

Us Navy Officer Training Command Newport

U.S. Naval Training Bulletin
 Single Subject Training Manual V (recruiting and Retention Programs) of Navy Counselor 1 & C Training Course
 Navy Civil Engineer Corps
 Single Subject Training Manual IV (Rights and Benefits) of Navy Counselor 1 & C Training Course
 Naval Officer Education, Language and Service Schools Code Manual
 Naval Science for the Merchant Marine Officer
 Education and Training
 List of Training Manuals and Nonresident Training Courses
 Sustaining the Carrier War
 Why Me, Lord?
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 Honor, Courage, Commitment
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 Program and Curriculum of the Seven Week Training Course for Officer and Enlisted Personnel of the U.S. Navy and U.S. Marine Corps at the U.S. Naval School (Naval Justice).
 The Naval Officer's Guide
 A Student Journal for Leading Chief Petty Officers
 Personnel Qualification Standard Handbook on Management and Implementation Procedures for Aviation Personnel
 Criteria for Coding Naval Reserve Officer Training
 Navy Wings of Gold
 Campus
 The United States Navy, a Description of Its Functional Organization
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 Aviation Storekeeper
 Navy Performance Evaluation System
 The Navy's Current Ethics Strategy and Potential Methods for Improvement - Study of Private Sector Leadership Development and Educational Techniques to Modernize Navy Ethics Training Strategy
 From Vietnam to the Arctic Circle
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 Technical Training in the Navy with Some Implication for Secondary Education ...
 An Experimental Naval Recruit Training Program ... June 1950
 Manual of Navy Officer Manpower and Personnel Classifications: The officer data card
 Naval Aviation Training

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HARDY HUERTA

[U.S. Naval Training Bulletin](#) McFarland

J. F. Leahy chronicles the transition of eighty-one men and women from civilians to sailors at the U.S. Navy Recruit Training Command in Great Lakes, Illinois. Granted unlimited and unprecedented access to the recruits during the fall of 2000, his examination of the unique American institution —popularly known as boot camp —offers a look into the hearts and minds of a group of young people who are a cross section of the nation. The work offers a unique view into the training experience of all recruits and sheds light on the differences between those entering the military services and the society they serve. [Single Subject Training Manual V \(recruiting and Retention Programs\) of Navy Counselor 1 & C Training Course](#) Naval Institute Press

The U.S. Navy has been experiencing ongoing ethical issues within its officer ranks. The recent "Fat Leonard" and Marines United photo-sharing scandals, coupled with numerous other less-publicized unethical officer misconduct incidents and infractions, provide examples that, despite the Navy's core tenets of honor, courage, and commitment, problems persist. This thesis uses the private sector and other executive agencies as models by which the Department of the Navy can improve, develop, update, or modernize its ethics education and training strategy. The researchers analyze the Navy Leadership Development Framework as it pertains to ethics training, comparing current Navy strategies with best practices of leadership development and educational techniques in the private sector, other government departments, and military services. Strategy plays a significant role in shaping institutions to achieve desired outcomes and deliver value to their stakeholders; the researchers examine the Navy's strategy using program impact theory by reviewing observation data and publicly available source material. Related recommendations seek to improve the Navy ethics education strategy to further enhance its leaders' competency and character. I. NAVY ETHICS UNDER SIEGE * A. BACKGROUND * B. PROBLEM STATEMENT * C. ASSUMPTIONS AND HYPOTHESIS * D. MAJOR RESEARCH QUESTIONS * E. RESEARCH DESIGN * II. CURRENT NAVY EDUCATION AND TRAINING STRATEGY * A. IMPORTANCE OF STRATEGY * B. A DESIGN FOR MAINTAINING MARITIME SUPERIORITY * C. NAVY LEADER DEVELOPMENT STRATEGY (NLDS) * D. NAVY LEADER DEVELOPMENT FRAMEWORK (NLDF) * E. NAVY EDUCATION TRAINING COMMAND (NETC) STRATEGY * III. PERFORMANCE OF ETHICS TRAINING AND EDUCATION * A. OFFICER TRAINING COMMAND (OTC) * 1. Officer Candidate School (OCS) * 2. Officer Development School (ODS) *

3. Limited Duty Officer/Chief Warrant Officer (LDO/CWO) Academy * 4. Navy Reserve Direct Commission Officer Indoctrination Course (DCOIC) * 5. Naval Sciences Institute (NSI) * B. U.S. NAVAL ACADEMY (USNA) * C. NAVAL RESERVE OFFICERS' TRAINING CORP (NROTC) PROGRAM * D. NAVAL POSTGRADUATE SCHOOL (NPS) * E. U.S. NAVAL WAR COLLEGE (NWC) * F. NAVY-WIDE TRAINING * G. TRACKING/MEASUREMENT TOOLS * IV. BEST PRACTICES IN ETHICAL EDUCATION AND TRAINING * A. CHARACTER BUILDING * 1. Role Models * 2. Storytelling * 3. Virtuous Behavior * 4. Leadership Passages * B. MORAL ACTION * 1. Moral Sensitivity * 2. Moral Judgement or Reasoning * 3. Moral Motivation * 4. Moral Execution * C. MEASURING PROGRESS: OUTCOMES OF ETHICAL LEADERSHIP * 1. Individual Outcomes * 2. Organizational Outcomes * V. CONCLUSION * A. COMPARISON AND CONTRAST OF BEST PRACTICES * B. PROGRAM IMPACT THEORY * C. ANSWERS TO MAJOR RESEARCH QUESTIONS * D. FUTURE STUDIES OR FOLLOW-UP * APPENDIX. SPECIFIC CHARGES FILED AGAINST OFFICERS AT GENERAL OR SPECIAL COURTS MARTIAL, JANUARY THROUGH AUGUST 2017

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 Navy Wings of Gold
 The ability of the United States Navy to fight and win a protracted war in the Pacific was not solely the result of technology, tactics, or leadership. Naval aviation maintenance played a major role in the U.S. victory over Japan in the second World War. The naval war against Japan did not achieve sustained success until enough aircraft technicians were available to support the high tempo of aviation operations that fast carrier task force doctrine demanded. When the United States realized war was imminent and ordered a drastic increase in the size of its aviation fleet, the Navy was forced to reconsider its earlier practices and develop new policies in maintenance, supply, and technical training. Not only did a shortage of technicians plague the Navy, but the scarcity of aviation supply and repair facilities in the Pacific soon caused panic in Washington. While the surface Navy's modernization of at-sea replenishment was beneficial, it did not solve the problems of sustaining war-time aircraft readiness levels sufficient to a winning a naval air war. Fisher outlines the drastic institutional changes that accompanied an increase in aviation maintenance personnel from fewer than 10,000 to nearly 250,000

bluejackets, the complete restructuring of the naval aviation technical educational system, and the development of a highly skilled labor force. The first comprehensive study on the importance of aircraft maintenance and the aircraft technician in the age of the aircraft carrier, *Sustaining the Carrier War*, provides the missing link to our understanding of Great Power conflict at sea.

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[Education and Training](#) Jabberwocky Books

The Naval Officer's Guide is a collection of information and advice intended primarily for newly commissioned officers in the U.S. Navy, but it also provides a valuable introduction to the sea services for officers of other uniformed services, and a resource for members of the U.S. interagency community, naval history buffs, and anyone interested in learning more about the Navy. *List of Training Manuals and Nonresident Training Courses* As a U.S. Navy officer, Jack Whitehouse served aboard a World War II-era destroyer at the peak of the Vietnam War, ran special operations on a patrol gunboat out of Guantanamo Bay following the Cuban Missile Crisis and deployed with the Royal Norwegian Navy to counter Soviet threats north of the Arctic Circle. His detailed memoir recounts American efforts to win the Cold War from the perspective of a young lieutenant on the front lines 1964-1975 and the personal struggles and perseverance of sailors fighting an existential enemy at sea. *Sustaining the Carrier War* Why Me, Lord? is a firsthand account by a veteran of one of the most tragic chapters in World War II naval history, the infamous PQ 17 convoy across the North Atlantic to north Russia in the summer of 1942. 35 merchant ships carried war materiel to

support the Soviet defense against invading Nazi armies before the U.S. and Great Britain opened a second front with the invasion of North Africa late in 1942. After the convoy was abandoned by its American and British naval escort vessels in U-boat-infested waters, 24 of its 35 merchant ships were lost to enemy attack. The author, then a young U.S. Naval officer commanded a Navy Armed Guard contingent aboard the American freighter, S.S. Ironclad, and was awarded the Silver Star for valor as a result of his leadership during combat with attacking German aircraft. He tells the story of his experiences in vivid detail and paints a memorable portrait of both the wartime navy and Soviet Russia's

White Sea ports. The book also details the return voyage aboard the U.S. liberty ship, S.S. Richard Bland, which, if anything, was even more harrowing. The Bland was sunk off Iceland after being torpedoed three times north of the Arctic Circle, with its surviving crew members, including the author, being forced into lifeboats in frigid North Atlantic waters. Written more than 60 years after the events it describes, "Why Me, Lord?" is one of the very few, and quite possibly the last, firsthand accounts of this important, though little known, chapters of World War II naval history.

[Why Me, Lord?](#)

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[Naval Orientation](#)

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