make Things Happen!
Don’t sit and watch things happen around you -- realize that this is your Company and you can make a difference. Taking an active role in the Company better prepares you for the future, and allows the 1/C to better serve the Company and prepare them for commissioning. Interact with those within your Company and get to know them on a personal level.

Examples to take more of an active role in the Company as a 2/C:

- If you hold a billet, integrate within your Squad and Company; don’t use the position to isolate yourself.
- Organize Squad, Platoon, or Company functions.
- Take charge of your own development as a leader in the company for example by mentoring a classmate or Youngster.

3.5 Foster Company Esprit de Corps
Take advantage of the Brigade 2/C striper organization from the Company level with Platoon Sergeants and First Sergeants up to the Brigade Sergeant Major. Utilize this organization so that issues can be handled more efficiently. Look for ways to improve the Company at every level.

Examples in which 2/C can foster esprit de corps:

- Organize Company functions.
- Forward suggestions to the Company 1st Sergeant.
- Praise and publicly recognize people who are doing good work.
- Provide positive feedback to your subordinates and company on their efforts.

3.6 Develop 3/C Leadership
Teach the 3/C. You will be held accountable for your subordinates. Hold the 3/C accountable in their roles as mentors to the Plebes and their Plebe’s performance. Empower 3/C to take an active role in the squad and company. Recognize that your 3/C are the link between you and your Plebes. Use this connection to your advantage in developing the 4/C.

Examples to develop 3/C leadership:

- Assign tasks to 3/C.
- Verify 3/C participation in planning and executing company functions.
- Hold the 3/C to a HIGHER STANDARD than the 4/C and help them to continue their development. Holding the Youngsters to a higher standard is not popular but it is critical to their understanding of servant leadership. SENIORS SET THE EXAMPLE, not the opposite.

3.7 Prepare for 1/C Leadership
You will soon be the leadership in the Brigade of Midshipmen. You will be working with officers and senior enlisted on a daily basis and will be treated as a junior officer. Be ready to embrace this leadership challenge. Know what is expected of a Midshipman 1/C.

To prepare for 1/C leadership:

- Conduct professional counseling sessions.
- Write effective fitness reports.
- Identify and refine your leadership skills.
Chapter 4

MIDSHIPMEN 1/C

4.0 Become a Professional in the Naval Service

First Class year is critical. It is your last opportunity at the Naval Academy to refine your skills and knowledge before you are commissioned. More importantly, it is now your responsibility to create opportunities for the other classes to learn and grow. The leadership skills you develop as a Midshipman 1/C will carry you into the Fleet. Take the challenge and use this training environment to fine-tune your leadership.

Your real leadership challenge will come when you have to care for both yourself and your subordinates while encouraging your subordinates to do the same. The people in your squad—or the personnel in your company—are looking to you as the example. You will impact their Academy experience and be held responsible for what they learn during this year.

At the completion of 1/C year, a competent Midshipman shall:

- Have participated in the professional development of Midshipmen 2/3/4/C.
- Have successfully held a leadership position within the Brigade.
- Possess and maintain a high level of professional knowledge and competence.
- Be ready to transition to the roles of a junior officer with full understanding of commander’s intent, chain of command, adherence to laws and regulations, including laws requiring respect for the rights and dignity of subordinates, leading from the front, delegation, supervision, and turnover.

As such, training for Midshipmen 1/C shall focus on preparing you to transition into the role of a junior officer in the Fleet or Marine Corps. You shall learn the skills needed to successfully manage your own career as well as those of your junior Sailors or Marines. Emphasis shall also be placed on informing and engaging you in current operations of the armed forces.

4.1 Role of the Midshipman First Class

Leadership and Character Development. You are responsible for your own actions and the actions and performance of your subordinates. If a member of the team is not doing his or her job, you must step in and make sure the established standards are being upheld. Make the expectations you have of your subordinates known early. By publicizing and supporting unit goals early, your people can translate your goals into their own. Ensure they know what needs to be done and what they can do to contribute.

To be an effective leader, you must hold yourself to the standards you are imposing on those under you. You should use the tools you have gained in your three years here to develop your own leadership style within the Brigade. You should have a solid understanding of what a good leader is by now; incorporate this into your day to day life when dealing with your subordinates.
Professional Development. Now is your time to begin preparing yourself to be a Division Officer or Platoon Commander. Begin working on developing your counseling skills with your juniors. Work on developing a team attitude with your subordinates. Be the example to the underclass of a professional Midshipman.

Sit down with each person in your direct command and help him or her create goals to work toward. Be creative and help your people achieve their individual goals – and ensure that these goals support the unit’s mission and vision. The unit is the squad, the platoon, the company, the Academy, and ultimately the Fleet!

Academic Development. Effectively balance academic and professional requirements. A solid academic foundation will serve you well in the Fleet regardless of your warfare community. Be aware of and counter any tendency to transition away from Academics following Service Assignment.

Personal and Physical Development. Continue to strive for excellence in all you do: sports, Intramurals, PRT, ECAs, etc.

4.2 Follow and Provide the Commandant’s Intent

It is important to have a clear understanding of your seniors’ vision and expectations. If you do not have that, it is your responsibility to ask for clarification.

It is also your duty to provide your subordinates YOUR commander’s intent, or effectively communicate it from your seniors.

4.3 Internalize Loyalty to the Chain of Command

- Effectively communicate Commander’s Intent to your people.
- Pass down word as if it is your own.
- Encourage feedback from individuals in your command and channel constructive solutions vice complaints.

4.4 Lead from the Front

The 1/C will lead the Brigade by setting a positive example. Additionally, they will demonstrate proper decorum at all times, impeccable uniforms, outstanding room appearance, and superior personal behavior. Midshipmen 1/C are responsible for maintaining high standards among their peers as well as their subordinates.

4.5 Follow the Law

As you discharge the responsibilities of leadership as a 1/C, you will likely be studying the body of legal authorities and constraints governing the military establishment in NL 400 (Law for the Junior Officer). Begin to understand the importance of these rules – from the Constitution, to which you will take an oath as a commissioned officer – to the law of war, which governs the conduct of hostilities by personnel of the armed forces whom you will lead. Appreciate how these rules will guide you in your role as division officer or platoon commander. Contemplate how you will accomplish your mission consistently with the law, as well as maintain good order and discipline of organizations under your authority, while respecting the rights and dignity of Sailors or Marines entrusted to your supervision.
4.6 Delegate

Although you may find it hard to assign tasks to your subordinates, you are ultimately responsible. Delegation is essential for all leaders and involves prioritizing tasks and dividing work equitably among personnel. In the Fleet and Marine Corps, you will not have the time, nor the expertise, to do everything yourself - delegation and follow through are vital time management and professional development skills you must master. Remember, you are still responsible and expected to ensure everything gets completed on time.

4.7 Supervise

Ensure your expectations are clear. You are accountable!

To be an effective leader, you must hold yourself to the standards you are imposing on those under you. You should use the tools you have gained in your three years at the Academy to develop your own leadership style within the Brigade.

Inspect what you expect, and expect what you inspect. If something is not as you expect it, give yourself enough time to provide feedback so that the deficiency can be addressed. If you do not supervise in order to make sure those under you grasp their job, you cannot provide the feedback necessary to ensure they have every chance to succeed.

4.8 Turnover

All year, you should be preparing the 2/C to lead the Brigade, the 3/C to become 2/C, and so on. Ensure your relief understands his task and associated duties.

To ensure proper turnover:

- Keep good documentation of lessons learned and best practices.
- Write a thorough after action-report.
- Meet with the person who will be assuming over your job.
- Ensure each person under you is on track or has fulfilled the requirements necessary to advance to the next rank.

4.9 Check your Aptitude for Commissioning

Conduct a self-evaluation and assess your own strengths and weaknesses. Take the time to talk with your Company Officer and Senior Enlisted Leader to get an informal evaluation on your abilities as a future junior officer in the service. You have been given all the tools and opportunities for success here at the Naval Academy. Carry these lessons out to the Fleet and continue to apply them to your own life as well as the lives of those serving under you. Your success will primarily rest on the successes of those working for you. You will find that while you are always accepting and following orders from senior officers, it is now your job to step up and be a leader in today’s Navy and Marine Corps.

4.10 Reflect on critical legal authorities pertaining to your role as a Navy or Marine Corps Officer

You have been building your Personal Leadership Portfolio (PLP) since your Plebe year. Now you will write and include essays dealing with topics you
have studied as a Midshipman 1/C in NL 400 (Law for the Junior Officer), which will govern your actions as a junior officer. Appreciation and respect for the requirements of Military Law must become part of your professional identity as a Navy or Marine Corps officer. To this end, you will write essays (one page minimum) on each of the following topics and place in your PLP:

   a. The significance of the Constitutional oath and the role of the Constitution in defining an officer’s professional rights and responsibilities.

   b. The role of the military justice system in the maintenance of good order and discipline in the armed forces and the unique role of the commander in the American system of military justice.

   c. The significance of the law of war/law of armed conflict as a constraint on the conduct of military operations and the importance of adhering and ensuring compliance by subordinates to the law of war/law of armed conflict.

4.11 Your Final Check for Officership...the First Class Capstone

The First Class Capstone Seminar is your opportunity to discuss issues of leadership, character, and ethics among peers in a focused day-long setting. These discussions are one of the final opportunities available to you in preparation for assuming the mantle of leadership as commissioned officers. Unlike civilian institutions, we hire all of our graduates, and within months of commissioning, you will find yourself in leadership positions that can challenge your values and test your character. The seminar discussions are designed to stimulate thought about important and relevant issues to be faced in the not-too-distant future. The seminar is integrated with the academic courses in leadership and moral reasoning taught during your four years at the Academy, providing you a valuable opportunity to test your knowledge and skill and challenge that of your peers. This experience is enhanced by input from experienced facilitators at each table. These men and women are drawn from the staff and faculty of the Naval Academy and supporting organizations, including as well former commissioned officers now retired. All provide valuable input and perspective to assist in the decision-making process.
ACADEMIC YEAR FOURTH CLASS DEVELOPMENT SYSTEM

1. **Purpose.** To establish policy and guidelines for Academic Year Training of Midshipmen 4/C.

2. **Background.** The 4/C Development System is a traditional and fundamental element in the professional education of USNA Midshipmen, and it prepares them for service as leaders in the officer corps of the Navy and Marine Corps. It is a subordinate part of the Midshipmen Training Program. It consists of two parts: Plebe Summer which is an indoctrination period and Academic Year Training which is an introduction to post-graduate education and the Naval Service. Academic Year Training reinforces and builds on the experiences gained during Plebe Summer, while shifting focus and intensity in order to meet academic requirements. The system supports the USNA Mission and balances moral, mental, and physical requirements to provide a challenging, positive, and rewarding experience that emphasizes teamwork, leadership, and the chain of command.

3. **Chain of Command Responsibilities.** Proper execution of the 4/C Development System is the responsibility of all members of the Brigade of Midshipmen. Midshipmen leadership must ensure that it is administered in accordance with the letter and spirit of this instruction.

   a. **Supervision.** The Commandant of Midshipmen, through the staff and the Brigade chain-of-command, has overall responsibility for the success of the 4/C Development System. The Commandant approves recommendations from the Brigade Commander concerning all modifications to the system.

   b. **Conduct.** Each upper class Midshipman is responsible for setting the proper example for Midshipmen 4/C and to this end shall:

      (1) Be familiar with all instructions associated with reference (c).

      (2) Take an active role in training while emphasizing uniformity. The integrity of the system shall not be undermined by granting of unauthorized privileges.

      (3) Correct infractions, while ensuring that no action demeans or abuses the offender.

      (4) Instill confidence in the system through impartiality.

      (5) Understand the definitions of hazing and fraternization as specified by reference (c) and stated in this instruction.

   c. **Duties.** Basic functions as well as general duties and responsibilities for the following billets are delineated in reference (i).

      (1) Brigade Commander shall:

          (a) Maintain overall authority and responsibility for the 4/C Development System.

          (b) Modify the system (working through the chain of command) to ensure it is effective. Modifications may include but are not limited to intensification or relaxation of training.
(c) Ensure effective turnover to the following semester staff.
(d) Maintain consistency throughout the Brigade.

(2) Brigade Executive Officer shall:
(a) Directly supervise the execution of the 4/C Development System.
(b) Coordinate with the Commandant’s Aptitude and Training Officers, and the Brigade Aptitude, Conduct, and Training Officers.
(c) Communicate with the Brigade chain-of-command to ensure upper class execute the system consistently.

(3) Brigade Training Officer shall:
(a) Be responsible for developing the training plan.
(b) Be responsible for consistency across the Brigade.
(c) Communicate with the Training Department on progress of 4/C training.
(d) Monitor training evolutions and provide feedback to the Brigade Staff.
(e) De-conflict training requirements with other 4/C requirements such as academic study periods, academic events, sporting events, and brigade-wide evolutions.
(f) Coordinate training activities with Battalion Training Officers.

(4) Brigade Aptitude and Conduct Officers shall:
(a) Support the Brigade Executive Officer in issues related to the 4/C Development System.
(b) Coordinate with the Commandant’s Aptitude and Conduct Officers and the Brigade Executive Officer.

(5) Regimental Commanders are responsible to the Brigade Commander for the conduct of the 4/C Development System within the regiments.

(6) Battalion Commander is responsible to the Regimental Commander for the conduct of the 4/C Development System within the battalions.

(7) Battalion Training Officers shall:
(a) Ensure Company Training Officers accomplish the 4/C Development System training objectives.
(b) Ensure battalion-wide consistency in execution of the system.
(c) Monitor training evolutions within the battalion and coordinate with the Battalion Commander to approve group training events within the battalion.

(d) Perform collateral brigade-level training duties such as coordinating ship visits, writing proposals, and developing professional materials.

(8) Company Commander shall:

(a) Be responsible for the consistent execution of the 4/C Development System in accordance with this enclosure and enclosures (4) and (5).

(b) Be responsible for the 4/C’s performance on Pro-Quizzes, Pro-Exams, and PCBs. Leadership, supervision, and excellence in planning and execution are essential to success.

(c) Be responsible for the effective and efficient use of Instructional Periods and Training Reserve Periods to develop 4/C Midshipmen.

(d) Review monthly Company Training Plans and ensure they support the development of 4/C Midshipmen.

(e) Ensure reference (f) is utilized to counsel, remediate, and discipline Midshipmen 4/C who are deficient in accomplishing the requirements of this instruction.

(9) Company Executive Officers shall:

(a) Advise the Company Commander on matters pertaining to the 4/C Development System. This includes keeping records of counseling, hazing, fraternization, etc. related to the system.

(b) Coordinate with the Company Training Officer to monitor execution of the system in the company to ensure consistency. This includes periodic supervision of come-arounds and all company-level 4/C PCBs.

(c) Monitor the performance of Midshipmen 4/C in the company.

(d) Assist in educating all Midshipmen in the company on the 4/C Development System.

(e) Ensure the company has a 4/C Development Bulletin Board to include the following items at a minimum:

1. Daily menus
2. Watchbills
3. Operational and administrative chains of command

(10) Company Training Officer shall:

(a) Ensure all upperclass Midshipmen accomplish the 4/C Development System objectives and report any concerns or problems to the Company Commander for resolution.
(b) Ensure company Midshipmen attend training evolutions.

(c) Ensure upper class assist with special training initiatives within the company such as performance boards, movement orders, presentations, and battalion and brigade-level training requirements.

(d) Track each Midshipman 4/C’s Pro-Quiz performance and coordinate with Squad Leaders to address poor performance.

(e) Work with the Company Commander and Company Executive Officer to oversee Midshipmen in their training roles. The Company Training Officer must be vigilant in ensuring that the system is executed in accordance with this instruction.

(f) Develop Company Training Plans using ORM in accordance with enclosure (9) and submit them to the Company Commander.

(11) Platoon Commander shall:

(a) Monitor execution of the 4/C Development System in the platoon to ensure consistency by all upper class. This includes periodically supervising come-arounds and ensuring Squad Leaders maintain thorough and accurate records.

(b) Monitor and manage the performance of Midshipmen in the platoon.

(12) Squad Leader shall:

(a) Be responsible for every aspect of the training, performance, and growth of Midshipmen 4/C in their squad.

(b) Maintain the standards set forth in the 4/C Development System.

(c) Receive, review, and maintain all evaluations written on squad members and discuss each with the Midshipman concerned.

(e) Counsel all Midshipmen 4/C in the squad, with emphasis on moral, mental, and physical development.

(f) Serve on Aptitude Boards for Midshipmen 4/C in the squad.

(13) Second Class Midshipmen shall:

(a) Assist Squad Leaders in maintaining the standards set forth in the 4/C Development System and reference (j).

(b) Serve as evaluators to provide adequate and timely feedback to Squad Leaders regarding the performance of 3/4/C squad members.

(c) Counsel Midshipmen 3/C weekly regarding training effectiveness and possible improvements.

(d) Administer weekly room and personnel inspections subject to the guidance of company leadership.
(14) Third Class Midshipmen shall:

(a) Participate fully in the training of Midshipmen 4/C in areas such as academics, wearing of uniforms, and professional knowledge. Focus on teaching and instructing in accordance with reference (j).

(b) Administer weekly room and personnel inspections and conduct come-arounds subject to the guidance of Midshipmen 2/C. Come-arounds shall focus on teaching and instructing Midshipmen 4/C with an emphasis on professional knowledge that will be evaluated.

(c) Assist with Company Training.

4. Training Requirements. Training is the most critical element in the 4/C Development System — not only training of Midshipmen 4/C, but training of Midshipmen 1/2/3/C who must execute the system. Enclosure (4) contains specific information regarding training requirements and milestones.

5. Prohibited Activities. Although not all-inclusive, the following activities are specifically prohibited (consult reference (f) for further information):

a. Hazing. Hazing means any unauthorized assumption of authority by a Midshipman whereby another Midshipman suffers or is exposed to any cruelty, indignity, humiliation, hardship, or oppression, or the deprivation or abridgement of any right.

b. Physical Abuse. Upper class Midshipmen may only touch Midshipmen 4/C for the purpose of correcting or adjusting the uniform, drill and rifle positions or as necessary for other legitimate training purposes. This would include contact necessary to assist a plebe with physical exercises such as holding feet for sit-ups or assisting a plebe to a chin-up bar. Physical abuse or harassment shall not be tolerated in any form. Physical contact is allowed only as necessary for training purposes. No amount of physical force is condoned, nor shall it be tolerated. Upper-class must not coerce or compel Midshipmen 4/C to perform a spirit activity that may put him or her in harm’s way, or risk physical injury. Incidental contact during approved athletic contests in the athletic environment is authorized. Physical abuse is a separation level offense.

c. Interference with the sleep or study periods of Midshipmen 4/C. Upper-class may not schedule training for plebes before 0545 or after taps. That time is protected strictly for Midshipmen 4/C to sleep. Upper-class also may not schedule training, to include professional knowledge review (or come-arounds), during study period. That time is reserved strictly for academic study. Exceptions require Company Officer approval and Battalion Officer notification.

d. Special evolutions. The following techniques are not authorized during the academic year: bracing up and individual physical punishment.

e. Fraternization. Fraternization, as defined in reference (c), is prohibited.
ACADEMIC YEAR FOURTH CLASS TRAINING REQUIREMENTS

1. **General.** This enclosure specifies Academic Year Training requirements for Midshipmen 4/C. Midshipmen 4/C should not need to spend more than one and a half hours per day on professional knowledge. This includes preparation and presentation time of MQS, rates, spirit related activities, and company duties. This equates to no more than ten and a half hours per week on the 4/C Development System. Approval for exceptions to this limit may be granted at no lower than the Company Officer level.

2. **Training Milestones.** The following are applicable to the academic year:
   a. No later than Army Week, Midshipmen 4/C should:
      1. Wear all uniforms properly
      2. Display effective time management skills
      3. Be fully conversant with all topics covered in the Pro-Book during the fall semester.
      4. Display exemplary spirit (includes posters, bulletin boards of a professional nature, and other spirit related activities). 
      5. Firmly grasp Naval Academy and Naval Service customs and traditions.
   b. No later than the end of March, Midshipmen 4/C should:
      1. Be fully conversant with the entire Pro-Book.
      2. Set the example of USNA and Navy spirit.
   c. Counseling, remediation, and discipline should be administered in accordance with references (c) and (e) for any Midshipman 4/C who fails to meet the above requirements.

3. **Squad Training and Evaluations.** The Squad Leader is the most important billet in the Brigade. The squad must work in unison to be effective. Proper coordination will lead to a squad that plans, implements, and evaluates the training of Midshipmen 4/C effectively.

   a. A Squad Training Plan template is shown below and provides an example of how a squad can utilize available time to accomplish training requirements.
b. Upper class within the squad shall conduct a come-around with each Midshipman 4/C at least once every weekday using an Instruction Period, free academic period, or Midshipman Activity Period.

c. Each upper class within the squad shall professionally interact with a Midshipmen 4/C at some point every week.

d. Upper class shall not visit the room of a Midshipman 4/C during study period unless they are within the immediate chain of command on official business or they are tutoring the Midshipman in an academic subject.

4. Come-Arounds

a. General. The principal purpose of come-arounds is to further the professional development of Midshipmen 4/C through one-on-one interaction. Come-arounds consist of professional training, a counseling session, an oral examination, or inspection of a Midshipman 4/C. Normally, only Midshipmen in the direct chain-of-command may conduct a come-around for that Plebe. If a Midshipman outside the chain-of-command deems it necessary for a Midshipman 4/C to come-around, that Midshipman shall coordinate with the respective Squad Leader.

b. Conduct. All come-arounds shall be a professional exchange of information between an upper class and a Midshipman 4/C.

(1) Time. Come-arounds should be conducted during the Instruction Period-Primary from 0630-0655, Monday through Friday. Total duration for come-arounds should not exceed three hours per week. Exceptions may be approved by the Company Officer in accordance with reference (f).

(2) Location. Come-arounds may be conducted in a passageway or in a room with the door open. The Midshipman 4/C should be at the position of at-ease.
(3) Uniform. A Midshipman conducting a come-around shall be in complete uniform. Under most circumstances this should be the same uniform as the Midshipman 4/C.

5. Professional Reports

a. Professional reports should be assigned routinely as part of the monthly training plan. In general, each plebe should be assigned one or two professional reports per semester. Additional professional reports may be assigned as Extra Military Instruction (EMI) with the concurrence of the Company Commander and approval of the Company Officer. These EMI assignments shall be constructive in nature and tailored to a specific deficiency of a Midshipman 4/C. Other guidelines are:

(1) No more than one professional report may be assigned to each Midshipman 4/C per week.

(2) Professional reports shall be limited to fifteen minutes in duration. This includes the time required for a Midshipman 4/C to answer questions from upper class Midshipmen regarding the content of report.

(3) Topics should pertain the current week in the Pro-Book.

(4) Squad Leaders are responsible for the conduct of professional reports in their squad.

(5) All EMI assignments shall be documented in accordance with reference (f).

6. Physical Training. Upper-class may prescribe physical training to build unit integrity, teamwork, physical aptitude, or applicable military skills.

a. If a Company Commander intends to conduct any type of physical training evolution, including physical training inside Bancroft Hall, the Company Officer must provide approval and ORM must be used in accordance with enclosure (9).

b. Academic year discretionary physical training (DPT) consists of standard and non-standard physical training events. Standard physical training events listed in enclosure (6) can be conducted with approval of the Company Officer. Non-standard training events can be conducted with approval of the Battalion Officer utilizing enclosure (7), as part of the Monthly Training Plan.

c. The only authorized physical training times are Monday through Friday between the times of 0545 and 1900 and during the Training Reserve Period. Training should begin no earlier than 0545 (15 mins after the earliest rising time for plebes and the same time NAAA team workouts begin), and all participating Plebes should be returned to the company area with enough time to shower and attend Morning Formation. Physical training outside of the times must be approved by the Company Officer.

d. Only medically cleared Midshipmen shall participate in physical training.
e. At least two company staff members shall be present at each physical training evolution. At all times at least one shall be performing exercises with the Midshipmen 4/C and one shall be a safety observer.

f. The guidance in paragraph 6 and enclosures (6) and (7) is not intended to restrict approved remedial PRT training or progressive PT prior to Sea Trials.

7. Recognition. Upper class Midshipmen utilizing the 4/C Development System should recognize superior performance and effort. Suggested means of recognition are:

a. Verbal recognition in front of the squad, platoon, company, etc.

b. Positive Form-1

c. A Letter of Commendation.

d. Nomination for Company/Battalion Midshipman of the Month or for Company/Battalion/Brigade Midshipman of the Semester.

e. “Carry-on” at noon meal. This should be used sparingly. It may only be granted by 1/C Midshipmen in the plebe’s direct chain of command.
ACADEMIC YEAR FOURTH CLASS RESPONSIBILITIES

1. **General.** Plebes are responsible for chow calls, rates, and professional knowledge and duties throughout the academic year (Reform to Herndon).

   a. Chow calls shall be performed in accordance with reference (k) at ten and five minutes prior to all indoor formations and twelve and seven minutes prior to all outside formations.

   b. Plebe Rates listed in references (c) and (j) shall remain in effect throughout the academic year (Reform to Herndon).

   c. Professional knowledge and duties shall consist of:

      1) Studying, recalling, and testing on information in the 4/C Pro-Book.

      2) Constructing bulletin boards in Bancroft Hall spaces to include company boards and any additional boards assigned. Work on bulletin boards shall not occur during study period.

      3) Delivering all company laundry items to their respective owner’s room by 1930 on the day of delivery.

      4) Performing weekly recycling duties at the discretion of the Company First Lieutenant.
MEMORANDUM

From: MIDN 1/C [NAME], [COMPANY], [BILLET]
To: LT / Capt [NAME], [XX] Company Officer

Subj: STANDARD DPT REQUEST

1. Information
   a. Who: [XX] Company 4/C
   b. What: Standard Physical Training Session
   c. When: [DD MMM YY, TTTT-TTTT]
   d. Where (Green/Yellow Flag): (e.g., Farragut Field, Halsey Field House, MacDonough Gym)
   e. Where (Red/Black Flag): MacDonough
   f. Evolution Beforehand:
   g. Evolution Afterward:
   h. List total number and type of physical evolutions on this day:
      (e.g., PE classes, Intramurals, ETC.)
         (1)
         (2)

2. Purpose
   a. To build unit integrity, teamwork, physical aptitude, and applicable military skills.
   b. To improve performance on the Circuit PT and become more competitive in Color Company competition.
   c. To strengthen the standards of the 4/C Development System by reinforcing personal responsibility for Midshipmen 4/C.

3. Method. Exercise proper technique and full range of motion while avoiding injury during physical training.

4. Schedule of Events

<table>
<thead>
<tr>
<th>Total Elapsed Time</th>
<th>Action</th>
<th>Event Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLT 24 hours before event</td>
<td>Obtain Company Officer Approval</td>
<td></td>
</tr>
<tr>
<td>15 minutes prior</td>
<td>Training Staff check flag condition and weather to confirm training plan.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Subj: STANDARD PHYSICAL TRAINING REQUEST

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 minutes</td>
<td>Fill canteens and warm up jog to the PT location.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Conduct a physical training session consisting of 1 to 6 evolutions:</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td></td>
<td><strong>Non-Impact Exercises (NIE)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each 3 minutes of NIE counts as one evolution. Each evolution must be followed by 30 seconds rest. The physical training session shall consist of a maximum of 3 NIE. At the conclusion of 3 NIE, 4/C must be able to hydrate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Front Leaning Rest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wall Sits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plank</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 6 inches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Arms Parallel to the Deck (With/Without Holding an Item)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Impact Exercises (IE)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each 4-count cadence of 25 reps of IE counts as one evolution. Each evolution must be followed by 60 seconds rest. The physical training session shall consist of a maximum of 3 IE. At the conclusion of 3 IE 4/C, must be able to hydrate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Push-Ups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Flutter Kicks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leg-Levers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Squats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mountain Climbers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Side Straddle Hops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Burpees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Smurf Jacks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lunge Jumps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sit-Ups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Jump Squats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• V-Ups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 8 Count Body Builders</td>
<td></td>
</tr>
<tr>
<td>30-35 minutes</td>
<td>Water break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>35-40 minutes</td>
<td>Stretching routine</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Subj: STANDARD PHYSICAL TRAINING REQUEST

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-50 min</td>
<td>Brief to 4/C on traits not limited to: teamwork, leadership, and integrity.</td>
<td>10 min.</td>
</tr>
<tr>
<td>55-60 min</td>
<td>Cool down jog to Company Area</td>
<td>5 min.</td>
</tr>
</tbody>
</table>

5. **Notes**
   
   a. [Include any additional info such as names of Plebes who are on a physical chit.]

6. **Leadership Requirements**
   
   a. Company Training Officer and a second training staff member must be present with the approved plan.

7. **Uniform.** Issued PT Gear or NWU with blouse removed, running shoes or boots to include socks, and canteens.

8. **Risk Assessment**

<table>
<thead>
<tr>
<th>Risk</th>
<th>RAC</th>
<th>Causes</th>
<th>Controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dehydration</td>
<td>4</td>
<td>Lack of water</td>
<td>Bring canteen. If Yellow/Red flag, drink a minimum of 1 quart per hour. If Black flag, drink a minimum of 1-1.5 quarts per hour.</td>
</tr>
<tr>
<td>Fatigue</td>
<td>5</td>
<td>Overexertion</td>
<td>Do not exercise past failure.</td>
</tr>
<tr>
<td>Heat Related Illnesses</td>
<td>4</td>
<td>Lack of water/extreme heat</td>
<td>Remain hydrated/stop training at first symptom.</td>
</tr>
<tr>
<td>Sprains or Strains</td>
<td>3</td>
<td>Unnatural rotation of joints</td>
<td>Teach effective techniques prior to start/monitor fatigue levels throughout/provide continuous assessment of physical status/use caution during exercises.</td>
</tr>
</tbody>
</table>

Very Respectfully,

[F. M. NAME]
MIDN, USN

**Approval NLT 24 hours prior to event**

MIDN LT NAME, [XX] Company Commander

Chief / GySgt NAME, [XX] Company Senior Enlisted Leader

LT/Capt NAME, [XX] Company Officer
MEMORANDUM

From: MIDN [Rank] [Your Name], [XX] Company Training Officer
To: CAPT/CDR/LTCOL [Name], [XX] Battalion Officer
Via: (1) LT/Capt [Name], [XX] Company Officer
      (2) MIDN LCDR [Name], [XX] Battalion Commander
      (3) MIDN LT [Name], [XX] Company Commander

Subj: NON-STANDARD (DPT) REQUEST

1. Information
   a. Who: [XX] Company 4/C
   b. What: Standard Physical Training Session
   c. When: [DD MMM YY, TTTT-TTTT]
   d. Where (Green/Yellow Flag): (e.g., Farragut Field, Halsey Field House, MacDonough Gym)
   e. Where (Red/Black Flag): MacDonough
   f. Evolution Beforehand:
   g. Evolution Afterward:
   h. List total number and type of physical evolutions on this day: (e.g., PE classes, Intramurals, ETC.)
      (1)
      (2)

2. Purpose
   a. Why you are making the request. Be specific.

3. Objectives
   a. What you intend to accomplish. Be specific.

4. Schedule of Events (example below)

<table>
<thead>
<tr>
<th>Total Elapsed Time</th>
<th>Action</th>
<th>Event Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLT 72 hours before event</td>
<td>Gain approval for the event through the chain of command</td>
<td></td>
</tr>
<tr>
<td>NLT 48 hours before event</td>
<td>Company Operations coordinates with Battalion/Regimental Operations to reserve ALICE packs for the event, if available.</td>
<td></td>
</tr>
<tr>
<td>15 minutes prior</td>
<td>Training Staff check flag condition and weather to confirm training plan.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>0 minutes</td>
<td>Fill canteens and warm up jog to Admiral Stockdale’s statue.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

Enclosure (7)
Subj: NON-STANDARD PHYSICAL TRAINING (NPT) REQUEST

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Stretching routine while discussing Admiral Stockdale’s POW experience.</td>
<td>10 min</td>
</tr>
<tr>
<td>20 min</td>
<td>Unit conducts...</td>
<td>15 min</td>
</tr>
<tr>
<td>35 min</td>
<td>Water break</td>
<td>10 min</td>
</tr>
<tr>
<td>45 min</td>
<td>Stretching routine</td>
<td>10 min</td>
</tr>
<tr>
<td>65 min</td>
<td>Cool down jog to Company Area</td>
<td>10 min</td>
</tr>
</tbody>
</table>

5. **Special Notes**
   a. Include all pertinent info.

6. **Leadership Requirements**
   a. List who shall be present as required per enclosure (4) of the Midshipmen Training Program (MTP).

7. **Uniform.** PT Gear, running shoes and socks, canteens.

<table>
<thead>
<tr>
<th>Risk</th>
<th>RAC</th>
<th>Causes</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dehydration</td>
<td>4</td>
<td>Lack of water</td>
<td>Bring canteen</td>
</tr>
<tr>
<td>Fatigue</td>
<td>5</td>
<td>Overexertion</td>
<td>Do not exercise past failure</td>
</tr>
<tr>
<td>Heat Related Illnesses</td>
<td>4</td>
<td>Lack of water/ extreme heat</td>
<td>Remain hydrated/ stop training at first symptom</td>
</tr>
<tr>
<td>Sprains or Strains</td>
<td>3</td>
<td>Unnatural rotation of joints</td>
<td>Use caution during exercise</td>
</tr>
</tbody>
</table>

8. **Additional Notes on Risk Assessment**
   a. Be specific.

Very Respectfully,

W. T. DOOR [Your name]
MIDN, USN

CAPT/CDR/LTCOL [NAME], [XX] Battalion Officer

LT/Capt [NAME], [XX] Company Officer

MIDN LCDR [NAME], [XX] Battalion Commander

MIDN LT [NAME], [XX] Company Commander

MIDN LT [NAME], [XX] Company Training Officer
MEMORANDUM

From: MIDN LCDR [Your Name], Brigade Training Officer
To: LT/Capt [Name], First Class Training Officer

Subj: TRAINING RESERVE PERIOD – GROUP TRAINING DEBRIEF

1. **Purpose.** To provide an accurate account of Training Reserve Period usage for group training, and gauge the effectiveness of the various group training events that are executed.

2. **Weekly Summary.** The following training was conducted during the Training Reserve Period on [DD MM YY].

   | Company | Event Conducted | Time/Place | PCCs Achieved (paragraph #) |
---|---------|-----------------|------------|-----------------------------|

3. **Highlights.** Paragraph format for each event listed. Include a recommendation regarding follow-on execution of the event.

Very Respectfully,

[Your name]
MIDN, USN
OPERATIONAL RISK MANAGEMENT GUIDE

1. Purpose. Operational Risk Management is a tool utilized to make smart decisions at the appropriate level. The goal of risk management is not to eliminate risk but mitigate it so that the mission can be completed with minimal impact. The main focus of this enclosure is on in depth ORM and is in no way a substitute for sound judgment. All ORM assessments shall be conducted in accordance with OPNAVINST 3500.39C.

2. Definitions. ORM consists of three levels.

   a. In depth – Utilized before a training evolution is implemented when time exists to plan and prepare. Examples include, planning to train on the O-course, or conducting Sea Trials.

   b. Deliberate – Utilized during routine periods through the implementation of a training evolution. Examples include, training of cadre and safety briefs during the implementation of a company field exercise.

   c. Time critical – Used during the operation of a training evolution. Time critical ORM utilizes all available resources by individuals to effectively complete training evolutions. Examples include check-lists, or go no-go criteria.

3. Guidelines. During training evolutions time critical ORM should be constantly reevaluated and risk decisions updated. Deliberate and in depth ORM shall be conducted using the following spreadsheet to determine appropriate risk assessment codes (RAC) and approved at the appropriate level. When conducting ORM, use the following principles.

   a. Accept risk when benefits outweigh the cost.

   b. Accept no unnecessary risk.

   c. Anticipate and manage risk through planning.

   d. Make risk decisions at the right level.

   e. Before conducting a training evolution, company training staff shall conduct an in depth ORM analysis using the following spreadsheet. Companies shall estimate risk assessment codes (RAC) based on Table 3 using the following definitions of probability and severity.
### RISK ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>Severity</th>
<th>Effect of Hazard</th>
<th>PROBABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency of Occurrence Over Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Likely</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Table 1: Severity Categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Loss of the ability to accomplish the mission. Death or permanent total disability. Loss of a mission-critical system or equipment. Major facility damage. Severe environmental damage. Mission-critical security failure. Unacceptable collateral damage.</td>
</tr>
<tr>
<td>II</td>
<td>Significantly degraded mission capability or unit readiness. Permanent partial disability or severe injury or illness. Extensive damage to equipment or systems. Significant damage to property or the environment. Security failure. Significant collateral damage.</td>
</tr>
<tr>
<td>III</td>
<td>Degraded mission capability or unit readiness. Minor damage to equipment, systems, property, or the environment. Minor injury or illness.</td>
</tr>
<tr>
<td>IV</td>
<td>Little or no adverse impact on mission capability or unit readiness. Minimal threat to personnel, safety, or health. Slight equipment or systems damage, but fully functional and serviceable. Little or no property or environmental damage.</td>
</tr>
</tbody>
</table>

**Table 2: Probability Categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Likely to occur, immediately or within a short period of time. Expected to occur frequently to an individual item or person; or continuously over a service life for an inventory of items or group.</td>
</tr>
<tr>
<td>II</td>
<td>Probably will occur in time. Expected to occur several times to an individual item or person; or frequently over a service life for an inventory of items, or group.</td>
</tr>
<tr>
<td>III</td>
<td>May occur in time. Can reasonably be expected to occur sometime to an individual item or person; or several times over a service life for an inventory of items, or group.</td>
</tr>
<tr>
<td>IV</td>
<td>Unlikely to occur, but no impossible.</td>
</tr>
<tr>
<td>Notes:</td>
<td>Date/Time:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. RAC 1 or 2 without controls requires Battalion Officer approval.</td>
<td></td>
</tr>
<tr>
<td>2. RAC 3 with controls requires Company Officer approval.</td>
<td></td>
</tr>
<tr>
<td>3. RAC 1 or 2 with controls requires Company Officer approval.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval Authority</td>
<td></td>
</tr>
<tr>
<td>Approving Authority</td>
<td></td>
</tr>
</tbody>
</table>