

CONFIDENTIAL

**STARFLEET MARINE
CORPS**



**PROFESSIONAL
DEVELOPMENT
MANUAL**

Revision 2010

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STARFLEET MARINE CORPS

Professional Development Manual

2010 Edition



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Part 1 - Introduction

Welcome Aboard!

Professionalism and Leadership are two concepts that every STARFLEET Marine should be familiar with and which every STARFLEET Marine should strive to be a model of. They are concepts that when put into practice set the STARFLEET Marine apart from the crowd. A Marine acting in a professional manner will set a much better public image than one that is acting in an un-professional manner. A Marine who knows how to effectively lead will know how to draw upon the strengths of those working under him to accomplish the mission.

This manual contains some of the information necessary for the STARFLEET Marine to learn what it means and how to act professional. Also contained herein is information on leadership, the various styles of and how to implement them. It is hoped that the information contained in this manual will not only help the STARFLEET Marine in participating in STARFLEET in a leadership role, but can also be used to help in the "real world".

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Pronoun Disclaimer

The use of he/his/him, etc., are used for convenience as the standard English language conventions of unknown-gender pronouns.

Acknowledgements

This manual would not have been possible if not for the dedicated efforts of Wade Olson and Sean Niemeyer.

Reporting Authority

The governing authority for training information is the Commanding Officer, Training and Doctrine Command (COTRACOM). Send question, comments, or suggestions to: **Tracom@sfi-sfmc.org**

Part 2 – The Importance of Training to the Starfleet Marine Corps

"The more your men sweat in peacetime, the less they'll bleed in wartime."
USMC Variation on ancient Earth – Chinese Proverb.

What are the essential differences between an armed mob, and an elite military force? The mob has guns, the military unit has guns. The mob has numbers to overwhelm - the military unit usually has smaller numbers. The mob can cause damage for a while - the military unit can inflict damage over a longer period of time. The mob will melt away when confronted - the military unit will dig in and resist. The mob has belief in its cause that varies from freedom, to anti-whateverism - the military unit has belief in itself and its leadership. What one element causes these differences that would allow the 10-40 members of a military unit to be able to withstand and often defeat the thousands in a mob, even when both armed with the same weapon? Training.

That's it, ... training. Not even requiring a capital T, the simple act of teaching a skill to a soldier, and then having him practice it over and over again. Is this a surprise? Not to those who have taken the call to arms as their profession, not to those who studied the role of training in the military powers throughout history, and not to the Starfleet Marine Corps.

What follows in this chapter is a study in the concept of continuing education / training for EVERY marine. Why it is a good concept to carry out, in what manner it should be done, who should go to what classes and at what point in their career, and what the end benefits to the Corps, Starfleet and the Federation will be in the long run.

In reality, there can be no argument of the importance of education for all troopers in the SFMC, from the Rifleman to the General, from the Cook to the Surgeon.

The analysis of this topic listed herein will be in four sections.

- 1. First:** we will discuss the Recruits and Junior Enlisted personnel, from their arrival at the recruiting depot all the way through their Advanced MOS training and cross training in other branches.
- 2. Second:** we will look at the Senior Enlisted and Warrants Officer, as they enter into the role of leaders and specialists, the experts that the officers must rely on.
- 3. Third:** that before mentioned Junior Officer, like the new enlisted, we will follow as they enter Officer Training School and up to their Advanced MOS training, and cross training in other branches.
- 4. Finally:** the Senior Officer as they enter into the role of advanced leadership, leading leaders, and combined arms operations.

Training for the Recruits and Junior Enlisted Marines

As each new potential recruit signs the dotted line to join the Starfleet Marine Corps, they have a universe of experiences before them, but before they can truly call themselves marines, they have to complete the most rigorous introductory training in the galaxy SFMC Recruit Basic Training otherwise known as Boot Camp.

Before the new recruit even gets to enter Boot Camp, he or she will spend one to four weeks in the Recruit Depot phase. This is a two-step process where recruits are collected together on any of the member planets of the Federation, and then shipped to the Marine Corps Enlisted Training Facility on the Asteroid New Masada known as THE ROCK. Here they will enter the New Valley Forge complex on one side of the asteroid and begin Recruit Basic Training.

However enroute to the facility, they will enter the second phase, while housed in ship board barracks for approximately two weeks, the recruits will learn the basics of military life: sleeping-eating-working on the Corps schedule, making their racks, dressing alike, looking alike, and working as a basic team. Boot will be so busy for these recruits that these basic essentials need to be learned before they even step foot on the asteroid.

Then there is Boot Camp. Much has been written about the gruelling, demanding and necessary aspects of the thirteen weeks of Marine Basic Training. But in the end, the results are that recruits become Marines. They have been trained to work as a team, think as a team, and be a team. They have learned the traditions of the Corps, and how each of the member planets of the Federation have always had some elite large unit of warriors, that have led the charge, on land, air and sea. Now they are those warriors, but their learning has just begun.

For every Marine is in effect a rifleman, a member of a fire team. Every Pilot, Cook, Tanker, Medic must go to the Basic Combat School before they can go on in either Branch Training or specific Professional Development Training. Across a deep asteroid ravine from the New Valley Forge facility is a long narrow plateau called the New Guadalcanal Basic Combat School or PD-12 Marine Essentials Task Learning. Here the newly minted Marines are divided into teams of four, and squads of 12 with an instructor assigned to each squad. They will now learn how to use every man portable weapon in the SFMC Arsenal, how to work as a fire team, and how the fire teams work as squads. By the time the marine finished the additional thirteen weeks of combat school, every newly minted Private First Class, will have the training to command and lead a squad of riflemen into combat.

Following the Advanced School, every marine will then choose one of the Combat Branches to attend and learn specialized skills. The vast majority will attend the Combat Infantry School, which is an even more in depth analysis and instruction in SFMC Infantry Operations. While every marine who finished the Advanced School can in a pinch revert to the role of rifleman, the Infantry Branch Marines, are so well trained in these operations, that they can figuratively perform these operations in their sleep. In addition there are the Branches of Armor, Mecha, Aerospace, Special Operations, Combat Engineering, Medical, Support, and Maritime Operations.

And in addition to this, there is the option of professional development for each of the junior enlisted have the option of taking PD-20 or one of the NCO courses. This work will help the junior enlisted learn some of those management skills required of a Marine Non-Commissioned Officer supervising units above the Fire Team

level, such as squad or even platoon. These courses are also helpful in developing retention among what will become the backbone of the Marine enlisted cadre.

Following the branch training and any professional training, the junior enlisted has the option of taking study in advanced branch specialization or Marine Occupational Specialty (MOS). Each individual job in the corps has a MOS number assigned to it.

From a 301: Light Weapons Specialist to a 302: Heavy Weapons Specialist, and a 711: Mechanical Engineering Specialist to a 732: Combat Ecologist. Several hundred MOS's are available to fit all of the needs of the Corps. And each of these require either on the job training or special schooling or both.

Finally the junior enlisted marine, can and should seek specialty training. Each of the branches provides advance training within that branch. This provides more overall training in such fields as Armored Fighting Vehicles, Artillery, and Infantry Fighting Vehicles in the Armor branch, or Construction, Demolition, and Environmental Sciences in the Combat Engineering branch. These advanced classes are often referred to as Series 20 courses as well. Another avenue is for the Marine to become more specialized in his or her MOS field. For example, a 349 Light Infantry Armorer, may become an expert in the repair and modifications of the M-970A1 Compression Phaser Rifle.

Lastly, Marines are encouraged to cross train, and Infantryman may train as an Armor specialist, or a Medic may train to serve in a Special Operations unit.

Whatever the cross training, what it provides for the NCO or the Officer in Charge is more flexibility when the inevitable surprise occurs and the unit is in a bind. Then the Lt. Is going to be very happy to find that Private Snuffy carrying the M-2A3 Heavy Phaser Rifle, did his first training with the Combat Engineers, and does in fact know how to use the explosives to blow a hole in the obstacles the Breen pirates left behind as they fled.

Training for the Senior Enlisted Marines & Warrant Officers

After a marine finishes their first tour, usually of three to five years, they have the option of re-enlisting, if they have also shown the ability to serve as a non-commissioned officer, a warrant officer, or if capable and willing to go to Officer Candidate School or the Academy and then become an officer. If so selected as an NCO, the marine will then go to two sets of trainings: NCO Training and Specialized MOS Training. For the Warrant grades, they will enter Warrant Training with a large emphasis on becoming the technical experts in some field needed by the Corps. For those entering the realm of commissioned officer, we will cover later in Part Three.

NCO Training provides for the new non-commissioned officer classroom and field instruction in four fields: Leadership, Management, Tactical Combat, and Logistics. Basic NCO Training provides for the Squad and Platoon level NCOIC (non-commissioned officer in charge), while the Advanced Course provides from Company, Battalion and higher levels of NCOs. At the most basic levels of the Squad, the NCOIC is THE Leader. His or her example, élan, and ability to motivate the 12 or so marines following, will mean not only the difference in success or failure of the mission, but life or death of the squad. Thus the new NCOs learn that first and foremost they are their squad's leader, or at the platoon level, the Officer's right hand in the leadership of the unit.

In addition the NCO has to start learning the fine art of management: the supervision, control and direction of subordinates. This function is often more one of paperwork than personality, and requires the NCO to be able to sit at a desk or handle a PADD as well as working in the field or handling a Phaser Rifle. Knowing the needs and abilities of each of the troopers in the unit, when they need to go to their own training phases, when they need to go on leave or liberty, and whose medical needs require special considerations are all part of the management of a squad, platoon or larger unit. Both Basic and Advanced NCO schools will provide the necessary instruction in the forms, requirements and regulations of the SFMC.

In addition to the management of the unit, the NCO needs to be concerned with the logistics for the troops, and equipment. Food, Water, Energy Packs, Repair Parts, Ammunition, all of these is vital to the exercise of combat operations. The NCO needs to be aware of the status of each of these and the other entire minutia necessary.

Laundry and Cooking, as well as other chores performed by the unit on its own behalf are also considered part of the logistical needs of the unit. As a line trooper, the marine needs only be concerned with the activity of digging a latrine ditch per the sergeant's instruction. The sergeant has to be aware of the need for the latrine and where would be the best place to locate the latrine, how it will affect the local water supply, and what other sanitary concerns will need to be addressed.

Finally the NCO needs to be concerned with tactical combat, stepping up from concerns on Fire Team and Individual combat skills, to deployment of multiple fire teams, and squads, as well as weapons teams, and specialty units such as CE-sappers as well as Aerospace forward fire control spotters. The NCO needs to be able to see a bigger picture much like the officers, and as the larger unit's officer's right hand, the NCO needs to be able to advice and relate to the officer the needs of the men during such tactical level combat situations.

In all NCO training, both basic and advanced covers all four of these concerns for the new and veteran sergeants, and is a major reason why so many of the SFMC officer cadre comes through the NCO ranks.

Next for the senior enlisted NCO is specialized MOS training. Like the junior enlisted the NCO will train to be more proficient in some sub-specialty of their chosen MOS. However unlike, the junior, this is REQUIRED for the senior NCOs. They are expected to know more about their MOS, and as many (if not all) of the sub-specialties therein.

For the senior NCO is the first line of education for new troopers, and even for some of the junior officer. In the combat branches, each senior NCO will be expected to have already completed advanced training and at least one MOS specialty for each rank advancement thereafter. It is these senior NCOs who become the instructors at the various SFMC schools, experience and knowledge a powerful combination. Likewise in the support branches, advance training and MOS specialty training is required for continued rank advancement. Finally the more senior NCOs are expected to cross train in other Branch Basic if not Advanced schools. No marine is an island, and neither is their MSG, skills are valuable, and the more skills the marines have the more valuable that unit is when it comes time to pay the price of combat.

Next, we discuss training and the Warrant Officer Program. Warrant Officers in the Starfleet Marine Corps, often called "Gunners" for their traditional role of being "THE" experts in combat weaponry, are senior enlisted personnel whose expertise is so acute, that they 'warrant' a position as an officer, even though they often do not merit a 'commission'.

The Warrant Program allows local and regional commands the ability to recognize that these experts need to be allowed some command authority over junior officers, though commissioned are not as 'informed' about the subject matter as the Warrant Officer.

While it is a wise First Lieutenant who will listen to his top sergeant on weapons usage and placement, they are not required to do so. However if a Chief Warrant Officer Four or higher tells that same First Lieutenant to get his men away from this or that weapon, now!!! They better be moving away from that weapon with the junior officer taking the lead in respecting the Warrants knowledge AND rank authority. When an enlisted specialist moves up to Warrant Officer, he or she will receive a four part training course.

First, Leadership AND Management training: this will hone both of these skills they have learned while advancing as an NCO, theoretical studies on motivation and needs based management of people and of resources.

Second, they will undergo intensive specialty training in their chosen fields, both from other Warrants, Senior Officer, and Civilian Specialist (many of whom are retired Marines themselves).

Third, they will all undergo instruction training; the most important usage of the Warrant Officer is training and teaching new marine recruits, and junior officers. It is for the very need to keep and pass on the years of experience carried by these marines that the Warrant Program exists.

Finally: Advanced and Cross Branch weapons training. While a Senior Sergeant can focus on the intricacies of the M-2A3 Heavy Phaser Rifle, a Warrant Infantry Gunner will need to know every weapon that a Marine grunt will have access to - Current, Obsolete, Archaic, and Potential Future Weaponry.

Training for the Junior Officers

The career path for officers in the Starfleet Marine Corps is quite different than that of the fleet side of Starfleet. A larger percentage of the officers come up through the enlisted ranks before entering the Academy than their counterparts in fleet; forty-five percent versus fifteen percent. During wartime this percentage rises to a staggering seventy-five percent. What this means is that nearly half of all new peacetime officers in the Corps have had some experience in the Corps, and have seen life through the eyes of the enlisted marine for two or more years.

For the Junior Officer then there are three parts to their continuing education, which is by necessity customized to their past experiences and current capabilities – the Academy to earn their commission; Branch Training to earn their position; and Specialty training to give them the proficiency to lead other Marines. As the new marine officer candidate enters the Academy he enters a three-stage program. First is the acquisition of his Bachelors Degree. This has been and remains a prerequisite for Marine Officers for almost 500 years.

The Marine Officer while a warrior is also a scholar. If the candidate already has his Bachelor's he may at his request and per the needs of the Corps, perform advanced graduate studies, or he may select to go directly to the Officer Training School portion of the Academy Program. This portion conducted over a three-month period of time, instructs the new officer to be in the management and logistical needs of his new position to be. Long hours of classroom work, with both Management and Leadership theory being studied. The next portion is that all OTS graduates (even the prior enlisted) will go through "Bulldog", a special and even more intensive version of "Boot Camp" Basic Training.

This is so that every officer knows what his troops have gone through, and what they are capable of. Finally as every marine is a rifleman, the officer candidates will go through an equally intensive version of the Basic Combat School at New Guadalcanal.

Again, like their enlisted brethren, they are assigned to twelve man squads with an instructor Squad Leader and put through the rigors of learning what combat will be like, and how a squad must operate as a team. They will learn how to deploy multiple squads; each candidate in turn will take the role of the squad leader, and as a platoon officer, (three squads of 12 candidates, make up one cycle's class number by year and class "72-12", these classmates will be friends for decades, and will keep track of each other through reunions and subspace communications). When the new Second Lieutenant gets his first platoon, he will know intimately what the capabilities of each of his squads are, and how they work together.

Following the Basic Combat School, Officers like the enlisted marines will begin Branch Training, however, this will automatically include Professional Development training such as PD-20. Officers are as a group expected to be able to both lead AND manage their units. From the newest 2nd Lt. to the most experienced General, management is an important tool, and a means to the ends of effective leadership. Following PD-20, the new officers will go on to Branch Training, those prior enlisted marines who have stepped on to being officers will be able to skip the more basic/introductory courses, but will still devote as much time in total to their field of specialty, sometimes even acting as assistant instructors for their classmates. Finally every officer, prior enlisted or not, will need to learn an Officer MOS skill commensurate to their branch and specialty therein such as : 340 Light Infantry Commander, (Officers commanding infantry units receive the MOS of 340 which indicates training in all aspects of light infantry operations.) Or the 415 Armor Commander, (Commanders of companies and larger Armor units are assigned this MOS).

The Junior Officer cannot stop there, if they want to continue in their advancement in the Corps, and if they want to increase the chances for the survival of their unit, and themselves.

Advanced branch training is a must for all junior officers, from AE-20 to MD-20, each branch offers overview training to both the enlisted and commissioned personnel. For example, after the Marine 1st Lt. finished AR-20, even though he is a Patton driver first and foremost, he will better understand how Mechanized Infantry and Artillery fit into the entire Armor Branch and modes of operation in the armor attack.

In addition to the advanced branch training, every junior officer, should seek advanced MOS training. Skills and knowledge as a 340 Light Infantry Commander, can be supplemented, allowing the 1st Lt. or Captain the ability to step up to

command a Battalion if necessary or to be able to operated in joint mode with other branches platoon or company level units to exploit situations at a minutes notice. For the junior officer much of the advanced MOS training encompasses C-3 skills (Command, Control and Communications) as they are supposed to be able to focus on the entirety of the battle and direct subordinate units, as opposed to the junior enlisted who has taken advanced MOS training to better facilitate removing that threat vector 200 meters in front of the unit.

Finally the junior officer will need to be cross-trained, with the other branches. Just as the advanced branch trainings, familiarizes the junior officer with the other specialties within their branch, the cross training will familiarize them with the basics of the other branches. As well the C-3 skills learned before will be enhanced so that Infantry Commanders can call in Aerospace Support, Medical Commanders can call in Armored Evacuation, and Combat Engineers can call for an assist from Mecha units. Once a junior officer can understand the capabilities of their brethren from the other branches, and HOW to communicate with them, they can work as unified team, under any circumstances.

Training for the Senior Officer

After a marine officer has finishes their second or third tour, usually a period of eight to twelve years, they are eligible for promotion to the rank of Major. This is the first of the Field Grade ranks (2nd Lt., 1st Lt., and Captain being the Company Grades), and along with Lt. Colonel, Colonel and Brigadier make up that classification of rank. The four General Ranks are also known as Flag Ranks. Once reaching the level of Field Grade, a marine officer is considered a Senior Officer, and will be required to have completed or soon complete various courses from both the SFMC-Academy and the main Starfleet Academy on Earth.

In addition like the senior enlisted grades the senior officer is expected to become an expert in their Branch as well as having secondary knowledge in the conduct of military operations, beyond the scope of just the battle before them.

First the Senior Officer will need to visit the Starfleet Academy branch nearest his duty assignment for Officer Command College. This school in the theory and practice of command is a pre-requisite for all Fleet Officer who wish Command (or even Executive Officer positions) aboard a Starfleet Starship, and the Corps has decided that the same skill sets are useful for command of Regiment size units, and even helpful at the Battalion level.

Following this, the officer will return to the SFMC-Academy to take the Leadership Series of courses, which culminates with a Leadership Seminar and Thesis program currently taught by Dr. Wess Roberts. These courses are mostly theoretical in nature, and thus it is currently Corps policy that the aspiring regimental commander will first return to his field command (Battalion or Regimental level), and put that which is learned into practice for a few years. This will help the senior officer better understand what is learned, and be able to adept those skills to their own individual personality.

At the completion of this, the Corps is very willing and encouraging for those officers wanting to enter the flag ranks to go to the SFA main campus in San Francisco to take the Flag Officer School series from the legendary Vice Admiral Helen Pawlowski. Highly informative and refined over many decades of instruction these courses have been said by some, should be used as the basis of the Officer Command College mentioned above.

Parallel to this leadership training the Senior Officer must also become an expert in their chosen branch. This includes Professional Development, Advanced Branch Training, and Combined Arms Training. Advanced Professional Development goes hand in hand with the Leadership Courses, and many an officer will also take officer version the NCO Courses, so that they will know what their Sgt. Majors and Gunnery Sergeants are thinking. The epitome of the Professional Development series is the PD-30 Independent Study program, resulting in an analysis and thesis on some area of concern for all senior officers, for example "Continuing Education in the SFMC".

Following or concurrent with this training, the senior officer will go to Advanced Branch Training. Following the XX-20 taken as a Junior Officer, the Senior Officer will begin to take advanced and theoretical studies in their chosen branch, becoming like the senior enlisted marine, the "expert" in their field. Know not only 'how' a tank works, 'why' a tanks works, but 'when' a tank should be used in combat, and 'when' artillery would be a better option, or bombardment from space. Many of the XX-30 Thesis papers that are a result of this study, have become texts in and of themselves, and have changed Marine Doctrine to the betterment of the Federation. Lessons learned by these Senior Officers while in the field, translate to scholarly papers that have endured and are used to teach the next generation of marine officers.

By this time in his career, the senior officer will need to attend Combined Arms Training. Not just taking classes in the other branches, but specialized training on how the different fields of service can and should work together to deliver the maximum effective force upon the enemy at a point the Senior Officer chooses, and with the maximum exploitable result.

An officer trained in combined arms tactics will know instinctively when to commit his armor assets here, his Mecha forces there, and when to keep infantry and aerospace assets in reserve. When to move Combat Engineers forward to exploit a gap, is as important as knowing when to get the Medical units evacuated so the marines with guns can deliver their special skills all over the field of battle. The new General Staff College of the SFMC-Academy and its series of Combined Arms schools is going a long way to providing these skills to our senior officers in the Corps, and even some Flag Officers from the Fleet are attending to see how the Corps can extend their own resources in traditionally non-fleet situations, especially with the use of Aerospace/Mecha assets.

Finally, the senior officer needs to acquire some specialty training. In addition to the Combined Arms training, the Senior Officer should become proficient in at least one if not more additional branches of service. They need to take advanced coursework in management and administration. And most importantly, Combat Theory needs to be studied and learned.

Threat Forces that the Federation will have to deal with in the future, will have new capabilities, new tactics, new strategies, and it will be by a true understanding of the underlying theories of combat that the SFMC will be able to defeat these threats as efficiently as possible.

The concept that the Senior Officer should be both Combined Arms trained AND multiple branch trained is a recurring philosophy that is currently once again in vogue. A colonel or general who is trained as a tanker and a pilot, will know in much more intimate detail the capabilities of both, and how they should and could interact. The same logic extends to each additional branch the senior officer

spends the time becoming qualified in. The one caveat is that the officer will have to determine a balance between advanced expertise in their field, and adequate knowledge in many fields.

In learning the skills of the management and administration of Corps assets the senior officer will learn what is call "The Corps' Management Control Process" The Corps' Army's approach to management control is based on the fundamental philosophy that all commanders and managers have an inherent management control responsibility. SFMC unit HQs are responsible for establishing sound management controls in their policy directives and for exercising effective oversight to ensure compliance with these policies. Commanders and managers throughout the Corps are responsible for establishing and maintaining effective management controls to ensure that operations are effective and resources are protected and used appropriately.

The Corps' management control process supports commanders and managers in meeting these inherent responsibilities by providing two additional management control mechanisms: a process for periodically conducting detailed evaluations of management controls in selected areas and a process for developing and supporting an objective annual statement of assurance for the Commandant of the SFMC that fully discloses known material weaknesses.

The Corps' management control policy and process are implemented and emphasized through four key components. First and foremost is leadership emphasis. Second is education and training to ensure that commanders and managers understand their management control responsibilities. Third is an administrative approach that clearly defines fundamental requirements and establishes accountability, while minimizing the workload burdens that ultimately detract from enthusiastic acceptance management and administration objectives.

Fourth, and the ultimate goal, is an effective process to detect report and correct recurring management control deficiencies. None of the processes to accomplish these goals comes automatically.

Proper training of the senior officer at both the General Staff College, and at advanced private institutions is necessary. Often you will see Flag Officers of the Corps with Masters or even Doctorates of Business Administration in command of the Divisions and Corps sized units of the SFMC. Likewise many leaders, managers and CEOs of private corporations are retired Flag Officers of both the Corps and the Fleet with this advanced training.

Finally the senior officer's specialty training and education is complete one they have gone through a complete regiment in Combat Theory. This can be defined as a study of military combat being a subset of the broader category of military conflict, which in turn is a subset of sentient conflict in general. (see Appendix Three) Military combat is defined as purposeful, controlled violence carried out by means of deadly force between opponents, each attempting to carry out a mission, the achievement of which has value to that side and denial of which has value to the other side. Wars of course involve deadly force, as do campaigns within wars, but it is only in combat that deadly force is directly and actively applied against the enemy. Combat is the active agent of warfare, the crucible in which war aims are decided.

Included within combat's boundaries are the preparatory steps taken by each side immediately before active use of deadly force and the disengagement actions

before interaction between the two sides ceases. The phrase "use of deadly force" encompasses the threat of deadly force when it has an effect on combat. The theory does not bind the scope of combat by the kinds of weapons employed nor by the size of forces or geographical area. Interplanetary delivery of mutagenic weapons or subspace warheads is a combat action on a grand scale. Contiguity of mission is the best determinant of what constitutes combat.

Military combat cannot be treated apart from the campaign and war of which it is a part, and so the theory must include within its purview the external context that forms the boundary conditions for combat and affects its course. Before combat commences and while it proceeds, combat activity is influenced by the direction, impetus, and constraints imposed by the external context, and combat results feed back their influence upon the external context.

As foundation for the theory, the course has narrowed a larger list of possible axioms of combat to the following six:

- **Axiom 1** Military combat involves deadly interaction between military forces.
- **Axiom 2** In combat each side seeks to achieve a goal, called its mission, which has perceived value.
- **Axiom 3** Combat potential is embodied in military forces.
- **Axiom 4** The commander of each side activates combat potential to create combat power in furtherance of the mission.
- **Axiom 5** Domination of the opposing military force is the ultimate means of accomplishing a mission.
- **Axiom 6** Uncertainty is inherent in combat.

It is believed that by an understanding of the theoretical underpinnings of combat and military actions the Flag Officer will be better prepared for the rapidly evolving and ever changing face of combat operations, and that this officer will not be surprised by such actions as an overwhelmed enemy resorting to weapons banned by interstellar treaty, or terrorism used by either non-governmental organizations or interstellar governments.

Conclusion

In review we have looked into the roles, lessons, and options open to the different levels of Marines: Commissioned, Warranted, and Enlisted; within the realm of Education and Continuing Education in the STARFLEET Marine Corps. What has been revealed, and what has the reader learned? For the Recruits and Junior Enlisted we have seen that the Corps has a pressing need to bring the once civilian up to speed as a Combat Marine in as short and efficient time and manner as possible.

But, that this educational process does not have to end there. Through the entirety of their first tour, the Corps will provide opportunities AND then benefit from the Marine continually improving their knowledge and skills. This will also continue as the Marine returns for subsequent tours as they become the senior enlisted NCOs and even the Warrant Officers of the Corps.

These then become the instructors for the next generation of junior enlisted marines and junior officers. As the officer transitions from either enlisted or civilian they will have a steep power curve learning to be not only marines, but also leaders and managers.

Finally we've seen how the officer's training never ends, and that even Generals will return as students and can learn from Sergeant Majors, Warrant Officers, Captains, and even civilian experts – and from all of this, the Corps benefits.

The Smart Marine is a Live Marine. And it is the job of the Corps to wreck havoc on the enemies of the Federation, and that requires Live Marines, not a body bag.

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Part 3 – Introduction to Professionalism

Professionalism. What does it mean? The dictionary defines professional as: "One who, by appearance, bearing and conduct represents himself and his profession in a manner worthy of respect and emulation." So professionalism is the act of being professional. By looking and acting in a manner "worthy of respect and emulation," individuals with different backgrounds, perspectives and world-views can not only coexist, but work together to everyone's benefit.

Express a professional attitude, display a professional appearance while conducting yourself in a professional manner and you will inspire confidence not only in yourself, but those who are associated with you. Conversely, if you dress and act like a slob, then just the opposite will occur. Just remember that your image reflects not only on you but also on those organizations and individuals that you associate with.

Professionalism in the "Real World"

Learning professionalism under the auspices of STARFLEET and the SFMC doesn't necessarily mean that it will not help you out in the "Real World". In fact most of what you learn here can be applied to situations and other aspects that are not even remotely connected to STARFLEET or the SFMC. How you look, conduct yourself, and even communicate have a great deal of bearing in both STARFLEET and the SFMC. Even if in the future you leave the organization the lessons that you have learned through this course can continue to help you.

Part 4 – Looking the Part

Don't judge a book by its' cover. It is an old idiom that was used to warn others not to judge something by how it looks on the outside. But as it has been found through out the centuries humans do just that. Individuals judge one another in the first few seconds of seeing each other. In those few seconds your appearance will either help you or hinder you. So it is vitally important that you maintain your appearance at all times. There are three areas of focus in this section; personal hygiene, clothing, and posture.

Personal Hygiene

One of the most important things to be aware of when trying to project a professional image is personal hygiene. Sure a well pressed and dressed uniform will go a long way to project an image of professionalism, but if you are not clean or well groomed then that will detract from that image. A person who does not practice good personal hygiene conveys the message that they lack self-respect and will not receive any respect in return. Also remember that using too much cologne, perfume, aftershave, etc... can also be just as bad as not wearing any at all.

Clothing

Whether in or out of uniform, at a convention or the pizza-place down the road, you are a representative of the STARFLEET Marine Corps. As such you should dress appropriately. Also remember that a laundered, pressed and properly outfitted uniform is the best way to present a professional appearance. Any permanently soiled, or non-fitting garments should be discarded and replaced.



**Civilian Clothes
(a.k.a. Civies):**

While wearing civilian clothes, also known as "civies", you should wear clothing that is clean, neat, in good taste. No one will stop you from wearing whatever you want, but you should put some thought into what you are going to wear for a given situation. Be mindful of the location, time, function, and who is going to be there.

SFMC Uniforms:

If you choose to wear a STARFLEET Marine uniform, **wear it right or do not wear it at all**. The Marine Force Manual contains several different uniform variations. They have been designed to fit any price range, body type and Trek era, so finding one to suit your needs should be relatively easy.

Make every effort to put the right insignia in the right place. To find the proper placement of the various uniform items please consult the Marine Force Manual. If you have problems with your placement ask a fellow Marine for guidance. If all else fails start going up the chain of command to find your answer, starting of course with your unit OIC.

Unauthorized uniform items should not be worn. If in doubt whether a certain item is authorized or not check the MFM and if that doesn't help pose your question up the chain of command.

Posture

Wearing the proper clothing is a big step to looking professional, but one also needs to have the right posture. This is where the words spoken by many a mother or father come back to haunt us; "Stand up straight!", "Don't slouch!", "Sit up straight!" are probably just a few of the phrases that one hears when growing up. Believe it or not those words uttered by so many parents actually have merit. Not only does your personal hygiene and what you wear convey professionalism, so does your posture. You can be the cleanest person in the world and have a spic and span uniform but if your posture is bad, you lose the professional image. So when at all possible try to use proper posture, that is:

1. Sit up straight when sitting, do not slouch! Slouching conveys the image that you are too relaxed and may not care or that you are lazy. Not to mention that it is bad for your back. Sitting up straight conveys that you are alert and ready to go.
2. Stand up straight and do not lean against anything. Leaning against something will make someone think that you are tired, not caring, etc... Standing straight conveys the image that you are proud, self confident and alert. Of course there are times when leaning against something is proper or necessary, but try to avoid it unless absolutely necessary.

Part 5 – Acting the Part

Now that you look the part you need to act the part. Sure you can have the proper posture, look spiffy in your uniform and have the best combed hair in the room, but that does not mean a thing unless you can conduct yourself in a professional manner. In this section we will explore how attitude, conduct and courtesy, initiative, and self-control all can be used to convey professionalism.

Attitude

Attitude is a state of mind or a feeling and aside from the way that you present yourself visually it is the next important way in presenting yourself. After you are judged by how professional you look people will then judge your attitude. You may look professional but you also have to act it. Again your attitude can either hinder or help you.

Below are the three common characteristics that make up one's attitude.

Assertiveness	Assertiveness describes the ability to stand up for yourself, state your views, tackle issues up front, stop others from take advantage of you, and doing so without violating the rights of others. You have to be careful though because many people will confuse assertiveness with being bossy, overbearing or aggressive. But when done right acting in an assertive manner will allow you to feel self-confident and will generally gain you the respect of your peers and friends.
Initiative	<p>Initiative also known as self-motivation is the ability to make decisions and take actions independently, without the necessity of direction from others. Initiative is closely related to self-confidence, each one helps the other.</p> <p>This trait is extremely important in a volunteer organization like STARFLEET and the SFMC, where individuals are often asked to take on responsibilities with little or no active supervision due to circumstances of geography, personality or job description.</p> <p>A properly self-motivated Marine is able to look at the situation at hand and his environment, and determine the best course of action to take, then take it without stopping every five minutes to ask for further instructions.</p>

Self-Confidence

Self-confidence describes the ability to believe in oneself, ones abilities and ones value as an individual. Self-confident people also have expectations that are more realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves.

Self-confidence is something that is presented to the world in many ways; hygiene, dress, and posture are but three. An individual who is lacking in these areas makes it clear to those around them that they might be lacking self-confidence. Remember that without self-confidence you cannot lead or follow effectively.

Conduct and Courtesy

By now you know that you need to look good and have a positive attitude, but even those will not succeed in conveying a positive and professional image if you are rude, thoughtless, or inconsiderate. Courtesy is extremely important to the professional. Being courteous is the most effective tool that you possess when it comes to avoiding misunderstandings and miscommunications that often bedevil interpersonal relationships. If someone is talking to you, listen quietly; don't interrupt. If you need to speak with someone and they are engaged in conversation with someone else; wait calmly until they are finished with their prior conversation before beginning your own. Most importantly respect the rights of others. Respect their property, their person and their beliefs. In respect to SFI and the SFMC respect their right to enjoy their fan experience as much as you enjoy yours. In the end you will find that you have earned the respect of others around you.

Besides being courteous one must also be dependable. You must carry through with what you promise to do or say that you will do. If you volunteer to do a particular task you are promising someone that you will complete the task correctly to the best of your abilities. If you don't intend to perform a task to the best of your abilities, correctly, or you just don't have the time for what ever reason, or you already are working on several tasks, it is best to not even volunteer. There no more sure fire way of losing respect than if you promise to do something and then renege.

Self-Control

The final component in acting professional is self-control. Self-control is defined as the exertion of one's own will on their personal self – their behaviors, actions, and thought processes. In everyday life and within STARFLEET and the SFMC there will be times when someone will "push your buttons" and you'll get angry and want to retaliate. The difference between being a professional and not is not giving into the anger, analyze the situation and respond calmly.

Anger is a powerful force; it can be used either constructively or to destroy. As a professional you must channel the anger toward the goal that you are attempting to achieve. Do not waste your time or energy to avenge yourself on everyone that you think has done you wrong. If you do avenge yourself just remember that you'll not accomplish anything constructive but you'll lose any respect that you have gained from others around you. By channeling your time and energy to something more constructive you can actually accomplish something and in the process gain more respect from those around you.

Part 6 – Communication

Communication is defined as “the transfer of ideas and information in a mutually comprehensible format between two or more persons or groups”. As with many organizations today there are more sources of information and lines of communication than ever before; e-mail, instant messenger, the web are just a few. Due to the ubiquitous nature of these advancements it is now easier than ever to share information between individuals, leading to once unimagined opportunities for collaboration and achievement of common goals. However with these new opportunities and ease of communication also come some new challenges. Even though communication has become almost instantaneous and able to push large amounts of data around, the chances of creating misunderstanding have increased as well as the potential for creating embarrassing situations.

In order to alleviate the possibility of misunderstanding or the creation of embarrassing situations, you must have clear and effective communication skills. So not only do you have to look and act like a professional, but you must also communicate like one too.

Types of Communication

Any communication in which the other person(s) understand the idea or information you are trying to impart, without confusion, error, or misinterpretation can be considered effective. If for some reason they do not understand what you mean, they only understand a part of what you communicated, or they just have the whole thing wrong, then your communication was ineffective. Communicating effectively is obviously the best choice. But to communicate effectively you need to choose the right form of communication for your message.

Most forms of communication can be separated into two broad categories, verbal and non-verbal. The four most common forms of communications are listed below along with a brief description of each. Each format of course has its’ own advantages and disadvantages. This is an important point to consider when selecting the method you will use to communicate your ideas with someone.

Non-Verbal Formats

Traditional (Paper) Correspondence

Since the first written alphabet humankind has used the written word to transfer information. Even in today's fast paced world where e-mails and instant messaging are common, traditional correspondence is still used. While it may not be as efficient as sending an e-mail traditional correspondence does have several advantages. One of which is that it can be accomplished without the need for electricity, all that you need is some paper and a pen. Another is that there are several delivery options to choose from that will give you the sender definitive proof that the letter was received; certified mail, signature proof, etc... For that reason traditional correspondence continues to be the preferred method to conduct legal and formal business on a personal, business and governmental level.

But as with any form of correspondence there are disadvantages. Depending on the situation electronic correspondence could be cheaper than traditional correspondence. Delivery of traditional correspondence will never be as fast as electronic forms; e-mail travels at the speed of light along millions of miles of wire, while traditional correspondence can only travel as fast a truck or plane can travel.

Electronic Mail (E-Mail)

Electronic mail, or "e-mail", predates the Internet, but its current form as we know it today has only been around for the past decade or so and widespread access to e-mail has only occurred in the last few years. This corresponds to increases in reliability coupled with decreased costs for equipment and access. Combine widespread access with the fact that e-mail has almost instantaneous delivery you have an environment where e-mail is rapidly becoming the non-verbal format of choice for many.

E-mail tends to be less formal than traditional mail resembling more of a hybrid between letters and a phone conversation. While this form is better suited for those individuals who don't have the patience or skills to write a traditional letter, or who just need to get one or two points across, it does not suit in-depth discussions well.

E-mail provides many advantages over traditional correspondence. As mentioned above e-mail has almost instantaneous delivery. Of course there might be disruptions here and there which will increase delivery time, but in the end the e-mail message will still get to the recipient faster than had it been sent via traditional mail.

**Electronic Mail
(E-Mail)**

This speed allows for information and ideas to be communicated much faster than if sent via traditional mail. Cost is also an advantage. On average it will cost less to send an e-mail than to send traditional correspondence.

Of course as with any form of communication there are disadvantages. One is that because of the speed at which e-mail is delivered and received there is a sense of urgency imparted on the recipient. This leads to the feeling that there must be an immediate response. As a result e-mails tend to be emotionally charged and not well thought out. Another disadvantage is that e-mail can only be sent to people who have access to it. Then there is possibility of e-mail being addressed incorrectly. If you do not have the right address you could create an embarrassing situation. So it is imperative that you check the addresses that you are sending the e-mail to before you send it.

The greatest disadvantage to e-mail is the lack of privacy. Any correspondence that is sent through the US Postal System is protected by Federal laws, which prohibit tampering with mail pieces except under court order. It is relatively easy for someone to tell when mail has been tampered with, and there are established procedures to investigate incidents of fraud. E-mail on the other hand, becomes the property of every individual through whose system the mail passes (Internet e-mail is delivered from your computer to the recipient's machine by being routed through many intermediate machines). Any of them have the legal right to look at the message. To counter this several encryption technologies have been developed in the last couple of years. These encryption systems allow for private communication between parties and only the intended recipient(s) can read the message.

Overall e-mail is the best format to use for messages, which are time sensitive where privacy is not a great concern or for correspondence that does not require a legal or formal format.

Instant Messaging (IM)	<p>This type of communication has been around for a decade or so. It combines the ease of e-mail with the speed of a telephone call. Allowing you to communicate via text in real time. Usually there is no record of a conversation, but most programs allow for the whole conversation to be logged and saved for later use.</p> <p>Currently the biggest disadvantage is that not all IM programs can talk to each other. Different companies have different protocols and they are not compatible with one another.</p> <p>Please see <i>A Word on Blogging, Chatting and IM</i> in section 7 for more information.</p>
Blog	<p>This is a recent newcomer to the Internet. A blog is essentially a public diary. Many people have used this format to talk about their lives and to disseminate information.</p> <p>The biggest disadvantage with this form of written communication is that it is public. Anyone on the internet will be able to find and read a blog that you have set up.</p> <p>Please see <i>A Word on Blogging, Chatting and IM</i> in section 7 for more information.</p>

Verbal Formats	
Telephones	<p>Of the verbal formats the telephone is the easiest to use. Using the telephone you can communicate to almost anyone, almost anywhere on the planet. Telephones allow you to discuss information without any delay in response. Subtle information can be given through audible cues like your tone of voice, inflection, speech pattern and pauses in the flow of conversation. Verbal communication may reduce the amount of misunderstanding that may occur in a written letter. It is more personal and direct, although it can certainly be formal or informal, depending on who's talking to whom about what.</p> <p>The two biggest disadvantages to the telephone are cost and the inability to show visual information like pictures. While the price of making a telephone call has decreased dramatically in the last couple of years it is still expensive to make them and if you make many calls the costs add up.</p>

Telephones Con't	<p>Also be aware that international calls tend to be more expensive than state-to-state calls and that the rates per minute vary depending on which country you are calling. Also in the last few years telephone companies have introduced local long distance. What this means is that you may be calling your friend not a mile down the road and be charged as if you made a long distance phone call. You need to be aware of the limits of your local number otherwise you might be in for a nasty surprise at the end of the month when you get your phone bill.</p> <p>Not being able to show someone a picture may not be a big problem most of the time, but it is difficult to describe some things accurately without a drawing, picture or diagram something that non-verbal formats are excellent for.</p> <p>However, if you need to get complex or sensitive information across, the phone makes a convenient and relatively inexpensive method of doing it.</p>
Face to Face	<p>Personal communication is the fastest method of transferring information, as it allows you to use body language, audible and visual cues to help the other person understand. It is best for subtle or complex ideas, and allows you to demonstrate a procedure or show an item or picture directly to the viewer as you explain. The disadvantage to personal interactions may not be so obvious, but they exist. Some people are nervous or intimidated when dealing directly with others. Emotions, fatigue, and background activity can all distract or distort your message. Finally, and most obviously, you have to physically meet with someone to interact personally. That limits who and when you can meet, and could cost a great deal of money to arrange.</p>

Part 7 – Common Ideas in Written Communication

Below are two common and important ideas that one needs to keep in mind when using written communication.

Courtesy

Always be courteous when you write. Self-control and courtesy go hand in hand. Even if you are absolutely sure that someone is deserving of your anger, be courteous anyway. When closing a letter, especially one where you have asked the reader to help you take action on your behalf, thank them for their time and efforts. Ralph Waldo Emerson said it best — “Life is not so short but that there is always time enough for courtesy”.

Abbreviation and Acronyms

An acronym or abbreviation is a collection of letters that represent a larger or more complex collection of words or phrases. Abbreviations are spelled out when you say them, like using “SFMC” for “STARFLEET Marine Corps”. An acronym is pronounced like some kind of slang word, like using “SNAFU” for “Situation Normal, All Fouled Up”.

It is common practice to list the long form of an abbreviation or acronym the first time it appears in your writing. For example, you may use an acronym like SFMC a lot. The first time you use it in your letter, you should show what it stands for by putting the short form in parenthesis after the long form, like this:

“Members of the STARFLEET Marine Corps (SFMC) are prohibited from wearing ribbons issued by the real world military, whether or not the SFMC member has actually earned the right to do so. ”

The exception to this is if the term is so widely recognized it is practically universal (USA, for example) or the person you are writing to obviously knows what it means (it is a safe bet, for example, that the Commandant of the STARFLEET Marine Corps knows what SFMC means...) Be careful, however in assuming that a certain acronym has a single, universal meaning. As an example, although “USA” is most often used to represent “United States of America”, in a different context it might represent “United States Army”.

Part 8 – Effective Written Communication

Now that we have explored both the types of written communication as well as the ideas common to all written communication we will now put them to use and learn how to write an effective letter and e-mail. By using the information in this section you will improve your letters, in turn helping you build the image of a professional.

Writing an Effective Letter

Parts of a Letter

There are certain things that should always be included in your written correspondence, particularly when writing formal or business related letters. These are:

Date:

Always date your correspondence, especially if it is time-sensitive. Not only is it courteous, but it allows you to reference the document easier in the future.

Return address:

If you use letterhead place your return address information, including a phone number, fax number and e-mail address (if any are available) below the date. If you have office hours or specific times when it is necessary to call you, put that information in the body of your letter, just before you close.

Inside address:

The inside address is the block where you put information about the reader the letter is intended for. Many businesses open all mail that is received on a particular day, and just send what is inside to the recipient. Putting an inside address on the letter gives those individuals the information they need to route your correspondence to the proper person.

This is also useful if your intended recipient has a spouse or friend who picks up their mail. The Inside Address will be below the return address, unless letterhead is used. In that case, put the inside address under the date.

Salutation and reference line:

Always use a salutation in any correspondence. It may be as simple as "Fred:" or, if speaking to an undetermined audience, "Dear Sir:" The salutation assists in setting the tone of the letter, so match it with what you intend to write in your letter body. If you are writing something formal, such as a request for promotion, use a formal greeting, such as "Commodore:" or "Dear Vice Admiral Lermontov:" If, on the other hand, this is just a friendly note, "Yo, Mike!" or "Dear Sally," will do just fine. The salutation is placed below the inside address, unless you are using a Reference or Subject line, in which case it will go below that.

Also important is the subject/reference line. Although not often used in personal correspondence, both of these items are very important if you use written correspondence for business or even within STARFLEET.

A reference line is placed between the inside address and the salutation, and begins with "Re:" which means "In Reference To. You use it if you are replying

or writing about a specific piece of correspondence. A name or description of the correspondence or document is included after the reference symbol, e.g. Re: Your Correspondence of June 7, 1996 or Re: The document "TRACOM and the 24th Century." Normally, a copy of the referenced material is included with the correspondence.

If you are not referring to a specific piece of documentation, but your letter does concern only one general topic, a subject line is used instead of a reference line. This line begins with "Subject:" or "Subj.:" and is followed by the topic, e.g., "Subject: Marine Courses Available in the Professional Development Program" or "Subj.: The duties of TRACOM S-2."

The body:

Naturally, the body is the most important part of your letter. Before finishing the first paragraph, your reader should know what your letter is about. Use the rest of the letter to support the arguments or expand on the information given in that first paragraph. This is also where you put contact information that is not contained in your letterhead or return address, such as the best time to call you or an alternate phone/fax number or e-mail address.

Signature blocks:

These are very important, as it lets the reader know who is sending them the letter. In fact, most people check the signature block first thing before they even start reading the letter. A good signature block should list your abbreviated rank (LTC for Lieutenant Colonel, for example), first and last name, and any modifiers like "Jr.", "Sr." or "III" (the third, etc.) on the first line. The next line should show your position or responsibility like "OIC, 12th Brigade" or "Commanding Officer, USS Arkham". The last line should show your affiliation, like STARFLEET, SFMC, OR SFMC(R) for STARFLEET Marine Corps Reserves. If you have different areas of responsibility, particularly true of SFMC reservists, only list the most pertinent position relating to your letter. As an example, Vice Admiral Victor Lermontov is a SFMC Reservist. He is also the Commanding Officer of the USS High Frontier, a STARFLEET chapter.

If he writes a letter to the Chief of Operations, with a concern about his ship, he might use the following signature block:

VADM Victor Lermontov
Commanding Officer, USS High Frontier STARFLEET

He could of course show SFMC(R) instead of STARFLEET, if he wanted to, but it would probably be more appropriate to show STARFLEET since his letter concerns mostly STARFLEET related information. If he writes to me concerning SFMC matters, however, he would sign as:

LGN Victor Lermontov
OIC, 299th MSG SFMC(R)

It is also acceptable to place "STARFLEET," "SFMC" or "SFMC(R)" immediately after your name, and leave off the third line entirely, like this:

LGN Victor Lermontov, SFMC
OIC, 299th MSG

Use your best judgment and remember that the more unnecessary things you add

to a signature block, the greater your chances of looking like an egomaniac or a "stuffed shirt". Keep it simple, relevant, and straightforward.

Before You Send that Letter

Before you send that letter you need to do several things and make sure that the letter is appropriate. Below are several things that you should do before you send the letter.

Proofread your work:

It is very important to proofread your letter before sending it out, even in e-mail format. There really is no excuse for not checking your work, except for laziness or carelessness. A carefully written proposal may go down in flames because you made the simple mistake of misspelling the name of the person you are writing to — repeatedly. Poorly written or spelled material makes a very poor impression on the reader. No one expects perfection, especially in e-mail where lower standards of spelling and grammar are accepted.

Check spelling:

Most, if not all, word processing programs have a spelling checker. Use it! If you are computer challenged, and are typing or writing your letter in the more traditional manner, at least take the time to check the spelling of names, places, and any word with "ie" or "ou" combinations in it. I know someone who spells "friend" as "freind" or "fiend" on a regular basis and has on more than one occasion rooted for the "Kansas City Chefs".

Check grammar and punctuation:

If you won't check your spelling, or can't spell worth a darn anyway, there isn't anything I can do for you as far as grammar goes. Just go through and read your letter out loud to yourself. If you have to take a breath in the middle of a sentence, it needs a comma, or it needs to be chopped into a couple of shorter sentences. As a general rule of thumb, if you have a sentence with more than thirty-five words in it you're either running for office or you're running off at the mouth. In the days of the telegraph, it was an economic necessity to use as few words as possible to create a message, since you paid "per word" to send the telegram. It became the mark of educated and intelligent men to send great amounts of information in as few words as possible. My personal favorite (although probably not the best example of professionalism, I admit) was one sent to Lord Home, a British noble. It said "TO HELL WITH YOU. OFFENSIVE LETTER FOLLOWS." Perhaps a better example would be the reply an American officer gave to a German delegation, which had come to request the American surrender at the Battle of the Bulge. After a lengthy, but polite explanation of the bad tactical situation the American army was in, the Germans asked the American General to surrender. His reply was "Nuts to that!" The translator explained that it meant "No" to the puzzled Germans, and history was made. The point of these examples is to use as few words as possible when you are trying to get your message across.

There are a couple of common mistakes that people make concerning punctuation. Capitalize at the beginning of a sentence and use one space after periods, not two. Either indent the first line of paragraphs or leave a blank line between them, but not both. Examine the body of this and other SFMC materials to see an example of this. If your sentence has more than two commas, you probably ought to rewrite it or bread it up into two or more shorter sentences.

Check Content:

Consider what you have written. Does it cover everything you intended it to? If you were following an outline or working from a list, did you cover every item? Does your letter follow a theme, or wander around and come back to the same topic a couple of times? Remember when you sat down and thought about what you were trying to achieve with your message? Did you achieve it? If not, scrap it and do it again. Almost everything needs to be rewritten at least once, this is especially true the longer the material is that you are writing.

Check Tone:

Lastly, clear your mind and take a break from your writing. Go get a drink, fix a sandwich, or find something to do for a while. Then come back and pick up your letter and read it as if you were the recipient of the letter, not the author. You may be surprised to discover a tone to your letter that you didn't intend to create, or you may suddenly realize that you emphasized some point too much or not enough. Fix it, and then mail it, knowing you did the best that you could do.

Using E-mail as a Professional

E-mail is fast replacing traditional correspondence as the preferred medium of communication. As such you need to treat e-mail just like you would traditional correspondence, check your spelling, grammar, etc... but there are a few other items that you need to keep in mind. Those items are listed below. By using the information in this section you will improve your e-mails, in turn helping you build the image of a professional.

Beyond the Basics

Acknowledge Your E-mails:

It is a good idea to acknowledge e-mail you receive, even if it doesn't require a reply. This is courtesy, and it also lets the sender know that their message didn't go whizzing off into the electronic ether someplace, instead of landing in your mailbox.

Quoting:

When quoting someone's message, there are two things you should do. First, only quote the part of the message that is necessary to clarify you reply. Few things are more irritating than to see someone quote an entire three-page letter, and add the words "I agree" at the bottom. Of course, one thing that is more irritating than that is to see someone else do the same thing, including the "I agree", and then add their own "Me too" at the bottom of that.

Second, indicate that you are quoting someone else's text by either putting the quoted text in a separate color, or using one of the common Internet styles of quoting (either placing the quoted text in brackets, or prefacing each line with a ">" symbol). This separates your text from the original sender's words. If you are writing a message that you expect others to quote heavily (i.e., you are making a list of items and want their feedback on each item) then separate major topics into distance paragraphs, so it is easier to quote them in reply.

Netiquette:

Netiquette is a word that was coined to describe a set of common courtesies and conventions among users of the Internet and e-mail. It comes from the term "Etiquette". Basically, it means acting politely and with common courtesy to others on the net, as you would want to be treated. If this sounds a lot like the "Golden Rule", you're right. There are a few unique aspects to Netiquette, mostly because of the unique medium of electronic communication.

People who cannot communicate politely and with courtesy end up not communicating at all. Why waste time talking (or writing) to a person who is rude and insulting? Without a set of "guidelines" for behavior, anarchy and chaos eventually result, and the whole system breaks down.

Flaming and Other E-mail Issues

E-mail is unique and so has a few other items of interest over that of traditional correspondence. Below are a few of these.

"Flaming":

This is the term for posting insulting, inflammatory, and generally rude messages to a person or group of persons.

The intention is, of course, to cause as much unhappiness as possible. This usually deteriorates into something akin to "flaming e-mail volleyball" where a series of vicious and insulting messages are traded back and forth. This is childish and cowardly. In reality, few people would have the guts to say to your face the things they say in an e-mail message of this kind. Flaming serves no useful purpose, and instantly destroys any credibility you have as a professional. In two minutes, you can destroy a reputation you spend two years building.

Criticism:

If you disagree with someone on something, then explain why you disagree, don't make absolute or personal statements. Nothing will make you look more unprofessional than a personal attack on someone simply because you disagree with them.

Privacy:

While we are trying to raise the level of professionalism within our organization, there are still many people (inside or out) who simply do not measure up. These individuals believe that the privilege of privacy only applies to themselves, not others. E-mail multiplies this attitude, because it is so easy to abuse the system. The best way to use e-mail is to assume that everything you send will be distributed to the general public. If you wouldn't be comfortable standing on a chair in a church, saying out loud whatever you are writing, then don't send it e-mail. The more controversial your message, the greater the odds are that it will be re-posted to a larger audience than you intended.

One of the recurring problems that occurs with e-mail, especially in STARFLEET, is the practice of posting someone's private e-mail to you into a public forum, like a list server. If someone sends you public e-mail, you can answer it publicly or privately, as you desire. By posting to you publicly, the other person has waived their right to privacy concerning that posting. If, however, someone posts to you privately, you should answer him or her privately. By sending their mail to you privately, they are invoking their right to privacy. You should not violate their desire for privacy by posting their mail to a public forum. There are a few exceptions to every rule, of course. If the person sends you private e-mail that requires you to consult someone else for an answer, it may be appropriate to forward that e-mail onward. However, it is your responsibility to pass on the sender's desire for privacy to the person you are forwarding to. This prevents the final recipient from accidentally violating someone's right to the final recipient from accidentally violating someone's right to privacy. Threatening e-mail or e-mail that concerns illegal activity (that's criminally illegal, not in violation of the bylaws of the Knights of Columbus, etc.) obviously isn't entitled to privacy. Finally, if the person asks or implies that you distribute the message to a larger group (a letter of thanks, a request for help, etc.) then by all

means, post it as necessary.

List servers:

If you spend any time at all on-line, sending or receiving e-mail, you will encounter list servers. STARFLEET has an international list server, one or more Regional list servers per region, and several special interest ones. The STARFLEET Marines Corps has a list server, as well.

A list server (also called a listserve) is basically an automated bulletin board or public forum. You send a message to it, and it copies your message and then sends it to everyone who has subscribed to the list server, including yourself. If you read your MFM, there are instructions given on how to subscribe to the SFMC list server. List servers are an efficient way to get a lot of information out to a lot of people in a hurry, but they do have some disadvantages. First, if you don't subscribe, you don't get the messages from the listserve. Second, there may be several different topics being discussed at once, which can be confusing until you get the hang of it. Third, it is a public forum and it is usually automated, so there is no privacy and if someone wants to post messages not relative to the listserve's purpose (chocolate recipes on the SFMC listserve, for example) you'll have to wade through a bunch of garbage messages to find those important to you.

A Word on Blogging, Chatting and IM

With these forms of communication special precautions should be taken and you should keep several things in mind.

Blogging:

As mentioned previously, a blog is a public diary. Blogging is the act of using one to document your life, job, etc... For the most part spelling, grammar and other such things are not a concern for a blog. But what should be of the utmost concern is the information and details of your life that you post in your blog. While blogging appears to be anonymous there are ways to discover who owns a certain account, most of the time it can be deduced from the various postings and the details they contain. Blogs have ruined people's careers, friendships, marriages, etc...

If you do blog or are considering it, be careful about what you post, above all use common sense. Don't post any disparaging remarks or things that could potentially come back to haunt you. Remember a blog is public and anyone can see it.

Chatting and IM:

Chatting and IM go hand-in-hand and are pretty much one in the same and for the most part are interchangeable. As with blogging spelling and grammar are not a concern but again what you say is. Unlike a phone call where there is no real record of what was said unless you record the conversation, which is illegal unless both parties consent to being recorded, there may be a record of what was typed in a chat/IM session. Most if not all chat/IM programs allow for copying the entire conversation to a text file for later use. The best thing to do is to assume that your conversation is being logged. The best thing to do is to treat chat/IM as though you were on the phone with someone or on a conference call.

Part 9 – Effective Verbal Communications

The Telephone

One of the most used means on contacting people in today's society is the telephone. Sure everyone knows how to use it, but not many people use it effectively and in an organization such as STARFLEET and the SFMC it is important to know and use the telephone effectively. Below are techniques for effective use of the telephone.

General Techniques:

These are general techniques that should be followed when making a telephone call.

Getting The Message Across:

The whole purpose of calling people on the phone is to get information to or from the person you call. The best way to do this is to be prepared with a list of things you need to discuss before you call. Whether or not you get a live response or a machine, you will be prepared to get your message across.

Speak Clearly:

Many people have a regional accent, or speak very fast or quietly, as a habit. Make a conscious effort to speak clearly. Do not yell, but make sure your voice can be heard distinctly. Speak with a smooth cadence, neither rushing nor hesitant. If you talk too fast, the person will misunderstand your message; speak too slowly and the answering machine will disconnect you. Even if it doesn't cut you off, it is agonizing to some people to listen as someone spends five minutes saying what could be said in three.

Set A Time Limit:

If you are on a budget for time or money, you should set a reasonable time limit of the length of call. Make sure you explain you have a time limit at the start of the conversation.

Following An Outline:

If you have several topics to discuss, make an outline and discuss each topic in detail, one after the other. When you jump from topic to topic and back again, you make mistakes, confuse each other and often forget things. One at a time, follow the outline.

Summarizing The Conversation:

If you are getting a lot of information, or giving it out, be sure to summarize the conversation to clarify any points. People often misunderstand what is said after a half hour or more of conversation. Summarizing the info is a good technique to prevent this. Simply say something like "OK, to review what I've said..." and then list the major points of your outline.

Closing The Conversation:

Always close the conversation with courtesy. Thank the person for taking the time to talk to you, for providing you with the information you need, or for asking for information that you were glad to provide. If you intend to speak with them again in the near future, let them know when you'll call back.

Answering Machines and Voice Mail

Lets face it we live in a world were most people now have answering machines or voice mail. It is a fact of life that you will often have to settle for leaving a message for someone instead of talking to them. This is especially true for someone whom you have never spoken to via telephone before.

Be Prepared To Speak:

Have your notes ready, and be ready to leave a message when the machine indicates it is recording (usually be either a beep or a series of tones). Remember that although many machines will record for as long as you speak, others give you only a set amount of time to call, usually a minute. Check the clock before you speak; if you are cut off before you finish speaking, you'll have an idea how long you have to speak when you call back to finish the message.

Leave Phone Number And Time To Call:

If you want the person to return your call or forward a message for you, leave a phone number with area code as well as the best time to call back. You would not believe how many people forget to leave their phone number (or address, if they want you to mail them something).

Time Stamp It:

Some machines tell you when a call was received, some don't. It is best to just assume that it does not so leave a time with your message, or a date and time if you think it may be a day to two before the message is received. This is an extremely important point that most people forget.

Face-to-Face Conversation

Having a face-to-face conversation can be the toughest and most demanding form of verbal communication that anyone has to perform. Most of the difficulty arises from the situation in which you have to have the conversation. Most people find that they are the most comfortable in small groups and can easily carry on a conversation but have great difficulty when trying to converse with a large group. Of course there are those individuals which just the opposite is true. But by far the most common problem that any individual has is speaking in front of large groups. In STARFLEET and the SFMC there is a good chance that at some time or another you will be called upon to speak in front of a large group, but it can be guaranteed that you will speak to a small group, such as you ship or MSG, regularly.

While face-to-face conversation is mostly verbal there is also another component, body language. Body language can say more than what you are verbalizing, such as you are bored, uninterested, etc... without even verbalizing it. So you have to be extremely mindful of how you are using you body when engaged in a face-to-face conversation.

Below are items that can help you in face-to-face conversations.

Small Groups:

Know Your Audience:

The most important thing to remember is to know your audience. This helps you determine the vocabulary, tone, and body language to use. It also enables you to relate to your audience.

Be Careful of What You Say:

You have to be mindful of what you say. Do not say anything that you don't want repeated elsewhere or overheard.

Be Considerate:

This is perhaps the biggest issue when talking to other people in small groups. Being considerate means that you; let the other person finish before you start, don't fidget while being talked to, and don't do anything that overtly shows your disinterest.

Body Language:

Body language can speak volumes about how interested you are in a conversation, as well as a multitude of other emotions. It is important that you be mindful of your body language. You don't want to give the person you are speaking to the wrong impression. Be sure to maintain eye contact with those whom you are speaking to.

Volume:

Try to keep your conversations to an appropriate volume. There usually is no reason to shout.

Large Groups (Public Speaking):**Know Your Audience:**

The most important thing to remember is to know your audience. This helps you determine the vocabulary, tone, and body language to use. It also enables you to relate to your audience.

Be Careful of What You Say:

You have to be mindful of what you say. Do not say anything that you don't want repeated elsewhere or overheard.

Dress the Part:

Certain speaking situations will call for more professional dress than others. Dressing well will often make you feel and look more confident, and may even add some credibility. The just-rolled-out-of-bed look is unlikely to impress your audience.

Eye Contact:

The audience connects with you through your eyes. Avoiding eye contact can be a red flag to the audience that you are not confident in what you are saying or that you are hiding something. Don't focus your attention on one person, but instead spread your eye contact around to members of the audience.

Body Language:

When speaking to large groups body language is important. Movement represents confidence to the audience. Too much movement, however, is a sign of nervousness. Try to avoid pacing or rocking back and forth. If you are speaking behind a podium, one tip you might try is, at an appropriate time in your speech move to the side of the podium. This shows the audience you are not "hiding" behind the podium. Remember not to slouch, standing straight projects confidence. Also be sure to use hand gestures, especially to emphasize a point, but you also don't want to overdo it and distract the audience. If you are like most people and not sure what to do with your hands, the best rule of thumb is to limit your hand movement and don't put them in your pockets.

Also don't be afraid to use facial expressions. If you know you are saying something funny, then smile. If you are talking about something serious, show a look of empathy. A stony face will make you seem aloof, while an expressive face can help you connect with the audience.

Vary Your Voice:

How you say something can be just as important as what you are saying. Pay attention to your tone and your speed. Don't talk too fast. Do not yell and avoid the soft voice that can't be heard. Use your pace and tone to emphasize important ideas. And always remember to vary both. Monotone and monosyllabic are two common pitfalls you want to avoid.

Take Your Time:

Take your time and allow everyone to absorb what you are saying. Public speaking is not a race. Start slow and if you see that your audience wants you to speak a little faster, then, and only then, start to pick up the pace. Also you may take a pause once in a while. Pausing lets your audience think about your words. Try to pause after the most important points in your speech.

Find a Friendly Face:

When you deliver your speech, look for a friendly face. This will give you encouragement throughout your speech. Don't stare at the person, but periodically look over for a little boost in confidence.

Um and uh:

These two "words" are the most common spacers used when speaking. Try to force yourself not to use these. Using these tends to show your audience that you don't know what you are talking about and they will lose interest quickly.

Part 10 - Physical Fitness

Disclaimer:

The information in this manual is intended for informational and entertainment purposes only. Under no circumstances should it substitute the advice of a professional. Seek professional advice from your doctor before beginning a fitness routine and weight management program.

DO NOT under ANY circumstances attempt any exercise program without consulting a physician, especially if you are obese, have a history of heart disease and high blood pressure, diabetic, or all of the above.

The SFMC Fitness Program

The sun had not yet risen...Boots tromped over the desert dunes and the sky was glowing a brilliant orange as the two moons, appearing as speckled dots in the sky began to disappear as the bright sun illuminated the sparse clouds in the desert sky. This planet we were on reminded me of pictures I'd seen of Earth's Painted Desert. Then I could see the guidon leading us to our destination, and despite the crispness to the desert air, beads of sweat rolled off my brow and stained my shirt. We double-timed in synchronization and the load we were carrying wasn't getting any lighter.

"If I die in a combat zone--" Our platoon Sergeant barked, and we responded by repeating him. We'd been on a four mile run with packs on, mostly because so many of us had tanked on our physical fitness tests, "The Bone" as he was called, decided that this particular Saturday morning, in the freezing, vinegary smelling acid rain of this world, would be a great day for a run. And as his personal, added form punishment, we had to carry a large pole, possibly some type of metal beam he had recovered from "his last deep space assignment."

"Box me up and ship me home!" We continued our double time march over the acid-rain-stained desert, our antigravity boots clanging in the dust and rocks. Left, left, left right left, we were reminded. The rain stung my skin, even though I had been wearing my environmental protective garments. They offered very little protection from the cold; just that our skin wouldn't be burned.

"Pin my medals on chest" We answered back - and across the barren expanse, we had managed to find the one hill over the entire landscape, or maybe we were in an enormous crater.

"Tell my Mom I'd done my best"

"PT! PT! Feels good! Gimme some!" We continued up the hill, the weight of the pole becoming harder, and I could feel my leg muscles straining under the weight of the large pole we were all carrying. It seemed for the first time, across that great expanse, in some of the worst conditions imaginable, we were working as a team, as a unit. For the first time since we'd arrived, we felt like Marines. I felt like a man who had come into his own. So if I die in a combat zone, at least I'll be in shape, provided the guy in front of me doesn't drop his part of the load.

Every Starfleet Marine must be physically fit, regardless of age, grade, or duty assignment. Physical fitness is essential to combat readiness and mission efficiency of the SFMC. Furthermore, the habits and self-discipline it takes to become physically fit cohere with the SFMC's high standards of the Marine Corps way of life and must be inherent in every Marine. In the futuristic battlefield, technology can only get us so far, but boots on the ground must be able to survive in order for mission success. Unfit Marines, however, can be a detriment to combat readiness of their unit. Therefore, all Marines shall participate in a physical fitness program on a continuing progressive basis throughout their careers. This resource is intended for OIC's to be able to coordinate and evaluate a physical fitness program according to SFMC regulations. It will offer an introduction into the many aspects of physical fitness, first by defining it, and then giving the OIC a framework for daily exercise, known through the years as the "Daily 16." The unit's program should focus on combat conditioning, health and well-being of the Marine, and unit cohesion, rather than just preparing for the annual PFT.

An Overview of Physical Conditioning

What is physical fitness? There is no one way to define it, but the definition the SFMC uses is, "the ability of a Marine to meet the physical demands of any combat or garrison situation without undue fatigue to handle any unforeseen emergencies that arise." There are many components of physical conditioning, such as strength, endurance, and mobility.

Strength

Strength is the ability to move the muscles and groups of muscles of the body through resistance. This can be accomplished using the Daily 16 exercise routines described later in this manual. There are two types of strength training: General strength, which focuses on a total body workout, and specified training, which focuses on a specific group.

Endurance

Endurance, or muscular endurance, is the ability of muscles or muscle groups to perform repeated movements... There are two types of endurance that help the Marine to meet the physical demands of combat and garrison duty: aerobic endurance and anaerobic endurance. Aerobic endurance means, "in the presence of oxygen." The physical demands are without an "all-out" effort and involve activities that are repetitive in nature and long in duration. Long distance running and road marching are examples of aerobic endurance because of the sub-maximal intensity and longer duration. If aerobic activity is in the presence of oxygen, then anaerobic activity means "in the absence of oxygen." Its physical demands are high intensity with a maximal effort at shorter durations. Sprinting a 440 meter is an example of anaerobic activity.

Mobility

Mobility is the ability to move joints or groups of joints through a full range of motion. Mobility training is done through stretching exercises (part of the Six Grunts), and is dependent upon posture, balance and stability, agility, coordination, flexibility, power, and speed. The main way to improve mobility is through stretching exercises. It is good practice to remember to stretch before and after the exercise session not only to reduce the risk for injury, but also to increase flexibility.

Principles of Physical Fitness

In addition to the elements of physical fitness, there several basic principles of physical fitness necessary to creating a PFP. In order for a program, to be successful, it must be progressive to increase the training load. It also must be on a regular basis, at least three days a week at a minimum, but five days of training would be ideal. Related to progression, the training must also increase overload. Training with more overload means the body will be able to carry more of a load. Training must also have variety to keep interest and prevent boredom. Most importantly, there must be a period of recovery to allow the muscles time to adapt and become stronger. Having a recovery period also helps to prevent injury. Balance is very important for training because it will not only prevents injury, but proper form will also help to exercise the muscles that have been targeted. Lastly, the exercises must be specific to the goals. Exercise bicycling does not help with running, for example. .

Types of Exercise

There are two main types of exercise: cardio respiratory fitness and strength endurance. For about 2 centuries, Marines have trained using a routine known as the Daily 16, which will be described here. The Daily 16 is a series of exercises that can either be a supplement to a training exercise, used for warm up and cool down, or the entire routine can be implemented in callisthenic exercise for a total body workout. It is a series of stretching and callisthenic exercises designed to work many of the muscle groups of the body necessary for physical fitness.

Cardio respiratory exercise is more than just running; it is defined as any exercise that raises the heart rate for a long duration and improves cardiac function and the ways in which the body transports oxygen to the cells and waste products from the cells. While running is not the only way to improve cardio respiratory function, it is a popular event and it is also part of the Physical Fitness Test, so here is a great program to become a runner.

This running program is based on an 8-week program and starts out as more walking than running, but gradually increases to more running than walking, and is usually based on 30 minutes of activity, rather than mileage. Being able to sustain 30 minutes at a jogging pace is enough to lower cholesterol, blood pressure, and maintain healthy weight. Mileage at first can be intimidating to the new runner.

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Run 1 minute Walk 2 minutes Repeat 10 xs.	Walk 30 min or Cross Train with Daily 16	Run 1 minute Walk 2 Minutes Repeat 10x's	Walk 30 min or Cross Train with Daily 16	Run 1 minute Walk 2 minutes Repeat 10x'S	Run 1 minute Walk 2 minutes Repeat 10x's

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Run 2 Min Walk 1 Min Repeat 10x	Walk 30 min or Cross train with Daily 16	Run 3 min Walk 1 min Repeat 7Xs	Walk 30 min or cross train with Daily 16	Run 4 min Walk 1 min Repeat 6xs	Run 4 min Walk 1 min Repeat 6X's

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Run 5 min Walk 1 min Repeat 5Xs	Walk 30 Min or Cross train with Daily 16	Run 5 min Walk 1 min Repeat 5X's	Walk or Cross Train with Daily 16	Run 6 min Walk 1 Repeat 4X's Run 2 min	Run 6 min Walk 1 min Repeat 4X's Run 2 min

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Run 8 min Walk 1 min Repeat 3X's Run 3 min	Walk 30 min or Cross train with Daily 16	Run 9 min Walk 1 min Repeat 3Xs	Walk 30 min or Cross train with Daily 16	Run 10 min Walk 1 min Repeat 2X's Run 8 min	Run 11 min Walk 1 min Repeat 2X's Run 6 min

Week 5

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Run 12 min Walk 1 min Repeat 2X's Run 4 min	Walk 30 min or cross train with Daily 16	Run 13 min Walk 1 min Repeat 2X's Run 2 min	Walk 30 min or Cross train with Daily 16	Run 14 min Walk 1 min Repeat 2X's	Run 15 min Walk 1 min Run 14 min

Week 6

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Run 16 min Walk 1 min Run 13 min	Walk 30 min or cross train with Daily 16	Run 17 min Walk 1 min Run 12 min	Walk 30 min or cross train with Daily 16	Run 18 min Walk 1 min Run 11 min	Run 19 min Walk 1 min Run 10 min

Week 7

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Run 20 min Walk 1 min Run 9 min	Run 20 min Walk 1 min Run 9 min	Run 22 min Walk 1 min Run 7 min	Walk 30 min or cross train with Daily 16	Run 24 min Walk 1 min Run 5 min	Run 26 min Walk 1 min Run 3 min

Week 8

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Run 27 min Walk 1 min Run 2 min	Run 20 Min Walk 1 min Run 9 min	Run 28 min Walk 1 min Run 1 min	Walk 30 min or cross train with Daily 16	Run 29 min Walk 1 min	Run 30 min.

After completing this 8 week program, the Marine should be able to run without stopping for 30 minutes, which is around 2 to 3 miles.

Other Types of Running

In order to provide some variety in running activities, there are several different types of workouts Marines can do to make things a little more interesting. These workouts not only add an additional challenge, but they help facilitate conditioning other groups of muscles, as well as mixing aerobic and anaerobic activities. A good rule to remember is a longer distance at a moderate pace will increase endurance, while shorter distances at faster speeds will develop strength and VO2 max. Here are some ideas to spice up running workouts.

Paced, or Tempo Run

To run the paced run, run 1-2 miles to warm up, then run approximately 3-5 miles at a hurried pace. Picture an excited child running to the candy store down the block. The Marine should not be able to carry on a conversation. This is a timed effort, and the tempo time per mile should be monitored. It's still a sub-maximal effort, but talking is difficult. Then run a mile or two to cool down.

Kenyan Outback

The name comes from the continent of Africa in the western region, where people ran to get where they were going. The goal is to run on a down-and-back course, meaning at a predetermined distance, the Marine turns around, instead of going in a loop. On the trip back, try to beat the out time.

Interval Training

Interval training involves using a track, and would be considered anaerobic activity. The Marine starts out at a slower jogging pace, and then after a mile, accelerates to a faster tempo for a short duration (usually a quarter or half mile), then slows down to the starting speed and repeats about 3 to 6 times, depending on the distance needed.

Fartlek

Fartlek training is much different from interval training because it is not timed, and the intervals are not a predetermined distance, just the Marine's ability. The Marine will start out at a reasonable jogging pace, and then accelerate to a faster pace until he feels the need to slow down, and return to the recovery pace and repeat until the required distance is reached. To add an additional challenge to the training, try to pick out regular landmarks, such as maintenance poles. Try to run between landmarks.

Holodeck

Marines deployed on a starship do not have the opportunity to train on an open field. Therefore, the holodeck is a valuable training tool for incorporating some variations. It can be programmed to suit any number of environmental conditions from Class-M to a lunar surface with different gravity to be useful for further training in hostile environments.

Training as a Unit

The backbone of the SFMC is the Marine Strike Group. Marines must, at every facet, learn to train and work together as a team. Therefore, as Marines train individually, so must they train as a unit. Training as a unit not only builds teamwork, but it improves morale, boosts confidence and helps to strengthen the bond of brotherhood commonly shared amongst an efficient unit.

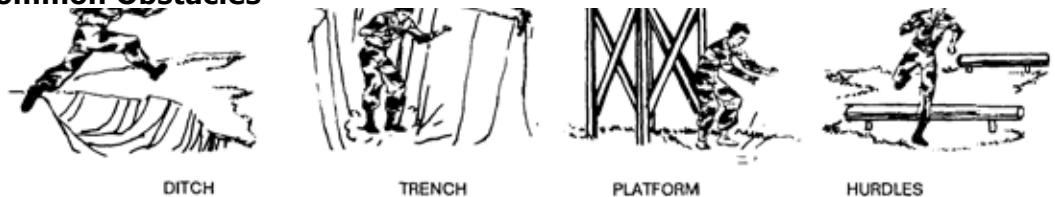
Obstacle Course

One excellent group training aid is the obstacle course, which is designed to test every aspect of the Marine's training, both mentally and physically. Obstacle courses can be actual man-made structures, or they can be simulated on a holodeck. Whether or not the course is man-made or simulated, proper strengthening preparation should be performed first before progressing to the obstacle course. If the course is a man-made structure, safety is extremely important. Obstacles should be solidly-built, with a soft ground underneath for soft landings in case of falling. Safe heights should also be considered. Weather should also be a consideration. Even though physical combat does not wait for the weather, training in a safe environment does, and in the cases of inclement weather, training on an obstacle course should be postponed. Injured Marines do not win wars. Obtaining proper physical fitness training under the right conditions prepares the body for work under any condition. If training in an alien environment, a period of acclimation should be obtained well before proceeding with training on an obstacle course.

There are two types of training courses-conditioning and confidence. A confidence course has higher obstacles than a conditioning course and does exactly what the name says; it gives Marines the confidence they need to cultivate their courage and spirit of daring, and tests their abilities, both physically and mentally. Marines are encouraged to run the course and not forced, which is why, traditionally, it is not a timed event. Obstacle courses, however, should be gradually worked toward using strengthening exercises found in the Daily 16 program as well as warm-ups before attempting an obstacle course.

In addition to combat-specific exercises on the obstacle course, cardio respiratory and strengthening, Marines can participate in competitive intramural activities, such as unit Olympics, which can be both exercise and fun with events ranging from a track and field competition to a game of handball. Log drills, that is, group running while carrying a large log can improve both strength and endurance. Swimming is a great exercise that works both the upper body and lower body.

Common Obstacles



DITCH

TRENCH

PLATFORM

HURDLES

The Six Grunts

The SFMC has employed the Six Grunts program as their exercise program for a few hundred years, and little has changed since then. It is designed as a series of stretching and strengthening exercises that work out various muscles and groups of muscles the Marine needs to perform his duty. It can be used as a routine on its own, or broken up and used where needed to supplement an exercise session.

Warm up exercises are designed to increase supply to muscles and muscle groups and to prepare the body for work. When doing warm up exercises, the minimal amount of repetitions should be utilized. For stretching before a workout, for example, hold each stretch for about ten seconds each. During post workout, stretching warmed up muscles helps to increase flexibility, so the stretch should be held longer. Each stretch should be held so that a minor discomfort is felt, but not painful.

To further assist bringing the body back to a gradual state of rest, the warm-up exercises can be used post workout, as well. Some examples of the Daily 16 are as follows:

1. Heel-to-toe rocking: Start with feet together and hands on hips. Rock backwards onto heels and pause, then rock forward onto toes and pause. Repeat 10-15 times.
2. Partial squats: Start with feet shoulder width apart, arms at sides. With the heels on the deck, partially squat until the hands are the near the mid-calves with knees bent at about 60° just short of a sitting position. Return to standing position. Repeat 10-15 times.
3. Butt kicks: Start with feet shoulder width apart with hands on hips. While shifting weight onto the right foot, quickly bend the left knee five times, bringing the left heel toward the buttocks. Switch to the other leg and repeat the entire cycle until 10-15 reps are done on each leg.
4. Double-time in place: Start by slow-jogging in place. Conduct "punches to the front" throw light punches to the front of the body. At "punches to the sky," conduct punches overhead toward the sky. Finish with "arm circles" that began in small circles and gradually get wider.
5. Neck Extension: Starting position is feet shoulder width apart. Bend neck forward, bringing the chin to the chest, then flex the neck backwards, and repeat 10-15 times.
6. Lateral Trunk Extension: Start with hands on hips and feet shoulder-width apart. Bend the trunk to the left side to a slight hyperextension, pause, and then repeat on the right side. Repeat 10-15 times.

Six Grunt Stretching Exercises

1. Upper Back Stretch: Start with feet shoulder width apart. Extend the out in front and clasp hands in front of the chest. Hold this position 10-15 seconds and breathe normally. This stretch should be felt in the upper back.
2. Chest stretch: Start with feet shoulder width apart. Extend the hands behind lower back and grasp hands, pulling the arms up toward the head. Hold this position for 10 seconds. Stretch should be felt in the chest.
3. Hurdler's Stretch: Start in the seated position. Extend the left leg while tucking the right leg in front of the hips with knee pointing outward. Bend the torso forward and attempt to touch toes. Hold this position for 10 seconds and breathe normally. Stretch should be felt in back part of the thigh.
4. Hip and Back Stretch: Start in the seated position. Extend the right leg in front and bend the left knee and cross it over the right, placing the left foot on the deck. Turn the torso by pushing the right elbow against the inside of the knee. Pause and hold for 10 seconds, then switch sides.

The Six Grunts Program:

1. Pushups: Starting position is lying in the prone position with palms and toes to the deck. On "up," push up with the palms and straighten the arms, then on "down" lower the elbows so the body returns to the deck. This exercise conditions the anterior chest and triceps.
2. Crunches: Start by lying on back with hips bent at 90° and knees bent with feet off the deck and arms crossed over the rib cage with elbows pointed toward the knees. On the 1 count, raise the head and torso off the deck and bring elbows to knees. The arms must be kept in the same position and On the 2 count, return to starting position. This exercise conditions the abdominal muscles
3. Pull-Ups: The SFMC pull-up begins at the "dead hang" position, with the arms locked and body motionless. The successful pull-up is performed without excessive motion and when the upper body is lifted by the arms to the point where the chin is over the bar, then returned to the starting "dead hang" position.
4. Burpees: Start in a squatting position with hands on the deck in front of you. On 1 count, kick feet backwards into a push up starting position. On count 2, do a push up, returning to push up starting position (see #1), on count three, return to squatting position and on count 4, stand up. This exercise is a complete body workout.
5. Steam Engines: Start with feet shoulder width apart and hands behind head. On 1 count, touch the right elbow to the left knee by raising the knee and twisting the torso to the left. Return to starting position, then touch the left elbow to the right knee by raising the thigh and twisting the torso. This exercises the obliques and lower back muscles.
6. Jumping Jacks: Start with feet together, hands at sides. On one count, jump and land with feet shoulder width apart and hands together overhead. On 2 count, return to starting position. 1 rep is a 3 count exercise. Jumping jacks condition the upper arm, hips, and thighs.
7. Lunges: Starting position is standing with feet shoulder width apart. On the first count touch the right knee to the deck by stepping forward with the left foot. Second count is a return to the starting position. On count 3, step touch left knee to the deck by stepping forward with the right foot. Count 4 is a return to starting position.

Body Fat Maintenance Program

Body composition is a very important element of physical fitness. It not only allows the Marine to become more physically fit, but it also improves the Marine's overall health. Maintaining body composition involves both a proper diet and maintaining a healthy weight. In the multitude of extreme environments Marines perform in, excessive body fat can impede physical performance, and stamina, which can affect the Marine's mission. While diseases such as heart disease, stroke, high blood pressure and diabetes are things of the past, the Marine's body composition is imperative to performing his duty. Therefore, weight management and body composition are based on health and performance, rather than appearance.

When discussing body composition, it is important to understand the body mass index, or BMI. This index is a way to compare a person's weight comparative to height by dividing the weight in kg by the height in meters. The SFMC Surgeon General's Office uses the BMI to define normal weight, overweight, and obesity. In humans, overweight is defined as a BMI of 27.4% for women and 27.8 for men

with obesity being 30% or more. Not only are these unacceptable standards for Marines to function in the jobs they need to perform to carry out their missions, but it is unhealthy and detracts the Corps from working together as a unit. Body Fat Composition will be monitored yearly, along with physical fitness to ensure Marines are complying with these standards.

SFMC Physical Fitness Testing

Every Marine shall conduct a physical fitness test semi-annually to assess physical fitness levels and shall meet the minimum requirements according to age groups:

Age	Pull-ups	Crunches	3-Mile Run Time (Min)
18-26	3	50	28 (m) 31 (f)
27-39	3	45	29 (m) 32(f)
40-46	3	40	30 (m) 33 (f)
47	3	40	33 (m) 34 (f)

The Marine will participate in three events: pull-ups, crunches, and 3-mile run. The pull-ups will be performed by starting in the dead hang position with feet off the ground. The successful pull-up is performed with minimal motion and the chin must rise above the bar. There is no time limit for this event. A crunch is executed when the upper body is lifted off the ground and both elbows touch the knees and shoulder blades touch the ground. The Marine's feet are held to the ground and he has two minutes to complete the event. The Marine will run 3-miles as fast as possible. Actual distances may vary.

In the event that the Marine does not pass the minimum requirements, he will either be allowed to re-take the test, or assigned to remedial training.

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About the SFMC Academy

The Starfleet Marine Corps Academy was established by Commander Starfleet in 2164 when it was determined that Starfleet Academy could no longer adequately meet the needs of both services. The historical home of the United States' Navy and Marine Corps academies, Annapolis, was selected as the new home of the SFMCA. The head of the Academy, known as DCO-Academy, TRACOM, is still headquartered at the main campus in Annapolis. The motto of the SFMCA is "Facta Non Verba" or, in Federation Standard, "Deeds not Words." This is reflected in the more informal academy slogan, "We lead by example... whether we mean to or not." The DCO-Academy, TRACOM reports to the Commanding Officer of the Training Command (COTRACOM) who, in addition to the SFMCA, oversees branch schools, enlisted personnel training, advanced technical schools, and periodic skill re-fresher courses. Most of these courses are held either at one of the SFMCA facilities, or at one of the many training facilities in the New Valley Forge system which is home to TRACOM. These facilities, together with an Oberth-class spacedock serving as TRACOM headquarters, comprise Station Valley Forge. Today, the SFMCA consists of 5 campuses, 8 training worlds, and 42 ranges and field courses throughout the UFP. Together with Station Valley Forge, the SFMCA comprises one of the largest and most advanced military training organizations in the known universe.

