Study Material – CACC C/2LT Exam

The material in this document summarizes what is covered in the C/2LT Exam. Of the almost 100 questions in the test bank, 50 questions selected randomly will be on the exam. The material is presented from the curriculum either in whole or part, with emphasis highlights on material covered by questions. Context about each subject is included – not just the specifics from test questions. All this material (and more) is important information for senior cadet officers to understand.

Military Subject Strands	**Sections**	**Topics**	**Questions**
M4 First Aid	A,B,C (First Aid, CPR, AED)	Bleeding, Burns, Heat Injuries, Nosebleed, Heart Attack, Ck an Unresponsive Person, CPR, AED	9
M5 CACC Basics	C (Principles)	Principles, Indicators, Leader's Code	11
M7 Unit Drill	C (TC 3-21.5 Company Drill)	Line formation, commands	8
M9 Armed Forces	A: (Purpose of the Military Branches)	Military Branch Purpose, CA National Guard	8
M12 Ceremonial Drill	B (TC 3-21.5 Reviews)	Reviews	5
Citizenship Strands	**Sections**	**Topics**	**Questions**
C6 Flag	B (Presenting the Flag)	Color Guard, CA Flag	7
Leadership Strands	**Sections**	**Topics**	**Questions**
L3 Leadership Roles	B: (Leadership Roles at the Brigade Level)	Command Team, Command Climate	6
L4 Leadership Skills & Theories	B (The NCO: Leadership Styles, Models, & Theories)	Ldrship Styles & Models, Cdt Ldrship Model, MBTI, Servant Ldrship, Sit Lead, Authentic Ldrship, Transactional & Transformational Ldrship	18
L5 Planning	A,B (Planning, AAR)	OPORDs, CAPP, AAR	11
L6 Profiles in Leadership	B: (Contemporary Leadership Profiles)	Nooyi, Bezos, Dunwoody, Sandberg, Winfrey	5
Wellness Strands	**Sections**	**Topics**	**Questions**
W2 Health & Wellness	A, B (A Well Cadet, Wellness Techniques)	PERSPIRE, Stress, Anger, Bad Habits, Procrastination	5
W5 Fitness Training	A (Army Physical Training)	Extended Rectangular Formation, Preparation & Recovery Drills	4

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Taking Action: The Emergency Action Steps

In any emergency situation, there are three simple steps to take to guide your actions. If you ever feel nervous or confused, remember these three emergency action steps to get you back on track:

1. **CHECK** the scene and the person.
2. **CALL** 9-1-1 or the designated emergency number.
3. **CARE** for the person.

Check

First, check the scene. Then check the person.

Check the Scene

Before rushing to help an injured or ill person, conduct a **scene size-up** and form an initial impression. Try to answer these questions:

- **Is the scene safe to enter?** Check for hazards that could jeopardize your safety or the safety of bystanders, such as fire, downed electrical wires, spilled chemicals, an unstable building or traffic. Do not enter bodies of water unless you are specifically trained to perform in-water rescues (Box 1-7). Avoid entering confined areas with poor ventilation and places where natural gas, propane or other substances could explode. Do not enter the scene if there is evidence of criminal activity or the person is hostile or threatening suicide. If these or other dangers threaten, stay at a safe distance and call 9-1-1 or the designated emergency number immediately. Once professional responders make the scene safe, you can offer your assistance as appropriate.

- **What happened?** Take note of anything that might tell you the cause of the emergency. If the person is unresponsive and there are no witnesses, your check of the scene may offer the only clues as to what happened. Use your senses to detect anything out of the ordinary, such as broken glass, a spilled bottle of medication or an unusual smell or sound. Keep in mind that the injured or ill person may not be exactly where he or she was when the injury or illness occurred—someone may have moved the person, or the person may have moved in an attempt to get help.

- **How many people are involved?** Look carefully for more than one injured or ill person. A person who is moving or making noise or who has very visible injuries will likely attract your attention right away, but there may be a person who is silent and not moving or a person obscured by debris or wreckage that you do not notice at first. It also is easy to overlook a small child or an infant. In an emergency with more than one injured or ill person, you may need to prioritize care (in other words, decide who needs help first).

Checking a Person Who Appears to Be Unresponsive

If you think an injured or ill person is unresponsive, shout to get the person's attention, using the person's name if you know it. If there is no response, tap the person's shoulder (if the person is an adult or child) or the bottom of the person's foot (if the person is an infant), and shout again while checking for normal breathing. (Isolated or infrequent gasping is not normal breathing.) Check for responsiveness and breathing for no more than 5 to 10 seconds.

If the Person Is Unresponsive

If the person does not respond in any way and is not breathing or is only gasping, assume cardiac arrest. Send someone to call 9-1-1 or the designated emergency number and to get an AED and first aid kit. Make sure the person is lying face-up on a firm, flat surface, such as the ground or floor. Immediately begin CPR (starting with compressions) and use an AED as soon as possible if you are trained in these skills.

Skill Sheet 2-2 summarizes how to check an injured or ill person who appears to be unresponsive.

Skill Sheet 2-2

Checking a Person Who Appears to Be Unresponsive

1. **Check for responsiveness and breathing.** Shout to get the person's attention, using the person's name if you know it. If there is no response, tap the person's shoulder (if the person is an adult or child) or the bottom of the person's foot (if the person is an infant), and shout again while checking for normal breathing.

    - Check for responsiveness and breathing for no more than 5 to 10 seconds.

    - Isolated or infrequent gasping is not normal breathing.

2. **If the person responds and is breathing normally but is not fully awake:**

- Send someone to call 9-1-1 or the designated emergency number and to obtain an AED and first aid kit.
- Interview bystanders (using SAMPLE as a guide) and do a head-to-toe check to gather more information.
- Place the person into the recovery position by rolling the person onto his or her side.

3. **If the person does not respond and is not breathing or is only gasping:**

- Send someone to call 9-1-1 or the designated emergency number and to obtain an AED and first aid kit (or, if you are alone, complete these actions yourself).
- If the person is face-down, carefully roll the person onto his or her back. If necessary, move the person to a firm, flat surface.
- Immediately begin CPR (starting with compressions) and use an AED as soon as possible, if you are trained in these skills.

Heart Attack

A **heart attack** occurs when blood flow to part of the heart muscle is blocked (e.g., as a result of coronary artery disease). Because the cells in the affected area of the heart muscle are not receiving the oxygen and nutrients they need, they die, causing permanent damage to the heart muscle (Figure 3-1). Seeking advanced medical care as soon as you recognize the signs and symptoms of a heart attack can minimize the damage to the heart and may save the person's life.

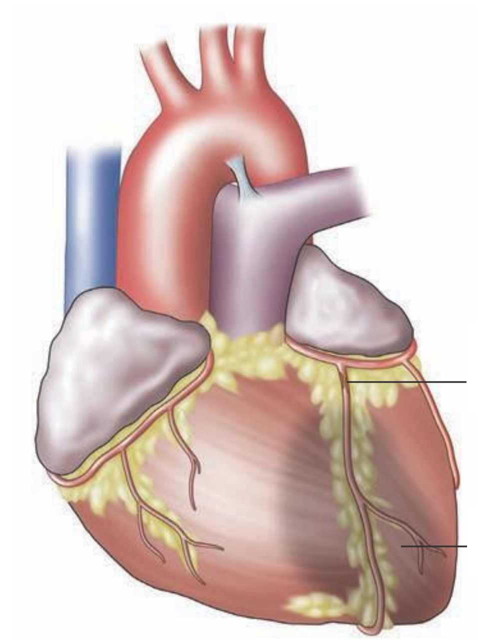


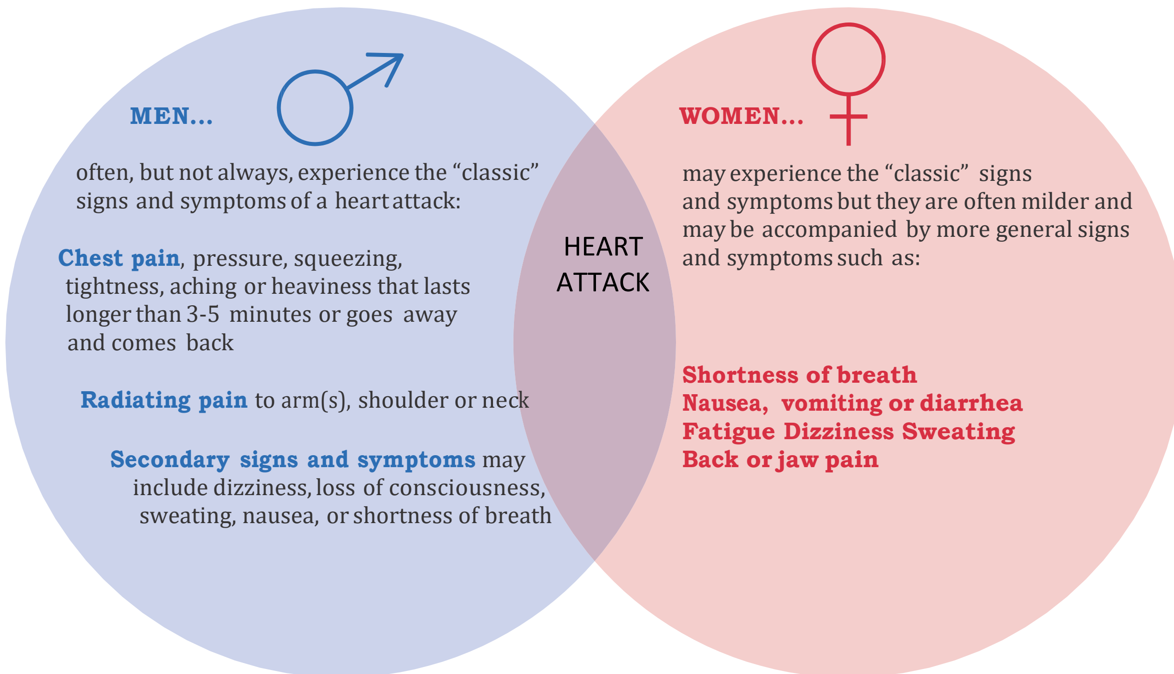
Figure 3-1. A heart attack occurs when blood flow to the heart is blocked

When a person is having a heart attack, every minute counts.

Signs and Symptoms of a Heart Attack

Signs and symptoms of a heart attack vary from person to person, and can be different in women than they are in men. Even people who have had a heart attack before may not experience the same signs and symptoms if they have a second heart attack. A person who is having a heart attack may show any of the following signs and symptoms:

- Chest pain, which can range from mild to unbearable. The person may complain of pressure, squeezing, tightness, aching or heaviness in the chest. The pain or discomfort is persistent, lasting longer than 3 to 5 minutes, or going away and then coming back. It is not relieved by resting, changing position, or taking medication. It may be difficult to distinguish the pain of a heart attack from the pain of indigestion, heartburn, or a muscle spasm.
- Discomfort or pain that spreads to one or both arms, the back, the shoulder, the neck, the jaw or the upper part of the stomach
- Dizziness or light-headedness
- Trouble breathing, including noisy breathing, shortness of breath or breathing that is faster than normal
- Nausea or vomiting
- Pale, ashen (gray) or slightly bluish skin, especially around the face and fingers
- Sweating
- A feeling of anxiety or impending doom
- Extreme fatigue (tiredness)
- Unresponsiveness



Although men often have the "classic" signs and symptoms of a heart attack, such as chest pain that radiates down one arm, women often have more subtle signs and symptoms or experience the signs and symptoms of a heart attack differently than men do (Figure 3-2). For example, in women, the "classic" signs and symptoms may be milder or accompanied by more general signs and symptoms such as shortness of breath; nausea or vomiting; extreme fatigue; and dizziness or light-headedness. Because these signs and symptoms are so general and nonspecific, women may experience them for hours, days or even weeks leading up to the heart attack but dismiss them as nothing out of the ordinary.

The signs and symptoms of a heart attack may also be more subtle in people with certain medical conditions, such as diabetes.

First Aid Care for a Heart Attack

If you think that a person is having a heart attack, call 9-1-1 or the designated emergency number immediately. Trust your instincts. Many people who are having a heart attack delay seeking care because they hope they are experiencing signs and symptoms of a more minor condition that will go away with time, such as indigestion, heartburn, a muscle strain or the flu. People often worry about calling an ambulance and going to the emergency room for a "false alarm." However, most people who die of a heart attack die within 2 hours of first experiencing signs or symptoms. Even when a heart attack is not fatal, early advanced medical care can help to minimize the damage to the heart. Always seek advanced medical care as soon as signs and symptoms of a heart attack are noted.

If you think that someone might be having a heart attack, you should:

Call 9-1-1 or the designated emergency number immediately. Never try to drive a person who is experiencing signs and symptoms of a heart attack to the hospital yourself. EMS personnel can transport the person to the hospital safely while initiating care.

Have the person stop what he or she is doing and rest in a comfortable position to reduce the heart's need for oxygen. Many people experiencing a heart attack find it easier to breathe while sitting.

- Loosen any tight or uncomfortable clothing.
- Reassure the person. Anxiety increases the person's discomfort.
- If the person has a history of heart disease and takes a prescribed medication to relieve chest pain (e.g., nitroglycerin), offer to locate the medication and help the person to take it.
- If the person is responsive, able to chew and swallow, and allowed to have aspirin, you may offer two low-dose (81-mg) aspirin tablets or one 5-grain (325-mg) regular-strength aspirin tablet (Box 3-1).
- Closely monitor the person's condition until EMS personnel arrive and take over. Notice any changes in the person's appearance or behavior.
- If you are trained in giving CPR and using an automated external defibrillator (AED), be prepared to give CPR and use an AED if the person becomes unresponsive.

Using an AED

Different types of AEDs are available, but all are similar to operate and use visual displays, voice prompts or both to guide the responder. If your place of employment has an AED on site, know where it is located, how to operate it and how to maintain it. Also take note of the location of AEDs in public places that you frequent, such as shopping centers, airports, recreation centers and sports arenas.

When a person is in cardiac arrest, use an AED as soon as possible. Skill Sheet 3-4 describes how to use an AED step by step. Environmental and person-specific considerations for safe and effective AED use are given in Box 3-4.

Using an AED on an Adult

To use an AED, first turn the device on. Remove or cut away clothing and undergarments to expose the person's chest. If the person's chest is wet, dry it using a towel or gauze pad. Dry skin helps the AED pads to stick properly. Do not use an alcohol wipe to dry the skin because alcohol is flammable. Next, apply the AED pads. Peel the backing off the pads as directed, one at a time, to expose the adhesive. Place one pad on the upper right side of the person's chest and the other pad on the lower left side of the person's chest below the armpit, pressing firmly to adhere (Figure 3-7). Plug the connector cable into the AED (if necessary) and follow the device's directions. Most AEDs will begin to analyze the heart rhythm automatically, but some may require you to push an "analyze" button to start this process. No one should touch the person while the AED is analyzing the heart rhythm because this could result in a faulty reading. Next, the AED will tell you to push the "shock" button if a shock is advised. Again, avoid touching the person, because anyone who is touching the person while the device is delivering a shock is at risk for receiving a shock as well. After a shock is delivered (or if the AED determines that no shock is necessary), immediately resume CPR, starting with compressions. The AED will continue to check the heart rhythm every 2 minutes. Listen for prompts from the AED and continue giving CPR and using the AED until you notice an obvious sign of life or EMS personnel arrive. If you notice an obvious sign of life, stop CPR but leave the AED turned on and the pads in place on the person's chest, and continue to follow the AED's prompts.

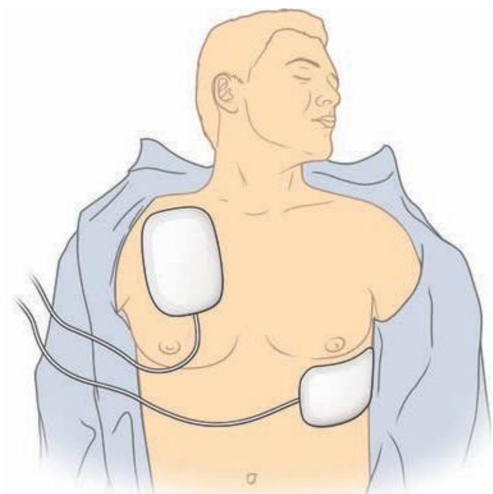
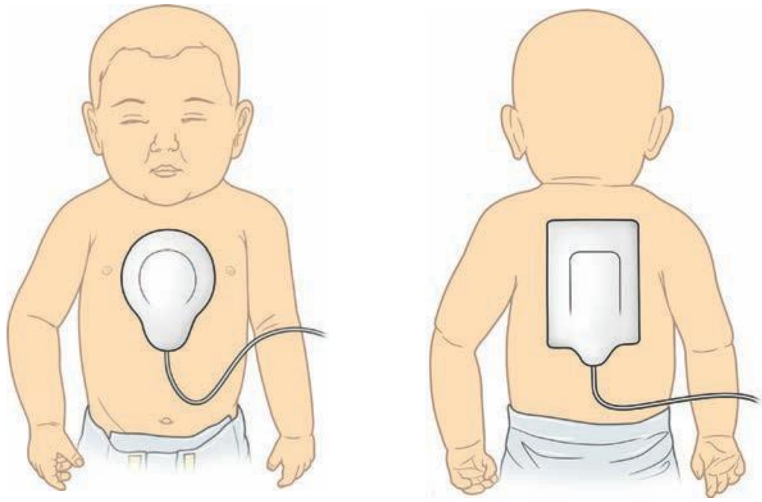


Figure 3-7. Place one AED pad on the upper right side of the chest and the other on the lower left side of the chest, below the armpit.

Using an AED on a Child or Infant

The procedure for using an AED on a child or infant is the same as the procedure for using an AED on an adult. Some AEDs come with pediatric AED pads that are smaller and designed specifically to analyze a child's heart rhythm and deliver a lower level of energy. These pads should be used on children up to 8 years of age or weighing less than 55 pounds. Other AEDs have a key or switch that configures the AED for use on a child up to 8 years of age or weighing less than 55 pounds. If pediatric AED pads are not available or the AED does not have a pediatric setting, it is safe to use adult AED pads and adult levels of energy on a child or infant. (Note that the opposite is not true—you should not use pediatric AED pads or the pediatric setting on an adult because the shock delivered will not be sufficient if the person is older than 8 years or weighs more than 55 pounds.)

Just as when you are using an AED on an adult, apply the AED pads to the child's bare, dry chest, placing one pad on the upper right chest and the other pad on the lower left side of the chest below the armpit. If you cannot position the pads this way without them touching (as in the case of an infant or a small child), position one pad in the middle of the chest and the other pad on the back between the shoulder blades (Figure 3-8). Then follow the standard procedure for using an AED.



A

B

Figure 3-8. If the person is too small to place both AED pads on the front of the chest without them touching, place one on the middle of the chest (A) and the other between the shoulder blades (B).

Choking

Certain behaviors can put a person at risk for choking, such as talking or laughing with the mouth full or eating too fast. Medical conditions (such as a neurological or muscular condition that affects the person's ability to chew, swallow or both) can increase risk for choking. So can dental problems or poorly fitting dentures that affect the person's ability to chew food properly.

Risk Factors for Choking

Choking is especially common in young children, but a person of any age can choke. Choking occurs when the airway becomes either partially or completely blocked by a foreign object, such as a piece of food or a small toy; by swelling in the mouth or throat; or by fluids, such as vomit or blood. A person who is choking can quickly become unresponsive and die, so it is important to act quickly.

Children younger than 5 years are at particularly high risk for choking (Box 4-1). Infants and toddlers explore by putting things in their mouths and can easily choke on them. Even some common foods can be choking hazards in young children. For example, a young child can choke on small foods (such as nuts and seeds); round, firm foods (such as grapes, hot dogs and hard candies); and sticky foods (such as peanut butter). This is because young children do not have the skills needed to chew these foods thoroughly, so they often try to just swallow them whole. Laughing, talking or running with the mouth full can also lead to choking.

Signs and Symptoms of Choking

A person who is choking typically has a panicked, confused, or surprised facial expression. Some people may place one or both hands on their throat. The person may cough (either forcefully or weakly), or he or she may not be able to cough at all. You may hear high-pitched squeaking noises as the person tries to breathe, or nothing at all. If the airway is totally blocked, the person will not be able to speak, cry or cough. The person's skin may initially appear flushed (red), but will become pale or bluish in color as the body is deprived of oxygen.

First Aid for Choking

If you are with a person who starts to choke, first ask the person if he or she is choking, or check to see if an infant is crying or making other noises. If the person can speak or cry and is coughing forcefully, encourage him or her to keep coughing. A person who is getting enough air to speak, cry or cough forcefully is getting enough air to breathe. But be prepared to act if the person's condition changes.

If the person is making high-pitched noises or coughing weakly, or if the person is unable to speak or cry, the airway is blocked and the person will soon become unresponsive unless the airway is cleared. Have someone call 9-1-1 or the designated emergency number immediately while you begin to give first aid for choking.

Caring for an Adult or Child Who Is Choking

When an adult or child is choking, give a combination of 5 **back blows** (blows between the shoulder blades) followed by 5 **abdominal thrusts** (inward and upward thrusts just above the navel) (Figure 4-1). The goal of giving back blows and abdominal thrusts is to force the object out of the airway, allowing the person to breathe.

- **Back blows.** To give back blows, position yourself to the side and slightly behind the person. For a child, you may need to kneel. Place one arm diagonally across the person's chest (to provide support) and bend the person forward at the waist so that the person's upper body is as close to parallel to the ground as possible. Firmly strike the person between the shoulder blades with the heel of your other hand. Each back blow should be separate from the others.

- **Abdominal thrusts.** To give abdominal thrusts, stand behind the person, with one foot in front of the other for balance and stability. If possible, place your front foot between the person's feet. Wrap your arms around the person's waist. Alternatively, if the person is a child, you can kneel behind the child, wrapping your arms around the child's waist. Find the person's navel by placing one finger on the person's navel, and the adjacent finger above the first. Make a fist with your other hand and place the thumb side just above your fingers. Cover your fist with your other hand and give quick, inward and upward thrusts into the person's abdomen. Each abdominal thrust should be separate from the others.

Continue giving sets of back blows and abdominal thrusts until the person can cough forcefully, speak, cry, or breathe, or the person becomes unresponsive. After the choking incident is over, even if the person seems fine, he or she should still be evaluated by a healthcare provider to make sure there is no damage to the airway or other internal injuries.

Figure 4-1. Use a combination of back blows (A) and abdominal thrusts (B) when an adult or child is choking.

First Aid Care for Open Wounds

Minor Open Wounds

To care for a minor open wound, put on latex-free disposable gloves and other personal protective equipment (PPE) as necessary. Apply direct pressure with a gauze pad to stop the bleeding. It may take several minutes for the bleeding to stop. After the bleeding stops, wash the area with soap and warm water. Rinse under warm running water for about 5 minutes until the wound appears clean and free of debris, and then dry the area. Apply a small amount of antibiotic ointment, cream or gel to the wound if the person has no known allergies or sensitivities to the ingredients. Then cover the area with a sterile gauze pad and a bandage, or apply an adhesive bandage. When you are finished providing care, wash your hands with soap and water, even if you wore gloves.

Major Open Wounds

A major open wound (for example, one that involves extensive tissue damage or is bleeding heavily or uncontrollably) requires prompt action. Call 9-1-1 or the designated emergency number immediately and then take steps to control the bleeding until help arrives.

Applying Direct Pressure

Put on latex-free disposable gloves and other personal protective equipment (PPE) as necessary (for example, if blood is spurting, you may need to wear eye and face protection). Cover the area with a sterile gauze pad or other clean dressing (Box 6-2) and apply direct pressure with your gloved hand until the bleeding stops. This may take as long as 15 minutes. If blood soaks through the first dressing, place another dressing on top of the first and apply additional direct pressure (press harder than you did before, if possible). Repeat with additional dressings as needed, always maintaining direct pressure. Do not remove the blood-soaked dressings because disturbing them may disrupt clot formation and restart the bleeding.

When the bleeding stops, check the skin on the side of the injury farthest away from the heart (e.g., the hand or foot) for feeling, warmth and color. Then apply a bandage over the dressing to maintain pressure on the wound and to hold the dressing in place. To apply a roller bandage, hold one end of the roller bandage in place while you wrap the other end around the wound and dressing several times, using overlapping turns. Make sure the dressing is completely covered and allow a margin of several inches on all sides. Tie or tape the bandage to secure it. The bandage should be snug but not too tight. Check for feeling, warmth and color again. If there is a change in feeling, warmth, or color from your first check (for example, e skin is cooler or paler than it was before, the area is swollen, or the person complains of a numb or tingly feeling), then the bandage is too tight and needs to be loosened.

Have the person rest comfortably and provide care for shock, if necessary, until help arrives. Remember to wash your hands with soap and water after providing care, even if you wore gloves. Skill Sheet 6-1 describes step by step how to use direct pressure to control external bleeding.

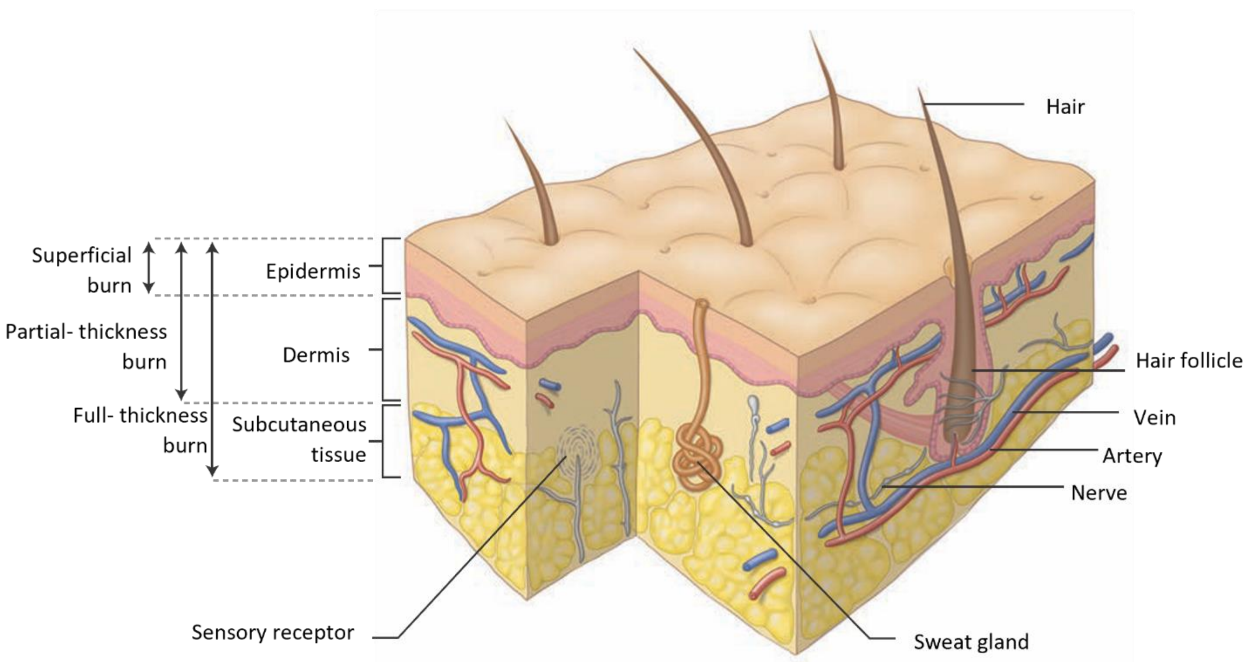
Burns

A **burn** is a traumatic injury to the skin (and sometimes the underlying tissues as well) caused by contact with extreme heat, chemicals, radiation or electricity.

Burns range in severity from minor to critical. A critical burn is one that is life threatening or potentially disfiguring or disabling, and it requires immediate medical attention. When evaluating whether a burn is critical or not, consider the following factors:

- **The depth of the burn.** Burns can be classified according to depth (Figure 6-4). Superficial burns only involve the epidermis (the top layer of skin). Partial-thickness burns involve the epidermis and the dermis (the layer of skin underneath the epidermis that contains blood vessels, nerves, hair follicles and glands). Full- thickness burns involve both layers of skin and may extend into the subcutaneous tissue, muscle or bone underneath. Generally speaking, the deeper the burn, the greater the severity.
- **The percentage of the body's surface area that is burned.** A burn that covers more than one part of the body or covers a large percentage of the person's total body surface area requires medical attention. Even a superficial burn can be a critical burn if it affects a large percentage of the person's total body surface area.
- **The location of the burn.** Burns that affect the hands, feet or groin; those that involve the head, neck, nose, or mouth or affect the person's ability to breathe; and circumferential burns (i.e., those that go all the way around a limb) are considered critical burns.
- **The age of the person.** If the person is younger than 5 years or older than 60 years, the burn should be considered critical, unless it is very minor.
- **The cause of the burn.** Burns caused by electricity, exposure to chemicals, exposure to nuclear radiation or an explosion are considered critical burns.

If you think that a person has a critical burn, call 9-1-1 or the designated emergency number immediately.



Signs and Symptoms of Burns

Burned areas can appear red, brown, black (charred) or white. The burned area may be extremely painful or almost painless (if the burn is deep enough to destroy the nerve endings). There may be swelling, blisters or both. The blisters may break and ooze a clear fluid. Burns involving blistering or broken skin should be evaluated by a healthcare provider.

First Aid Care for Burns

> **Myth-Information.** *Myth: Soothe a burn with butter.* Not a good idea! Putting butter, mayonnaise, petroleum jelly or any other greasy substance on a burn is not effective for relieving pain or promoting healing. In fact, applying a greasy substance to the burn can seal in the heat and make the burn worse.

First aid for burns involves three general steps—stop, cool and cover:

- **Stop.** First, after sizing up the scene, stop the burning by removing the source of the injury if it is safe for you to do so. Depending on the cause of the burn, this may involve removing the person from the source or removing the source from the person.

- **Cool.** Next, cool the burn and relieve pain using clean, cool or cold water for at least 10 minutes. Use water that you could drink. Never use ice or ice water to cool a burn because doing so can cause more damage to the skin. If clean cool or cold water is not available, you can apply a cool or cold (but not freezing) compress instead. Cooling a burn over a large area of the body can bring on hypothermia (a body temperature below normal), so be alert to signs and symptoms of this condition (see Chapter 7).
- **Cover.** Finally, cover the burn loosely with a sterile dressing. Make sure that whatever you use to cover the wound is sterile or at least clean, because burns leave the person highly susceptible to infection.

Burns of all types, especially if they cover a large percentage of the body, can cause a person to go into shock, so monitor the person closely. When caring for a burn, do not remove pieces of clothing that are stuck to the burned area, do not attempt to clean a severe burn and do not break any blisters.

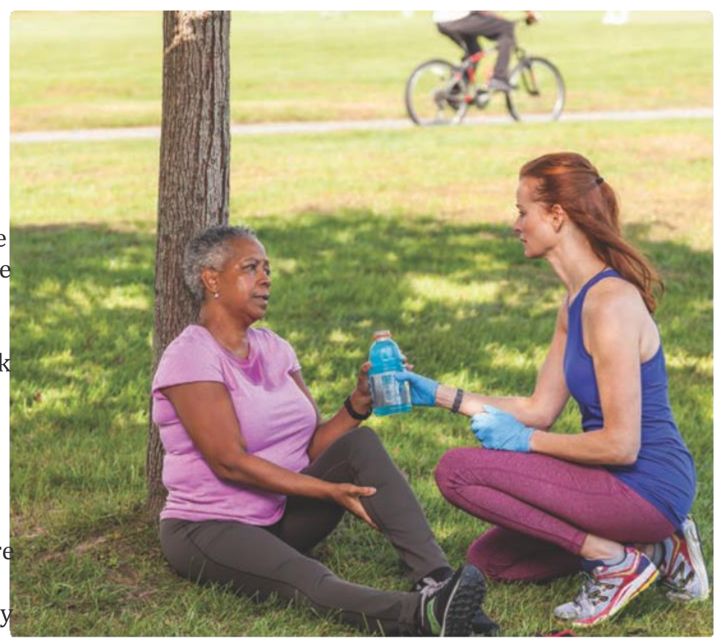
Heat-Related Illnesses

Heat-related illnesses are caused by overexposure to heat and the loss of fluids and electrolytes. While being outdoors is a risk factor for developing a heat-related illness, these illnesses can also affect people who are indoors. People who live or work in buildings that are inadequately cooled or ventilated are at risk, as are those who perform indoor jobs in hot environments (e.g., kitchen and laundry workers, factory workers). People who habitually work or exercise in hot environments tend to become more tolerant of the heat over time but may still be at risk for developing heat-related illnesses, especially when environmental temperatures are very high (e.g., greater than 100° F or 38° C).

Although extremely high environmental temperatures increase the risk for heat-related illnesses, these illnesses can also occur at more moderate environmental temperatures. For example, a person who is doing strenuous work and is clothed in heavy protective clothing may be at risk for experiencing a heat-related illness at a lower environmental temperature. Similarly, a person who is unaccustomed to doing strenuous labor or exercising in the heat may develop a heat-related illness at lower environmental temperatures. Other factors, such as humid air, inadequate fluid intake and personal characteristics (e.g., the presence of certain medical conditions, the person's age) can increase the risk for heat-related illness.

The three types of heat-related illnesses (in order from least to most severe) are heat cramps, heat exhaustion and heat stroke.

Heat Cramps



Heat cramps (painful muscle spasms, usually in the legs and abdomen, caused by loss of fluids and electrolytes as a result of sweating) are often the first sign that the body is having trouble with the heat. If appropriate care measures are not taken, heat cramps can turn into heat exhaustion or heat stroke. To care for heat cramps, help the person move to a cool place to rest, and have him or her sip a drink containing electrolytes and carbohydrates (such as a commercial sports drink, coconut water or milk). If a drink containing electrolytes and carbohydrates is not available, have the person drink water. Lightly stretch the muscle and gently massage the area to relieve the cramps. When the cramps stop, the person usually can resume his or her activity as long as there are no other signs or symptoms of illness. Encourage the person to keep drinking plenty of fluids, and watch the person carefully for additional signs or symptoms of heat-related illness.

Myth-Information. *Myth: When a person has heat cramps, you should give the person salt tablets to replenish lost sodium.* Salt tablets are not an effective treatment for heat cramps. Consuming a concentrated form of salt can promote loss of fluid from the body, which will make the person's condition worse, not better.

Heat Exhaustion

Heat exhaustion occurs when fluids lost through sweating are not replaced. The body's primary mechanism of cooling itself is through sweating. As sweat evaporates from the body, it takes body heat with it, cooling the body. If a person does not take in enough fluids, the body does not have what it needs to make adequate amounts of sweat. Humid environments and environments without good air circulation can make it difficult for the sweat to evaporate. Under these conditions, a person may develop heat exhaustion. Heat exhaustion is often accompanied by dehydration, as the body's excessive production of sweat in an attempt to cool itself depletes fluid levels in the body.

Signs and Symptoms of Heat Exhaustion

The person's skin will be cool and moist, and pale, ashen (gray) or flushed. The person may complain of a headache, nausea, dizziness, and weakness.

First Aid Care for Heat Exhaustion

Move the person to a cooler environment with circulating air. Loosen or remove as much clothing as possible and apply cool, wet cloths to the person's skin or spray the person with cool water. Fanning the person may also help by increasing evaporative cooling. If the person is responsive and able to swallow, have the person drink a cool electrolyte- and carbohydrate-containing fluid (such as a commercial sports drink, coconut water or milk). Give water if none of these are available. Do not let the person drink too quickly. Encourage the person to rest in a comfortable position, and watch carefully for changes in his or her condition. Call 9-1-1 or the designated emergency number if the person's condition does not improve. The person should wait for several hours after he or she is no longer having signs and symptoms to resume activity.

If the person is unable to take fluids by mouth, has a change in level of consciousness or vomits, call 9-1-1 or the designated emergency number, because these are indications that the person's condition is getting worse. Stop giving fluids and place the person in the recovery position. Keep the person lying down and continue to take steps to lower the person's body temperature. Monitor the person for signs and symptoms of breathing problems and shock.

Heat Stroke

Heat stroke is the least common but most severe heat-related illness. It occurs when the body's cooling system is completely overwhelmed and stops working. Heat stroke is a life-threatening emergency.

Signs and Symptoms of Heat Stroke

The person will have mental status changes (such as confusion or loss of consciousness) and may have trouble seeing or a seizure. The person's skin will be hot to the touch. It may be wet or dry and appear red or pale. The person may vomit. The person's breathing may be rapid and shallow, and his or her heartbeat may be rapid and weak.

First Aid Care for Heat Stroke

Send someone to call 9-1-1 or the designated emergency number immediately. While you wait for help to arrive, take steps to rapidly cool the person's body. The preferred way of doing this is to immerse the person up to his or her neck in cold water, if you can do this safely. Alternatively, place ice water–soaked towels over the person's entire body, rotating the towels frequently. If bags of ice are available, place these on the person's body, over the towels. If you are not able to measure and monitor the person's temperature, apply rapid cooling methods for 20 minutes or until the person's condition improves or EMS personnel arrive. Give care as needed for other conditions that you find.

Nose Injuries

Falling or getting hit in the nose can result in a nosebleed. Other, nontraumatic causes of nosebleeds include breathing dry air and changes in altitude. Certain medical conditions (such as hypertension, or high blood pressure) and the use of certain medications (such as blood thinners) can make a person more susceptible to nosebleeds.

In most cases, you can stop a nosebleed by having the person pinch his or her nostrils together while sitting with his or her head slightly forward. (Sitting with the head slightly forward helps to keep blood from pooling in the back of the throat, which can lead to choking or, if the blood is swallowed, vomiting.) Keep the nostrils pinched shut for at least 5 minutes before checking to see if the bleeding has stopped. If the bleeding has not stopped after 5 minutes, keep pinching the nostrils shut for another 5 minutes. If the bleeding is severe or gushing, call 9-1-1 or the designated emergency number.

M5C1: Leadership Principles

The dictionary defines "principle" as
- "an important underlying law or assumption required in a system of thought" or as
- "a standard of moral or ethical decision-making" or as
- "the basic way in which something works"
- "the primary source of something"

That means Leadership Principles
- Are requirements for good leaders
- Are standards for our behavior
- Help leaders be effective
- Are an important source for accomplishing the mission

Principle 1: Know Yourself and Seek Self-Improvement
- Know your strengths and your weaknesses
- Constantly strive (try) to be better at your job and what you know and can do

Strengths and Weaknesses
- If you know you are good at something, ***capitalize*** on it (use your strengths to help accomplish the mission)
- If you know you are bad at something, get help to get better but do not do anything that will result in the mission failing

Principle 2: Be Technically and Tactically Proficient
- ***Proficiency*** is being good at something
- ***Technical proficiency*** is knowing important *information* about your job
- ***Tactical proficiency*** is being good at *implementing or doing* your job

Technical and Tactical Proficiency
- Any mission requires people to have the necessary knowledge to get it done
- But being "book smart" is only part of proficiency; you need to also be able to help put that knowledge into action and help get the job done WELL

Important Ideas in These Two Principles:
- Good leaders always try to gain more knowledge so they can be good at their jobs
- Good leaders use their knowledge to help accomplish the mission and know when they are "in over their heads" and need help
- Good leaders give off an air of COMPETENCE - knowing what they are doing!

Principle 3: Develop a sense of responsibility among your subordinates
- The idea is to help those whom you lead feel like they share in the responsibility to accomplish the mission
- They feel a sense of "ownership" over getting the job done.

Responsibility
- A sense of ***accountability*** - I share blame if it does not go well and credit if it goes well
- I have a stake in making sure the project is successful.

Principle 4: Make sound and timely decisions
- SOUND DECISIONS- good decisions based on common sense; decisions which help accomplish the mission and maintain the welfare of the cadets.
- TIMELY DECISIONS - make quickly and communicated with confidence to the cadets you work with

Principle 5: Train your cadets as a team
- Be sure they see themselves as a group rather than as individuals
- By having them work collaboratively, they accomplish more results and do so more quickly

Teams…

…work toward a common goal

…get better at working together the more they "practice" being a team

…give people a sense of belonging

Principle 6: Set the Example

- In the way you act
- In the way you dress
- In the words you speak
- In the attitude you display
- In the way you treat other people
- **An example, good or bad…is emulated or copied by the people who witness it**

- **If cadets see you looking and acting professionally, they will take you seriously**
- **If they see you acting foolishly or dressed sloppily, they will not listen to you**

Principle 7: Train your cadets in accordance with their capabilities

- Remember the story of Goldilocks - the soup being too hot, too cold, then just right?
- Training needs to be accomplished much the same way -- it should not be too hard, or too easy. It needs to be JUST RIGHT

Training that is "just right"

- Takes into consideration the abilities and experiences of the persons being trained
- Helps the trainees to make connections to what they already know
- Shows them how they will use the training in the future
- People need to see a reason to pay attention in training!

More about training

- Effective training makes sure the "Message Given" is the "Message Received"
- Effective trainers constantly check to be sure that the cadets understand what is being taught
- Give the cadets you are training a chance to ask questions

Principle 8: Ensure the task is - U-S-A

- **UNDERSTOOD** - do they know what you want them to do?
- **SUPERVISED** - make sure they are doing it right!
- **ACCOMPLISHED** - make sure the job gets done

Leaders who don't U-S-A…

- End up with cadets who do not accomplish assigned tasks
- End up with cadets who do assigned tasks incorrectly
- End up having to re-do a lot of work because it was not done correctly the first time
- End up having to do a lot of work themselves because their subordinates did not accomplish it

Principle 9: Know your Cadets and Look out for their Welfare

- Know what they are good at and what they are not so good at
- Know what their needs are
- Look out for their safety and well-being at all times

Cadet Welfare…

- Are cadets too cold, too hot, or just right?
- Are cadets tired or hungry?
- Are they doing things that are unsafe that might get them hurt?
- Are they happy and motivated?
- Did they all eat before you eat?

REMEMBER: ***Your cadets come first. Do not expect them to do anything you yourself would not be willing to do. Take care of their needs BEFORE you take care of your own needs.***

Principle 10: Keep Your Cadets Informed

- Make sure they know what is going on at the unit, at the Brigade, in the state
- Be sure they understand the reasons behind decisions

- Communicate with them regularly to tell them "the scoop" on everything you know about official CACC business (not gossip:)

Ways to inform:

- Newsletters
- Daily briefings
- Bulletin boards
- Chalkboards/white boards with "announcements" sections

Principle 11: Seek Responsibility and Take Responsibility for your Actions

- Always want to advance in rank and positions of leadership to be a better and more effective leader
- When you make decisions or choose to do or not do something, always accept the blame when it is wrong

1. Know yourself and seek self-improvement.
2. Be technically and tactically proficient.
3. Develop a sense of responsibility among your subordinates.
4. Make sound and timely decisions.
5. Train your cadets as a team.
6. Set the example.
7. Train your cadets in accordance with their capabilities.
8. Ensure the task is understood, supervised, and accomplished.
9. Know your cadets and look out for their welfare.
10. Keep your cadets informed.
11. Seek responsibility and take responsibility for your actions.

M5C2. Leadership Indicators

The Leadership Indicators are:
Morale
Proficiency
Discipline
Esprit de Corps

What is an "***indicator***"?

- "Something that points toward something else"
- In other words, a Leadership indicator is something that shows you whether or not good leadership is present in an organization
- You can use the four indicators of leadership to tell whether a leader is a good leader and whether there is strong leadership in an organization

Indicator #1 – ***Morale***

- Morale is how happy and positive people are about their jobs and the organization to which they belong
- Are they generally happy to be part of the group?
- Are they generally in "high spirits?"

Ways to build morale:

- Activities which are fun and which help people develop a sense of camaraderie or friendship with others in the group
  - Games

  - Cadences
  - Songs
  - Skits
  - Etc.

Indicator #2 – Proficiency

- In a good organization, people will know their jobs and do them well
- In organizations with weak leadership, people don't always know what they are doing and they do not accomplish the mission effectively

How do you develop proficiency?

- The best way is through a lot of high quality training activities
- Ongoing training after people first learn their jobs
- Regular "checkups" to make sure the jobs are being done right
- Corrections when people are not doing something correctly

Indicator #3 - Discipline

- Discipline is "Prompt obedience to orders" AND
- Taking action in the absence of orders (sounds like initiative but is a big part of discipline)

How do you know if people are disciplined in an organization?

- They work hard
- They follow directions without questioning their superiors' lawful orders (obviously, if their superiors give them unlawful orders, they should not follow them
- When there are no specific instructions, they do what they think is the right thing to do even though there is no "boss" there to look over their shoulder

How do you develop discipline?

- Obviously, you can be really mean to people, but it is better to use techniques of motivation

Motivating people to be disciplined…

- Help them believe they are capable of accomplishing the mission (this is called ***efficacy***)
- Help them see the task as possible rather than impossible (level of difficulty)
- Help them understand what you want them to do and why
- Help them see both the benefits to them if they do it as you have asked AND the "costs" to them of not doing it as you ask (cost/benefit analysis)

Esprit de Corps - pride in the organization to which you belong

- Developed by giving people a sense of "unit identity"
  - Guidons
  - Patches, sweatshirts, t-shirts, logos, etc.
  - Unit cadences and songs
  - Mascots, cheers
  - Friendly unit competition

Effective leaders lead organizations with:

- high levels of MORALE
- people with high levels of job PROFICIENCY
- DISCIPLINE among their members
- a group spirit called ESPRIT DE CORPS

M5C3. Leader's Code

The Leader's Code is creed, for want of a better word, that sums up what it means to be a leader in the California Cadet Corps. It is based on the Leadership Principles and on the Army's NCO Creed. Cadets have been reciting this code, or one very similar to it, for many decades. We don't require that you memorize this code, though many cadets have. It's fairly long, and we'd prefer you spend that study time on other useful information. But you should live by it and remember it in all your actions as a leader in the California Cadet Corps.

- ***I become a cadet leader by what I do. I know my strengths and my weaknesses, and I strive constantly for self-improvement. I live by a moral code and set an example that others can follow. I know my job, and I carry out the spirit as well as the letter of the orders I receive.***
- ***I take the initiative and seek responsibility, and I face situations with boldness and confidence. I estimate the situation and make my own decisions as to the best course of action. No matter what the requirements, I stay with the job until the job is done; no matter what the results, I assume full responsibility.***
- ***I train my cadets as a team and lead them with tact, enthusiasm and justice. I command their confidence and their loyalty: they know I would not assign to them any duty I, myself, would not perform. I make sure they understand their jobs, and I follow through energetically to ensure their duties are completed fully. I keep my cadets informed, and I make their welfare one of my prime concerns.***
- ***These things I do selflessly in fulfillment of the obligations of leadership and for the achievement of the group goal.***

I become a cadet leader by what I do.
- My actions make me a leader, not the position I hold.
- If I act like a leader, people will want to follow me.

I know my strengths and my weaknesses
- What I am good at and what I am not good at
- What I need to improve upon and what I already do very well

And I strive constantly for self-improvement
- I am always trying to get better at the things I am not as good at
- I am always showing people that I do not know everything, but I am trying to get better

I live by a moral code
- I do not lie
- Cheat
- Steal
- Tell dirty jokes
- Drink alcohol
- Smoke
- Do drugs
- Etc.

I set an example that others can follow

- People see me and the way I act
- My behavior is always better than other cadets and they can always count on me to behave properly

I know my job

- I am good at my assigned job(s)
- I have a lot of knowledge about the Cadet Corps and everything I am responsible for

I carry out the spirit as well as the letter of the orders I receive

- The "letter" of orders means I follow the exact orders I am given, word for word
- The "spirit" of the orders means I follow the ideas behind the orders

An example of "spirit" and "letter" or orders

- I ask you to guard the front door of school for Open House to help guests and I tell you not to move from there.
- An older woman asks you to escort her to the office.
- The "letter" of the orders says do not move, but the "spirit" says it is OK to help

I take the initiative

- I do what is right even if I have not been specifically instructed what to do
- I figure out what is the right thing to do and I do it

…and seek responsibilities

- I want to gain many experiences of leadership, increasing as I get better at my job
- I want others to trust me with increasingly important jobs

I face situations with boldness and confidence

- When faced with problems or challenges, I do not back down
- I face problems head on
- I am confident in my ability to tackle complicated problems
- I know I am capable of problem solving and I show others my self-confidence

I estimate the situation

- I don't rush to judgment or action until I am first aware of the situation in which I find myself
- I gather information about the task at hand before I act

I make my own decision as to the best course of action

- I consider all the options
- I choose the best option and communicate my decision to others in a way that makes them know I mean business and I know what I am doing
- I consult with others who can give me information about things I need to make decisions on, but ultimately I make the final decision and stick by that decision

No matter what the requirements, I stay with the job until the job is done.

- I do not quit in the middle of the game
- When I start something, I finish it to the best of my ability
- No matter how hard something may be, I am not a quitter
- Even though I may be tired, I continue on

…no matter what the results, I assume full responsibility

- I am the leader.
- I am responsible for everything that happens or fails to happen under my command
- If the results are good, I share the glory with my cadets
- If the results are bad, it is all my fault!

I train my cadets as a team

- I get them to work together so we accomplish the mission as a group
- I don't want them to think of themselves as individuals

…and lead them with tact

- I treat them with respect and try not to say things that will hurt their feelings
- If I have to correct them I do it fairly and with sensitivity to how they feel

…enthusiasm

- I put forth a lot of effort and my cadets see how much energy I put into my job and into accomplishing the mission

…and with justice

- I treat the cadets fairly and make decisions I know are as fair as they can be

I command their confidence and their loyalty

- They trust me to do the right thing and to take care of them
- They are loyal to me and to the organization
- They have confidence that I will be faithful to them, too

They know I would not assign them any duty I myself would not perform

- I never assign my cadets a task I would not be willing to do myself
- If I tell a cadet to clean the toilet, I must be willing to set the example and be willing to clean toilets

I make sure they understand their jobs

- When I assign a task to a cadet or group of cadets, I make sure they know exactly what to do and how to do it.
- I answer any questions they might have about what I expect.

And follow through energetically to ensure their duties are completed fully

- I don't just tell cadets what to do and expect it to happen magically
- I supervise them to make sure the job is done right and according to the timeline I gave them

I keep my cadets informed

- I tell them about events the cadets are involved in
- I make sure their questions are answered about upcoming activities, etc.

I make their welfare one of my prime concerns

- I am always concerned about the safety and well-being of my cadets
- I make sure they are well fed, have enough sleep, don't get overheated, avoid sunburn, enjoy their training, etc…

These things I do selflessly

- I put the cadets first
- My needs and wants *always* come secondary to theirs

…in fulfillment of the obligations of leadership

- I do these things because being in charge means I am responsible for everything that happens or fails to happen in my unit.

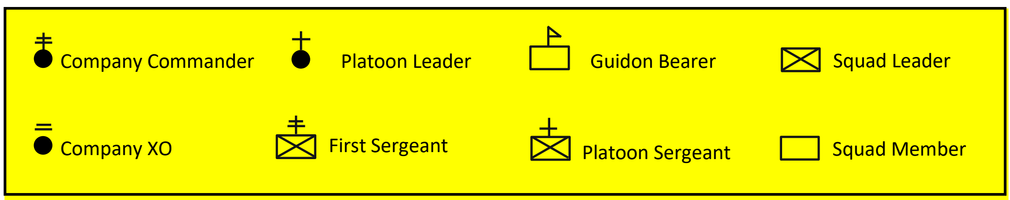
…and for the achievement of the group goal

- The mission is the second most important thing after the safety of my cadets
- I constantly strive to accomplish the missions I have been given.

M7C. Company Drill

M7C2. Posts for Key Personnel

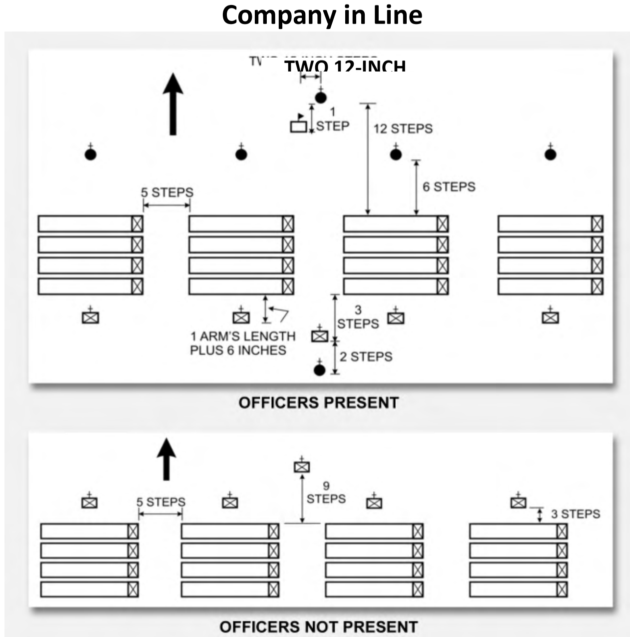
Key personnel in a company are depicted with these symbols:



Company Commander. The company commander's post is normally 12 steps in front of the front rank of troops and centered on the company. The only exceptions to this rule are when the company forms as part of a larger unit in a column formation (with the company and platoons in column) or when the company is formed in a mass formation. In these situations, the company commander's post is 6 steps in front of and centered on the front rank of troops and 12 steps behind the last rank of troops of the element to his front.

Guidon Bearer. The guidon bearer's post is two 12-inch steps to the rear and two 12-inch steps to the left of the company commander (using the Cadet Corps' reduced step).

Company in Line



NOTE: The company commander should inconspicuously direct the guidon bearer to remain in position and move with the commander when the company is to be faced to the right and marched for only a short distance.

Executive Officer. When the company is in a line formation, the executive officer's post is two steps to the rear of the first sergeant; in a column or a mass formation, he is three steps to the rear of the last rank and off center (one 12-inch step to the right) of the company.

Platoon Leaders. When the company is in line formation with the platoons in line, the post for the platoon leader is six steps in front of and centered on his platoon. When the company is in column formation with the platoons in column or the company is in column with the platoons in line, the post of the platoon leader is one step in front of and centered on the platoon. If the platoon carries a guidon for some reason, the platoon leader is three paces in front of and centered on the squad leaders; the guidon bearer is one 24-inch pace behind the platoon leader and two 12-inch paces to the left. When the company is in mass formation, the post for the platoon leaders is one step in front of and evenly spaced across the company front. If the commander is not present, the platoon leaders are not part of the formation.

First Sergeant. When the company is in a line formation, the first sergeant's post is three steps to the rear of the last rank and centered on the company; in a column or a mass formation, he is three steps to the rear of the last rank and off center (one 12-inch step to the left) of the company.

- When the company is in mass formation *without the commander present,* the post for the first sergeant is five steps in front of and centered on the formation. When the company is in line formation with the platoons in line *without the commander present*, the post for the first sergeant is nine steps in front of and centered on the company. When the company is in column formation with the platoons in column *without the commander present*, the post for the first sergeant is nine steps to the left flank of and centered on the company.
- When marching the company in mass formation with the commander at his post, the first sergeant remains at his post to provide cadence and control.

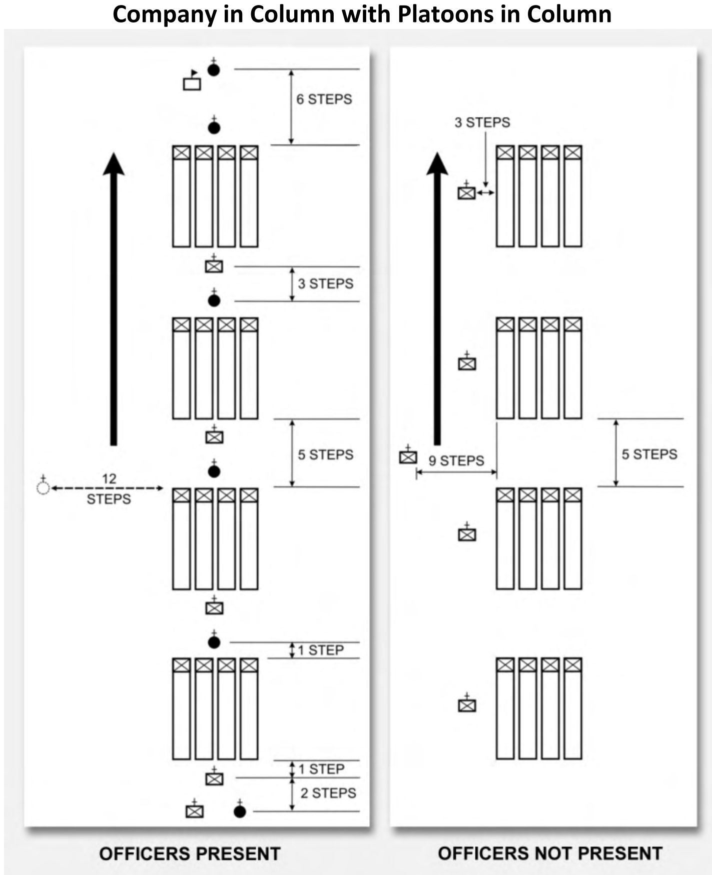
Platoon Sergeant. When the company is in any of the four formations and the officers are present, the platoon sergeant's post is one step to the rear and centered on his platoon.

- When the company is in mass formation, the post for the platoon sergeants is one step to the rear of the company and evenly spaced across the frontage. When the company is in mass formation, *without the officers present*, the post for the platoon sergeants is one step in front of and evenly spaced across the front.
- When the company is in line formation with the platoons in line *without the officers present*, the post for the platoon sergeant is three steps in front of and centered on his platoon. When the company is in column formation with the platoons in column *without the officers present*, the post for the platoon sergeant is three steps to the left flank of and centered on his platoon.
- When marching the company *without the officers present*, and the company is in column formation with the platoons in column, the platoon sergeants remain at their posts and provide for cadence and control of their platoons.
- **NOTE**: The executive officer inconspicuously gives the necessary commands (March, Column Half Left, Halt, and Facings) for himself and the first sergeant when changing from one post to another. Once in motion, they incline as necessary and march to their new posts. When the company changes from a line
- formation to column formation, the first sergeant and executive officer face with the company but do not march forward. They remain in position until the last platoon has passed. If the company

marches forward (column formation) for a short distance only, or if it closes on the base platoon (line formation) at close interval, the first sergeant and executive officer march forward or face to the right in marching and resume their posts. When the company changes from a column (platoons in column) to a line formation, they face to the right in marching and assume their posts in line. When the company forms a

- company in column with platoons in line, as the unit is faced, they face to the right in marching and assume their posts to the rear of the last platoon. When the company is formed in mass, they face to the right in marching and assume their posts at the center of the company immediately after halting with the last platoon. The off-center position explained for the first sergeant and executive officer should place them at normal interval from each other while covering a file to their front. If either one is not present during a formation, the one present changes posts without command and assumes the post at the center of the company rather than off center.

Company in Column with Platoons in Column



- **Additional Officers**. Other officers assigned or attached, who have no prescribed position within the formation, form evenly to the right and left of the executive officer in a line formation; they fall out and form in one or two ranks at correct distance to the rear of the first sergeant and executive officer when the company forms in column.

M7C6. Aligning the Company

To align the company, use the following procedures:

To align the company in a line formation, the first sergeant directs **HAVE YOUR PLATOONS DRESS RIGHT**.

- On the directive, all platoon sergeants face about. The right flank platoon sergeant commands ***Dress Right*, DRESS** and aligns his platoon as described in platoon drill. When the alignment of the first rank of the right platoon has been verified (the platoon sergeant has stepped off to align the second rank), the platoon sergeant to the left commands ***Dress Right*, DRESS**. He then faces to the half right in marching, moves to a position on line with and one step to the left of the left flank man of the first rank, and faces (*Left Face*) down the line.
- After aligning the first rank, the platoon sergeant centers himself on the first rank, faces to the right in marching, takes two short steps, halts, executes *Left Face*, and aligns the second rank. The third and fourth ranks are aligned in the same manner as the second rank.
- After aligning the fourth rank, the platoon sergeant faces to the left in marching; returns to his position, center of the platoon; halts perpendicular to the formation; faces to the right; commands ***Ready*, FRONT**; and faces about. All platoon sergeants to the left of the second platoon take the same actions as the second platoon sergeant.

  NOTE: If necessary, the platoon sergeants to the left of the base platoon command **VERIFY INTERVAL** before commanding ***Dress Right*, DRESS**. On the command **VERIFY INTERVAL**, the base (squad leader of the first squad) faces to the right in marching and moves to the left flank member (first squad) of the platoon to the right, halts, faces about, steps forward five steps, halts, faces to the right, and aligns himself on the element to his right.

To align the company in column, the first sergeant directs **HAVE YOUR PLATOONS COVER**. On this directive, the first platoon sergeant faces about and commands **COVER**. The other platoon sergeants command **STAND FAST**. The first platoon covers as in platoon drill. The other platoons then execute the movement in succession as soon as the platoon to their front has completed the movement.

M7C8. Changing the Direction of March of a Column

To change the direction of march of a column, use the following procedures.

The company changes the direction of march basically the same as the squad and platoon. The commands are ***Column Right (Left), Column Half Right (Left)*, MARCH**.

The base element during a column movement is the lead platoon and the squad on the flank, in the direction of turn.

When at the *Halt*, the leading platoon sergeant repeats the first sergeant's preparatory command. Succeeding platoon sergeants give the supplementary command ***Forward***. On the command of execution **MARCH**, the leading platoon executes the movement as described in platoon drill; succeeding platoons execute the movement on their platoon sergeant's command at approximately the same location.

While marching, the movement is executed as described from the *Halt* except that the succeeding platoon sergeants give the supplementary command ***Continue to march*** rather than ***Forward***.

The company executes *Rear March* and inclines in the same manner as the platoon.

When executing *Counter-Column March* from the *Halt*, the leading platoon sergeant repeats the preparatory command. Succeeding platoon sergeants give the supplementary command ***Forward***.

- On the command of execution **MARCH**, the leading platoon executes the movement as described in platoon drill, and marches through the other platoons. Succeeding platoons execute the movement on the platoon sergeant's command at approximately the same location.
- When the movement is executed while marching, the command of execution is given as the left foot strikes the ground. The movement is executed basically the same as from the *Halt* except that the succeeding platoon sergeants give the supplementary command *Continue to March* rather than *Forward*.
- The guidon bearer faces to the left in marching from the *Halt* or executes a *Column Left* in marching, marches by the most direct route outside of the formation, and repositions himself in front of the lead platoon as it clears the rear of the company.
- If the first sergeant gives the command from his post in a separate unit, he moves in the most convenient manner to his new position at the left flank of the unit. If he gives the command while at the head of the company, he moves in the same direction as the guidon bearer.

M9A1. US Army Purpose

Hold the Land. The stated mission of the United States Army is to deploy, fight and win our nation's wars by providing ready, prompt and sustained, land dominance by Army forces across the full spectrum of conflict as part of the joint force. (Army, 2018)

The Army is composed of three components:

- The **Active Army**, sometimes known as the **Regular Army**
  - Soldiers and Units who work for the Army as their fulltime job
- The **Army Reserve**
  - Soldiers and Units who work for the Army part-time, training in case they are called up to serve the Army fulltime in cases of emergency
- The **Army National Guard**
  - Soldiers and Units who work for their State Governor, but who train to the same standards of the Army and Reserve, who can be called up to serve the Army fulltime in cases of emergency. They also work for the state during emergencies.

M9A2. US Air Force Purpose

The mission of the United States Air Force is to fly, fight and win in air, space, and cyberspace.

Air Force capabilities give the US options over any distance, against any enemy. "With one hand the Air Force can deliver humanitarian assistance to the farthest reaches of the globe, while with the other hand we can destroy a target anywhere in the world." (Force, 2018)

Building on the discussion of the "spectrum of conflict" we started in Lesson A1, the Air Force provides lethal capabilities from the air. Not all air capabilities are in the Air Force - the Navy, Army, Marines, and Coast Guard all have their own air power. But those forces are mostly dedicated to supporting the missions of their service, whether it's ground support aviation in the Army and Marines or the Navy's air capabilities. The difference is that air power is the primary mission of the Air Force, while it is more of a supporting mission in the other services.

M9A3. US Navy Purpose

The mission of the United States Navy is to recruit, train, equip, and organize to deliver combat ready Naval forces to win conflicts and wars while maintaining security and deterrence through sustained forward presence. (Navy, 2018)

In addition to maintaining dominance on the seas - in effect, keeping the seas free for everyone to use (or everyone that WE want to allow to travel the seas), the Navy brings great capability to transport large amounts of equipment and materiel to distant battlefields. When it comes to the vast amount of equipment and supplies it takes to sustain combat operations, ships are still the best method of transport. Even combining all the transport planes of the Air Force and the civilian cargo fleet, we don't have enough aircraft to bring everything needed to a battle zone. The Navy and civilian merchant ships are still needed to deliver equipment and supplies, and the security of those transports must be maintained.

The Navy has always been a major component of the desire and necessity to project a military presence around the world. While some of this comes in the form of land bases, the power offered by a fleet of naval ships can be delivered to any coastal area, and the air component of naval operations extends its fighting arm well inland. The Navy rotates its battle groups to provide a constant presence, and deterrence, in areas where other nations are threatening the United States in some way.

There are two organizations that are not part of the US Armed Forces, but are considered US *Uniformed Services*: The US Merchant Marine and the Public Health Service.

The **Merchant Marines** are a mix of about 300 federally and civilian owned ships that carry passengers and cargo. They are not warships, but they are available to augment the US Navy when needed. Merchant Marine officers may be commissioned as Strategic Sealift Officers in the US Navy Reserve. They serve as an available strategic asset to the Navy, but don't perform training or duty in the same way a Naval Reservist does. The US Merchant Marine Academy at Kings Point is considered one of the five US military academies, and one of seven maritime academies (one of which is the California State University Maritime Academy in Vallejo, north of San Francisco. Graduates of the maritime academies may receive a commission in the US Navy Reserve, and usually go to sea as captains, mates, and pilots on civilian ships. The Military Sealift Command is an arm of the Navy, carrying cargo in over 100 ships on missions supporting the US military services. MSC ships are manned by merchant mariners. The USNS hospital ships Comfort and Mercy, activated to provide additional hospital

capabilities to Los Angeles and New York during the COVID-19 Pandemic in 2020 are part of this force. (Navy, US Navy's Military Sealift Command, 2020)

The **US Public Health Service**, headed by the Assistant Secretary for Health and the US Surgeon General, consists of about 6500 medical professionals. Its mission is “to protect, promote, and advance the health and safety of our Nation.” (USPHS, 2020) As America's uniformed service of public health professionals, the Commissioned Corps provides medical service in over 20 federal departments or agencies, including the Centers for Disease Control, the US Bureau of Prisons, the Indian Health Service, the Department of Defense, the National Institutes of Health, and the Department of Homeland Security. They wear a uniform similar to the Navy uniform and use naval type ranks.

M9A4. US Marine Corps Purpose

The Marine Corps defends the people of the United States at home and abroad. To do that, we make Marines who win our nation’s battles and return as quality citizens.

The Marine Corps is the land arm of the Navy. They are stationed all over the world, guarding US Embassies and on naval ships and bases. Generally, the Marine Corps has been easily deployable, and used as a quick reaction force that can go into battle quickly and decisively. They are not designed for long-term occupation of land, though they can adapt to that mission when necessary.

M9A5. US Coast Guard Purpose

The mission of the United States Coast Guard is to ensure our Nation's maritime safety, security and stewardship. (Guard, US Coast Guard, 2018)

The U.S. Coast Guard has the enduring responsibility to safeguard the American people and promote our security in a complex and persistently-evolving maritime environment. They are a military service, a law enforcement organization, a regulatory agency, a first responder, and a member of the intelligence community. With unique authorities, broad jurisdiction, flexible operational capabilities, and an expansive network of domestic and international partnerships, the Coast Guard advances national security, economic prosperity, and global maritime influence. (Guard, Coast Guard Strategic Plan 2018-2022, 2018)

The Coast Guard is one of the five US military services, but throughout much of their history, including today, they have not fallen under the Department of Defense. They are currently part of the Department of Homeland Security, and have fallen under the Department of Transportation, Treasury Department, and Department of the Navy.

M9A6. US Space Force

The U.S. Space Force (USSF) is a new branch of the Armed Forces. It was established on December 20, 2019 with enactment of the Fiscal Year 2020 National Defense Authorization Act and will be stood-up over the next 18 months. The USSF was established within the Department of the Air Force, meaning the Secretary of the Air Force has overall responsibility for the USSF, under the guidance and direction of the Secretary of Defense. Additionally, a four-star general known as the Chief of Space Operations (CSO) serves as the senior military member of the USSF. The CSO is a full member of the Joint Chiefs of Staff. This works like the Marine Corps being a separate branch, but still under the Department of the Navy.

Mission: The USSF is a military service that organizes, trains, and equips space forces in order to protect U.S. and allied interests in space and to provide space capabilities to the joint force. USSF responsibilities include developing military space professionals, acquiring military space systems, maturing the military doctrine for space power, and organizing space forces to present to our Combatant Commands.

M9A7. California National Guard

As the parent organization of the California Cadet Corps, it is important to understand the purpose, roles, and structure of the California National Guard.

The California National Guard is a federally funded California military force, part of the National Guard of the United States. It consists of:

- The California Army National Guard
- The California Air National Guard
- The California State Guard
- The California Youth and Community Programs Task Force

The **California Army National Guard** is one of the largest state Guards in the US, with major units stationed in armories all around California. They perform many Army missions: Infantry, Field Artillery, Intelligence, Military Police, Transportation, Quartermaster, Engineer, Aviation, and others. Soldiers in the Army National Guard generally train with their unit one weekend a month and

during two weeks of annual training once a year (that can be unit training or individual training, depending on the unit, the needs of the individual to get qualified, and the needs of the Army). Army National Guardsmen may be called to duty by the Governor to respond to disasters in the state (wildfires, floods, earthquake response, riots, etc.), and their unit may be called to duty by the President if the Army needs them to perform their federal mission. The largest organization in the California Army National Guard is the 40th Infantry Division, whose headquarters is at Joint Force Training Base (JFTB) Los Alamitos, CA.

The **California Air National Guard** consists of five Wings at bases throughout California:

- 129th Air Rescue Wing - Mountain View
- 144th Fighter Wing - Fresno
- 146th Airlift Wing - Channel Islands
- 163rd Attack Wing - March Joint Air Reserve Base
- 195th Wing - Beale Air Force Base

The California Air National Guard is a more consolidated force, as the wings operate fairly autonomously, and comprehensively, from their base. They provide support to the emergency response mission alongside the California Army National Guard, and also work closely with their Air Force affiliations to support the needs of the Air Force force as necessary.

The **California State Guard (CSG),** formerly known as the **California State Military Reserve (CSMR)** is a mostly volunteer force that supports the California National Guard and the state of California. Soldiers, airmen, and maritime component members work with National Guard units to fill holes and provide expertise, support, and manpower as needed, especially in training situations and in state emergencies. The CSG generally does not go outside the state of California, but serves as a backup to the Guard and a force multiplier. CSG members volunteer their services most of the time, but are paid by the state when they are called up to respond to state emergencies.

Photo By Crystal Housman CSMR

The **Youth and Community Programs Task Force (YCPTF)** is an office within the Joint Force Headquarters that provides command, oversite, resources, and coordination with the California National Guard to the various youth programs run by the California Military Department. YCPTF oversees:

- The Youth ChalleNGe Programs (Grizzly, Sunburst, Discovery)
- STARBASE (Science and Technology Academics Reinforcing Base Aviation and Space Exploration)
- **The California Cadet Corps**
- Funded Military Institutes supported by the Military Department
    - California Military Institute
    - Oakland Military Institute
    - Porterville Military Academy

M12B2. Types of Reviews

You're probably familiar with the term "Pass in Review." Many people in the Cadet Corps use this term for a Review or Parade. It is, in fact, only the directive (command) given toward the end of the ceremony to cause the units to start marching toward and past the reviewing stand. The term Review or Parade is the proper term.

A review is a military ceremony used to—

- Honor a visiting, high-ranking commander, official, or dignitary, and or permit them to observe the state of training of a command.
- Present decorations and awards.
- Honor or recognize unit or individual achievements.
- Commemorate events.

Why do we have reviews? They're a great way to publicly celebrate graduations (such as the completion of a summer encampment), awards, or the end of the school year. They're useful for unit competitions in larger school programs (if you conduct an inspection as part of your review, you can use the results in company or platoon competitions for Honor Unit). Reviews are great learning events for battalion or brigade staffs - the planning process helps develop the staff.

Normally, a review is conducted with a battalion or larger troop unit; however, a composite or representative element consisting of two or more platoons may serve the same purpose. A review consists of the following steps in sequence:

- Formation of troops.
- Presentation of command and honors (although primarily a characteristic of a parade, "sound off" may be included here to enhance the ceremony).
- Inspection. (The inspection stage may be omitted for decorations, awards, or individual recognition ceremonies.)
- Honors to the nation.
- Remarks.
- March in review.
- Conclusion.

Other ceremonial activities, or combinations thereof, that may be incorporated within the framework of a review are:

- Review with decorations and awards.
- Review with change of command, activation, or inactivation of units.
- Review with retreat.

- Review with retreat and decorations and awards.
- Review with retreat and change of command, activation, or inactivation of units.

In order that he/she may review his own command or accompany a visiting reviewing officer, a commander normally designates an officer of his command as commander of troops. This duty usually falls to the XO, but a unit with a Deputy Commander may have that officer as the commander of troops. The commander of troops is responsible for the preparation of the troops for the review.

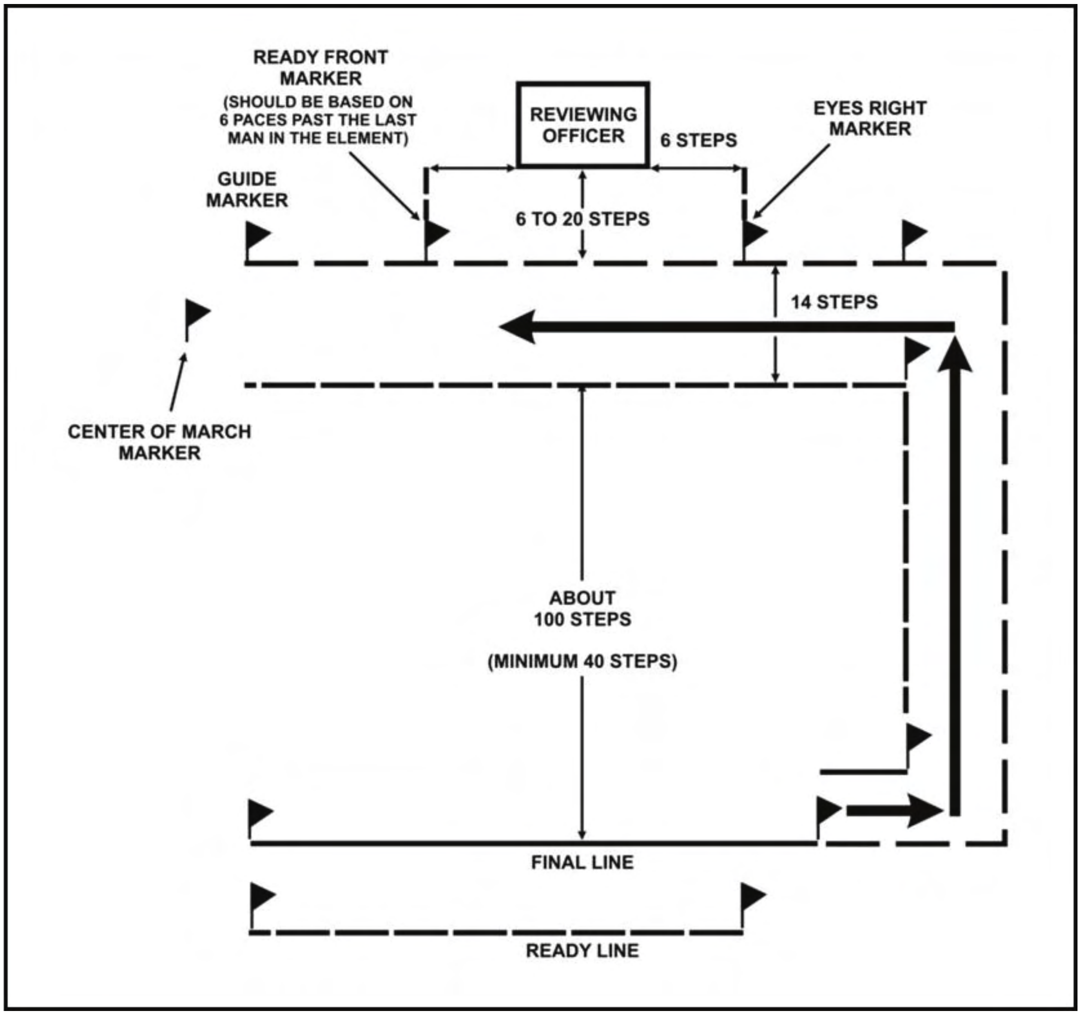
The ready line and final line on which the units are to form and the route of march are marked or designated before beginning the ceremony.

Any of the formations described for the battalion or brigade may be used; however, the two recommended formations for conducting reviews are: battalion in line with companies in mass or brigade in line with battalions in mass.

The formation selected is determined by space available and other desires of the commander. Commanders may alter the formation or prescribed distances to meet local situations. Each unit should be sized uniformly with the tallest cadets in front and on the right. Commanders should not cause the leaders to change positions because of their size. Officers and key noncommissioned officers, including squad leaders and others equivalent by virtue of their rank and time in service, should participate in their deserved positions of dignity.

The host or host commander gives the appropriate directive, **PRESENT THE COMMAND** and **PASS IN REVIEW**, during the conduct of the review.

Since all situations or eventualities relative to various services or units (there are many differences between military academies, “normal CACC battalions and brigades”, summer encampments, etc.) cannot be foreseen, commanders may make minor changes to stated procedures. However, with a view toward preserving Army tradition and maintaining consistency, they should not alter or modify the sequence of events other than stated.



NOTE: The ready front marker is always six steps to the right of the reviewing officer. The commander uses this point to estimate the placement of the guide marker. The guide marker is used as a visual reference to the commander so that when he/she gives the command of execution **FRONT** of ***Ready*, FRONT**, the last members of the unit are at the ready front marker.

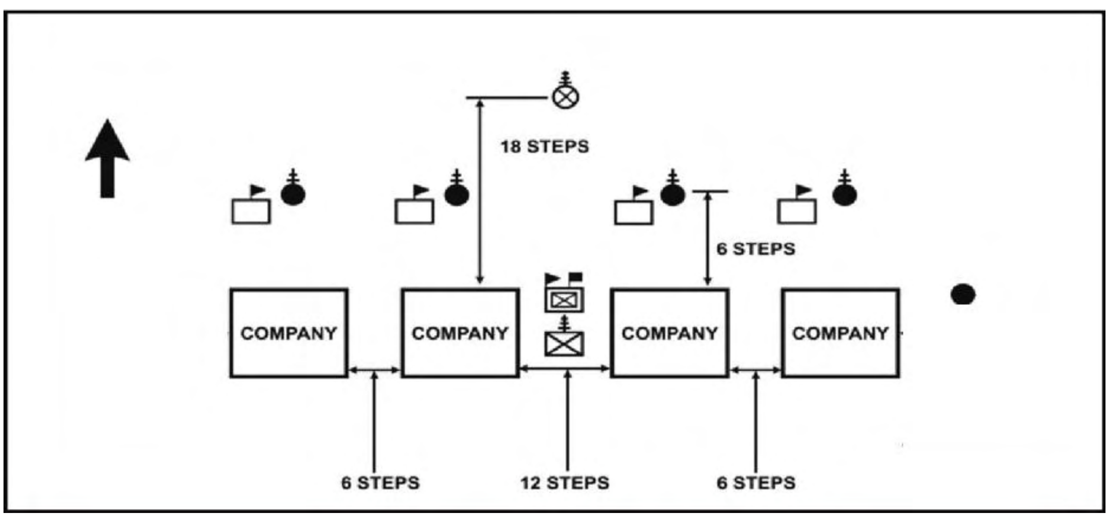


Figure. Battalion in line with companies in mass

M12B3. Sequence of Events and Individual Actions for a Review

The basic sequence of events in conducting a review and the individual actions that take place that you can use to develop the plan for your own review are outlined in CR 3-21.5 and in Lesson M12-B3. Some of that sequence is shown here, but you should reference the full sequence if preparing for a review.

Formation of Troops. Determine whether you'll have units line up in order and march to parade field, or have units meet there and fall in on their own.

If the ready line is not used, the units form on the final line. They are aligned and given the command ***Parade*****, REST**.

The adjutant's initial post is three steps to the left of the band, or 9 steps to the right of the right flank unit. After verification that all units are positioned on the ready line, the adjutant faces down the final line and over his right shoulder (no need to turn head if no band) directs the band to **SOUND ATTENTION**. The band sounds *Attention*

Unit commanders immediately face about and command their units (in sequence from right to left) to **ATTENTION** and then face about.

When the last unit is at *Attention*, the adjutant directs **SOUND ADJUTANT'S CALL**. The band immediately sounds *Adjutant's Call* followed by marching music.

Immediately after *Adjutant's Call*, the units march to the Final Line, halt, check alignment, and go to Parade Rest.

When all units are on the final line and are at *Parade Rest*, the adjutant directs commanders to bring their units to Attention, then Present Arms. The Adjutant then reports to the Commander of Troops that the command is formed. The Adjutant then takes their place in the Staff.

When the units have completed *Order Arms* and the staff has reversed, the commander of troops then faces the reviewing stand and waits for the reviewing officer to take his post.

Presentation and Honors. Use the following procedures to execute presentation and honors during a review.

When the reviewing officer has halted at his post, the commander of troops faces about and directs **BRING YOUR UNITS TO PRESENT ARMS**. Unit commanders face about; command ***Present,*** **ARMS**; face to the front; and salute. When the units have completed this movement, the commander of troops faces about and commands his staff and himself to ***Present,*** **ARMS**.

NOTES:

1. If the reviewing officer is entitled to honors (general officers), the commander of troops should verify that the band or music master is prepared to render honors before he faces the reviewing officer. The *Salute* of the commander of troops is the signal for the music to render honors. The reviewing party, and all military personnel within sight or hearing, salute on the first note of the music and terminate their *Salute* when honors have been completed.
2. If the reviewing officer is not entitled to honors, only the reviewing officer returns the *Salute* of the commander of troops.

3. During a review, *Salutes* (honors) are directed to the reviewing officer's post. In many Cadet Corps reviews, it is appropriate for a person not entitled honors (not a general officer) to participate as the reviewing officer, and a person (general) entitled honors to participate as host or distinguished guest. In that situation, honors (ruffles and flourishes) are not appropriate.

Upon completion of the presentation and or honors, the units are directed to go to Parade Rest, and the Inspection is started. The Inspection involves the reviewing party and Commander of Troops marching along the line of units. They don't stop to inspect anything – it's ceremonial.

NOTE: The inspection may be omitted for awards ceremonies. Proceed to honors to the Nation.

The commander of troops salutes and reports **"*Sir, the command is prepared for inspection.*"** The band begins to play marching music on the *Salute* of the commander of troops and continues to play until the reviewing officer has returned to his post.

The commander of troops guides the reviewing party to the right flank of the band or formation. The commander of troops and the host or host commander march to the right of the reviewing officer. Whether marching or riding, the reviewing party passes between the line of battalion commanders and company commanders. In reviews for a battalion, or units of similar size, the inspecting party passes between the front rank of troops and the line of company commanders, or they pass immediately in front of the platoon leaders when companies are in a line formation.

When the reviewing party approaches the right flank of each unit, the unit commander faces about and commands ***Company*, ATTENTION**. He then faces to the front and over his right shoulder commands ***Eyes*, RIGHT**. On the command ***Eyes*, RIGHT**, the company commander, executive officer, and platoon leaders execute *Eyes Right* and *Salute*. The guidon bearers execute *Eyes Right* and *Present Guidons*. Each Cadet turns his head to the right and, as the reviewing officer comes into his line of vision, each Cadet follows the officer with his head and eyes until the reviewing officer reaches the front. At that point, the head and eyes of each Cadet remain to the front. As soon as the reviewing officer has cleared the unit, the commander commands ***Order,* ARMS**. He/she then faces about and commands ***Parade*, REST**, assumes the position himself, and remains facing his unit. The left flank unit remains at *Attention* until the reviewing party has cleared the right rear of the unit. Other commanders remain facing to the rear and command their units to **ATTENTION** as the party passes to the rear of their units. They then command ***Parade*, REST**, face to the front, and assume *Parade Rest*.

NOTES:

1. Platoon leaders give the command ***Eyes*, RIGHT** and *Salute* when the company is in a <u>line formation</u>. The company commander faces his unit, but neither he nor his guidon bearer salute.
2. When in battalion mass formations, the battalion commander faces about and commands ***Battalion*, ATTENTION** and ***Eyes*, RIGHT**, but neither he nor his staff salute or execute *Eyes Right*. The unit commanders, executive officers, platoon leaders, and guidon bearers salute. The battalion commander remains facing his unit, until the reviewing officer has passed the left front of his unit, at which time he commands ***Order,* ARMS** and ***Parade*, REST**. He then commands his staff to ***Parade*, REST** but remains facing his unit.
3. In brigade reviews where battalions have a small number of cadets (company size) that are massed together, consider this to be a battalion in line with companies in mass or line, as appropriate.

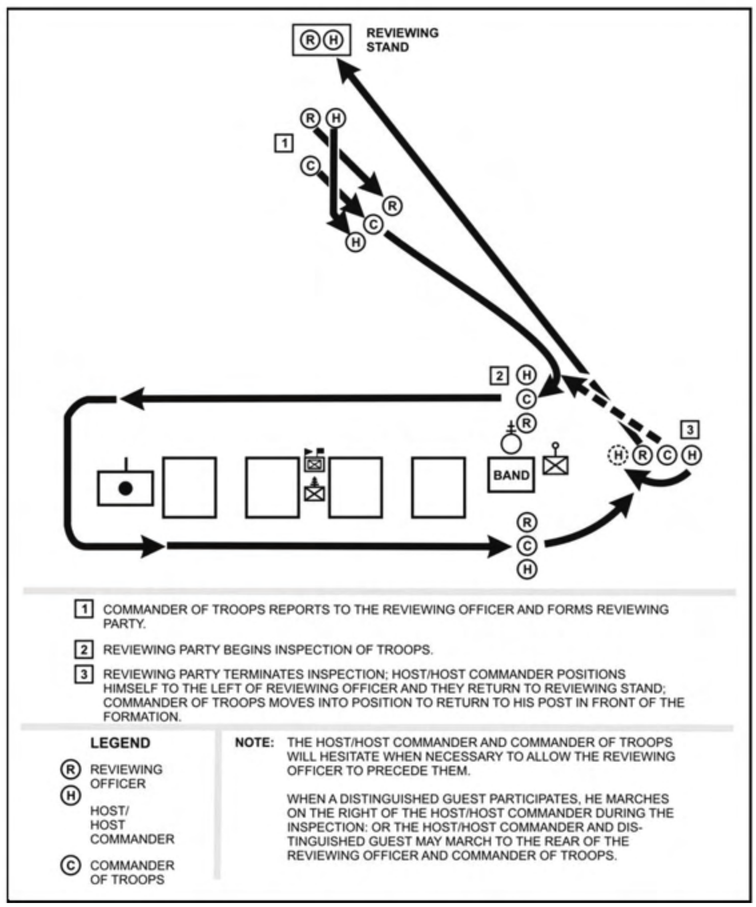
As the reviewing party approaches the Colors, the commander of troops inconspicuously commands ***Present,* ARMS** (six steps from the Colors) and ***Order,* ARMS** (six steps beyond the Colors). They do not salute when passing to the rear of the Colors. The Color guard executes *Eyes Right* in the same way the units do, following the reviewing party by turning their heads until they remain facing forward. The organizational Color dips (salutes).

After passing in front of the troops, the inspection continues along the rear of the troops and terminates at the right flank of the formation. The commander of troops commands ***Party*, HALT**. The commander of troops and reviewing officer exchange salutes, and everyone returns to their post.

d. **Honors to the Nation**. When the reviewing party members have returned to their posts, the commander of troops brings the formation to Attention, then brings the Colors (with Awardees, if present) forward.

NOTE: If you are giving awards during the review, or promoting newly commissioned cadet officers, they are given after the National Anthem is done and units are at Parade Rest.

Once the Colors are forward, all go to Present Arms and the National Anthem is played. After this, awards or promotions may be given out. This is also the appropriate time to conduct a Change of Command ceremony, or for remarks to be made. Once that is done, the Colors (and awardees) return to their place in the formation, and the Staff returns to its place with the Commander of Troops.



March in Review.

Once the Colors are back in position, the reviewing officer directs to the commander of troops **PASS IN REVIEW**. The commander of troops faces about and directs **PASS IN REVIEW**. Unit commanders execute a ***Right Face*** so they're ready to march their unit.

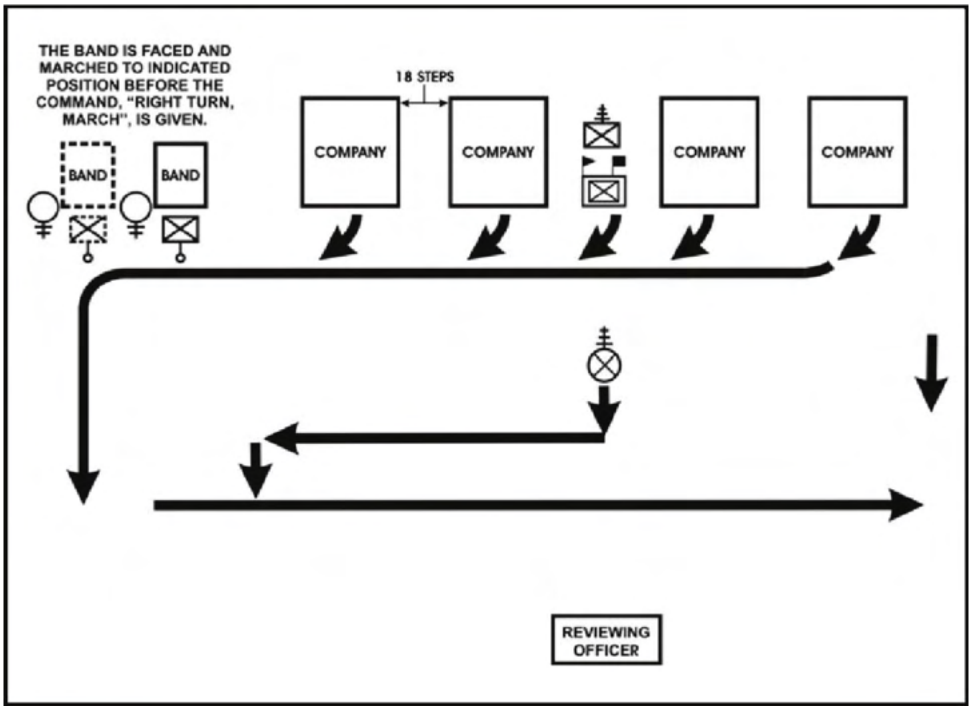


Figure. March in review in column with units in mass

The commander on the right flank commands ***Right turn*, MARCH** (or Right Face, Forward March if the unit is in line).

Each unit changes direction at points indicated by markers. They march to the right, then make a couple of left turns to be in line with the reviewing stand. The commander of troops and staff march to a point in front of the first unit and turn into line to lead the Pass in Review.

On command, the commander of troops, the brigade and battalion commanders, their staffs, and the command sergeant major execute ***Eyes*, RIGHT** and salute at the *Eyes Right* marker. The commander commands ***Ready*, FRONT** and terminates the *Salute* when the staffs have reached the *Ready Front* marker.

The reviewing officer returns only the *Salute* of the commander of troops. (The return of the *Salute* by the reviewing officer represents the *Salute* for all subordinate commanders. This enables the reviewing officer to observe the review without being interrupted by frequent *Salutes*.) The reviewing officer, the host or host commander, their staffs, and military spectators salute the National Color when it passes.

After terminating the *Salute*, the commander of troops and his staff (without command) execute three wheeling movements and take their post with the commander of troops on line with and to the right of the reviewing officer.

Troop units execute *Eyes Right* on command from their company commander. Commanders give the preparatory command ***Eyes*** over their right shoulder two steps from the marker as the right foot strikes the ground. The command of execution **RIGHT** is given when the right foot strikes the ground again and on line with the marker. On the preparatory command, the guidon bearer executes *Raised Guidon*. On the command of execution, the company commander, executive officer, and platoon leaders execute *Eyes Right* and the *Hand Salute*. The guidon bearer executes *Eyes Right* and *Present Guidon*. The company first sergeant only executes *Eyes Right*. The right file continues to look straight forward and maintains correct distance. All other members execute *Eyes Right* and maintain alignment. When the rear of the unit has passed six steps beyond the reviewing officer, company commanders command ***Ready*** as the left foot strikes the ground and **FRONT** the next time the left foot strikes the ground. Unit personnel end their *Salutes* and turn their heads and eyes to the front. The guidon bearer executes *Raised Guidon* on the command ***Ready*** and returns to the *Carry* position on the command **FRONT**.

As the Color guard passes the reviewing officer, each member, except the right flank cadet, executes *Eyes Right* on the command of the senior Color sergeant. The organizational color is dipped in *Salute*. Rifles remain at right shoulder arms.

When the last troop element has passed the reviewing stand and has executed *Ready Front*, the music is faded. It is optional to play the Cadet Corps Hymn or The Army Song at this point. At the completion of the Cadet Corps Hymn, or if that's not played, then when the music fades out, the commander of troops and the reviewing officer face each other and exchange *Salutes*, thus officially terminating the ceremony.

C6B1. Color Guard

The Color and Colors

- The word Color means the American Flag
- The Color is always saluted when passing unless it is on a stationary flagpole; salutes are held from six paces from until six paces beyond the color
- The term "colors" refers to the combination of the American Flag with another flag (such as the California or an organizational flag)

The Color Guard

- The First Sergeant or Sergeant Major is responsible for the care and safeguarding of the Colors and the performance of the Color Guard
- Members of the Color Guard are ALWAYS non-commissioned officers or cadets, never officers
- The Color Guard consists of one or two sergeants who carry the color(s) and two corporals or cadets who are guards

Forming the Color Guard

- Color Guards are formed AT CLOSE INTERVAL with the color bearers in the center
- Members march at Right Shoulder Arms
- The Color Guard turns by doing wheeling movements, never facing movements.

- The US flag is always to the right or in front of all other flags. Sometimes this requires the Color Guard to have to determine an innovative way to post the colors that doesn't put the US flag behind or to the right of the other flag

Manual of Arms

- See TC 3-21.5 for full details on the manual of arms
- Practice until you can sharply execute each movement!
- Ensure you have the proper angles:
  - Right thumb on seam of trousers at Order Arms
  - Right forearm parallel to the ground, elbow back at Right Shoulder Arms
  - Left forearm parallel to the ground and rifle parallel to body at Present Arms

Wheeling Movements

- To execute a wheel, the guard nearest the direction of the turn serves as the pivot point and marches in place while simultaneously turning in the new direction.
- Other members keep abreast of each other and shorten steps as necessary to maintain alignment.
- Members march in place when finished with the turn until commanded to HALT or Forward March.

Eyes Right

- Just as in a regular formation, the members (except the right flank member) turn their heads to the right
- The US flag remains upright – it is never dipped in salute
- The California or organizational color executes a salute by dipping the flag
- The Command READY FRONT is given to restore the Color Guard to their normal positions
- Guards execute Eyes Right without moving from Right Shoulder Arms

Posting the Colors

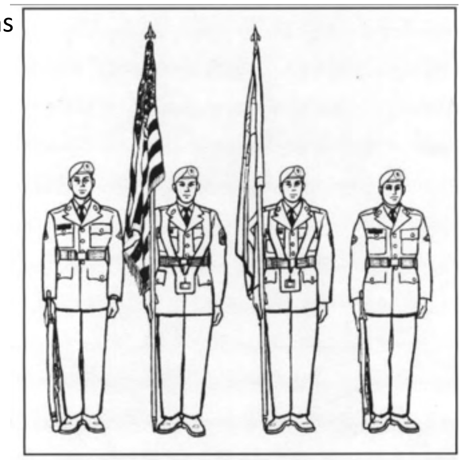
- Indoor assemblies that begin with the presentation of the Colors are called "Posting the Colors"
- Color Guards may form in either line or column, depending on the circumstances and available space
- If appropriate, the Color Guard Commander may report to the school principal or other person in the chain of command, "The Colors are Present" to which the dignitary will respond "POST THE COLORS"

Retiring the Colors

- If there is a dignitary present in the Chain of Command, the Color Guard Commander MAY ask "Sir (Ma'am), Request permission to retire the colors" to which the response is "RETIRE THE COLORS"
- As always, during posting or retiring the colors, members of the audience stand at attention

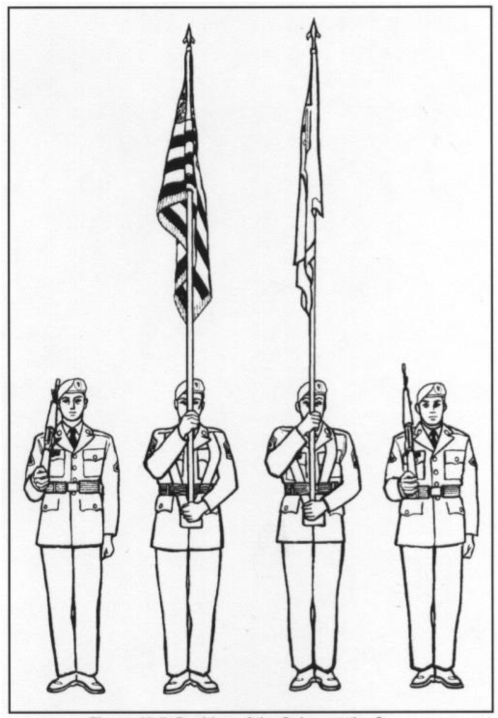
Position of the Colors at Order

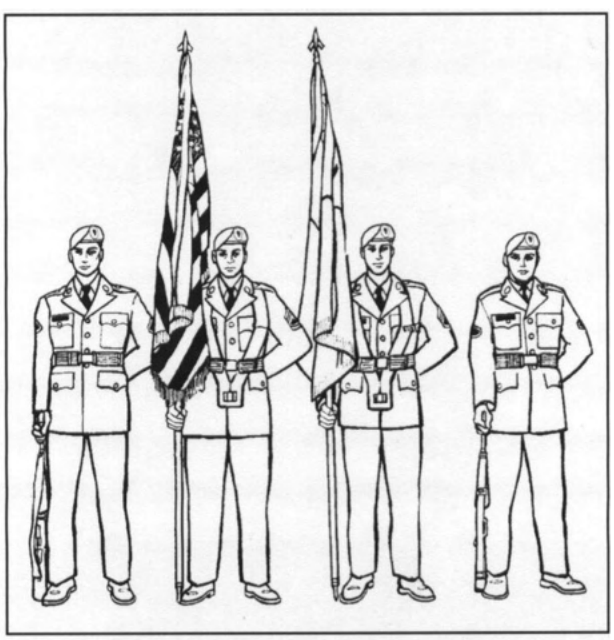
- The members are at attention with the colors and weapons in the right hand with the bottom edge of the flag or weapon aligned with the tip of the right foot.
- Palms and fingers are flat



Position of the Colors at the Carry

- Guards (with weapons) are at right shoulder arms
- Flags are in slings
- Right hands are even with the mouth
- Left arms secure the ferrule (pole) in the socket of the holster or may be held under the right hand in windy conditions



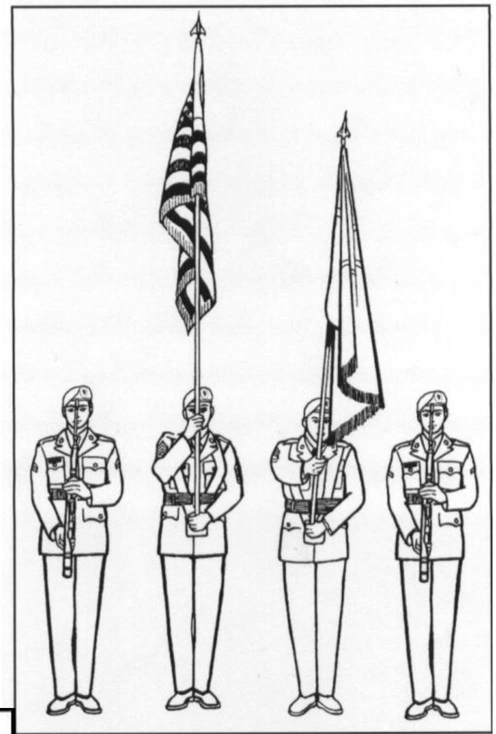


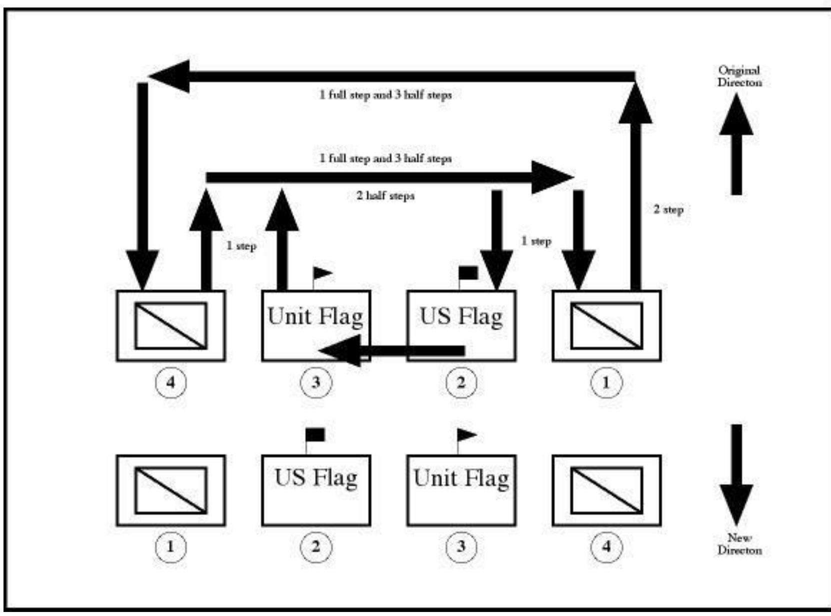
Position of the Colors at Parade Rest

- Staffs remain vertical on the ground next to the right feet of the Color Bearers
- Left arms are behind the small of each member's back (as in regular Parade Rest)
- Guards have weapons at their right feet and extended slightly outward so that arms are fully extended

Color Salute

- ONLY the California or Organizational Color salutes.
- The American Flag NEVER dips.
- Salutes by the organizational or state flag occur by FULLY EXTENDING the flag bearer's right arm





Color Guard to the Rear (Colors Reverse, MARCH)

C6B3. State of California Flag

In 1911, the Legislature adopted the Bear Flag as the State Flag of California. The law was incorporated in the government code in 1943 as Section 420. In 1953, Senate Bill No. 1014 (Chapter 1140, Statutes of 1953), amended the section to read as follows:

"420. The Bear Flag is the State Flag of California. As viewed with the hoist end of the flag to the left of the observer there appears in the upper left-hand corner of a white field a five-pointed red star with one point vertically upward and in the middle of the white field a brown grizzly bear walking toward the left with all four paws on the green grass plot, with head and eye turned slightly toward the observer, a red stripe forms the length of the flag at the bottom and between the grass plot and red stripe appear the words CALIFORNIA REPUBLIC.

Display of the California Bear Flag

- ✓ On every occasion of public display of the Bear Flag, within the State of California, it shall occupy the position of honor when displayed in company with the flags of other states, nations, or international organizations, provided, however, that when the United States Flag is displayed with the Bear Flag, the National Flag shall occupy such position of honor.
- ✓ The Flag of the United States and the Bear Flag should always be raised briskly and lowered slowly and ceremoniously.
- ✓ It is a universal custom to display the Flag only from sunrise to sunset, on buildings or from stationary flag staffs in the open, if however, the Flag or Flags are to be displayed outdoors at night, they should be brightly illuminated.
- ✓ The Flag of the United States and the Bear Flag need not be displayed on days when the weather is inclement. Storm flags may be flown at military installations and armories as defined by Section 430 of the Military and Veterans Code, State of California.
- ✓ When the Bear Flag and other flags, e.g., flags of cities or pennants of societies, are grouped and displayed from staffs with the Flag of the United States, the latter should be at the center or at the highest point of the group. The Bear Flag takes the next place of honor (on the spectator's left).
- ✓ When carried in a procession with the Bear Flag and other flags, the Flag of the United States should be on the marching right with the Bear Flag taking the next position. When there is a line of other flags, the Flag of the United States is in front of the center of that line with the Bear Flag on the marching right of the line.
- ✓ The Bear Flag shall only be dipped as a mark of honor to the Flag of the United States, and to the National Anthem if the Flag of the United States is not being displayed, and shall not be dipped to any person or thing.
- ✓ When the United States Flag is displayed from a staff on a speaker's platform in a public auditorium, it shall occupy the position of honor and be placed at the speaker's right as he faces the audience. The Bear Flag displayed from a staff on the speaker's platform shall be placed on the speaker's left as he faces the audience.

- ✓ When the United States Flag is displayed from a staff in a public auditorium, elsewhere then on the platform, it shall be placed in the position of honor at the right of the audience as they face the platform. The Bear Flag shall be placed to the left of the audience as they face the platform.

- ✓ When displayed with the Bear Flag from crossed staffs the Flag of the United States should be on the right (Flag's own right) and its staff should be in front of the staff of the Bear Flag.

- ✓ When the Bear Flag and the United States Flag are displayed at the same time on separate flagpoles, the flagpoles should be of equal length and the Flags should be the same size.

- ✓ When the Flag of the United States is flown at half-staff, so shall the Bear Flag. When flown at half-staff, the flags should be hoisted to the peak for an instant and then lowered to the half-staff position, but before lowering for the day, the flags should again be raised to the peak. When flown from adjacent staffs, the Flag of the United States is raised first and lowered last. By half-staff is meant hauling down the flag to one-half the distance between the top and the bottom of the staff. On Memorial Day display at half- staff until noon only; then hoist to the top of the staff. By order of the Governor or his representative, the Flag of the United States and the Bear Flag will be flown at half-staff at all installations or places prescribed in Sections 431 and 432, Government Code, State of California.

☹ The Bear Flag should never be fastened, displayed, used, or stored in such a manner as will permit it to be easily torn, soiled, or damaged in any way.

☹ The Bear Flag should not be carried flat or horizontally, but always aloft and free, as it is carried in a parade. It should always be attached securely to a staff.

☹ The Bear Flag should not be draped over the hood, top, sides, or back of any vehicle, or of a railroad train, boat, or airplane.

☹ The Bear Flag should never be used to cover a platform or speaker's desk, nor to drape over the front of a speaker's platform.

L3B2. The Brigade Command Team

The command team at brigade level consists of the Brigade Commander, Deputy Commander if there is one, Executive Officer, and Command Sergeant Major. These three or four leaders work together to set the command climate for the unit, supervise subordinate leaders, ensure compliance with regulations and policies, oversee the planning of brigade-level events and competitions, and ensure the brigade staff is properly overseeing the functional areas that support unit operations.

The Brigade Command Team sets the command climate of their unit. Command climate is the term the military uses to describe the atmosphere created by the chain of command within which the unit operates. Command climate includes the morale and esprit de corps of a unit, the level of discipline of its cadets, how cadets carry themselves when on duty (uniform wear, use of military courtesy, respect), and how they feel about the CACC Core Values, Honor Code, and what being a cadet means.

Many factors influence command climate. A command climate exists in a cadet unit whether the cadet (or adult) leadership works at it or not, but it's not likely to be favorable if cadet leaders aren't actively influencing their subordinates in positive ways. A brigade command team provides direction and influence through the chain of command, by setting the example, ensuring subordinate leaders down the chain know the standards for behavior and performance, establishing a vision and goals for the units to work toward as a team, and actively promoting esprit de corps within the brigade. This isn't easy to do with the limited contact a brigade command team has with its units. The cadet leaders must make every effort to visit their battalions so that cadets begin to have an identity as a unit within the brigade, not just as the CACC battalion at their school. Brigade events such as bivouacs, leadership schools, drill academies, competitions, parades, picnics, etc. all contribute to the command climate of the brigade.

A brigade command team and their staff must communicate frequently, especially since they usually attend different schools, which sometimes aren't even in the same city. The Brigade Commander will usually set up routine phone teleconferences where the commander can give direction, discuss the planning process, and ensure the staff knows their intent. The XO then works with the staff to prepare planning documents, such as Warning Orders and Operations Orders for activities. This process involves the commander, as he/she must remain available to answer questions and make decisions, and approve the final product before it is sent out to subordinate units. The Brigade Advisor must also be kept in the loop, and will also be part of the approval process, especially as plans commit resources controlled by the brigade and schools.

Like junior leaders, senior leaders must set the conditions for success in their unit by providing purpose, direction, and motivation. Senior leaders must do this through both direct and indirect action. Through their vision and influence on subordinate leaders down through the chain of command, they must work to reach all the cadets within their brigade. This takes a good plan, perseverance, and a lot of follow-up.

Providing purpose gives subordinates the WHY of what you want them to do. This often allows them to use their own initiative, and to accomplish the mission in their own way. If cadets understand what is required of them, they will come through! Providing purpose indirectly is more difficult than a squad leader providing purpose to the cadets in his squad. It involves communicating to subordinate leaders, and making sure they understand and will communicate to their subordinates. Keeping a message clear in this situation is hard - just like playing 'telephone' along a line of kids in elementary school. The message that comes out at the far end is rarely the same as the message you start with. Senior leaders must develop ways of ensuring their message remains intact. Putting key points in writing, or communicating via a video that all cadets can see works better than just talking to your subordinate leaders. Visiting and talking with junior cadets and seeing what they know and understand helps a senior leader know their organization and assess how the chain of command is doing in communicating the commander's vision, purpose, and directives.

Providing direction to an organization is a bigger task than providing direction to individual cadets, but it is essentially the same thing. A senior leader provides direction through a clear vision, setting goals and standards, and ensuring discipline. Discipline in a unit ensures that the goals and standards are met even in the absence of leaders. Finally, training provides the confidence to know that desired results can be achieved. Senior leaders influence their units indirectly by promoting values, setting standards, enforcing discipline, establishing standard operating procedures and ensuring their cadets understand them, ensuring training is to standard and accomplished, and establishing policies.

Finally, senior leaders must find ways to motivate their units. Motivation provides the will to accomplish the mission, and to persevere until the standard has been met. It's not the rah-rah of building cadets' morale (though that ability comes in handy). It starts by being the moral compass for the organization, ensuring your subordinate leaders know you'll always do the right thing, and that you have their back in sticky situations. It's being willing to work as hard or harder than your subordinates to get the job done. When your subordinates know they can depend on you, they are motivated to support you. Earn their respect, and they'll follow you. Establish that you know what you're doing, and they'll respect you.

A senior leader's ability to communicate is an essential tool. The brigade command team must develop innovative ways to reach out to their units and cadets. An important part of their job is to not only come up with the plans for an activity, but to ensure that all cadets are aware of the plans and have an opportunity to participate.

Notice that we're not providing a breakdown of tasks that a brigade commander, XO, or Command Sergeant Major need to do. CR 3-22 provides such a list, though it is not all-inclusive. But command at the senior level is not about individual tasks - it's about providing leadership indirectly to ensure the units of the brigade are doing what they're supposed to in implementing the cadet program, and establishing the brigade as a key part of what an individual Cadet Corps unit is a part of. The command team works together to do this, with each leader overseeing a different set of subordinates, but acting in conjunction so that they are accomplishing the mission. The Brigade Commander is primarily tied in with Battalion Commanders, and also with the 10th Corps Commander. The XO is primarily tied in with the brigade staff, and communicating to Battalion XOs. And the Command Sergeant Major ties in with Battalion CSMs, and overseeing and developing the brigade's NCO corps, who provide direct leadership to their cadets.

The Brigade Commander is an intermediary between cadets and adults, holding subordinates accountable while continuing to learn from the mentorship of the Brigade Advisor and Support Officers. This is a difficult position that requires attention to detail, tremendous communication skills, initiative, and the willingness to accept responsibility.

The Brigade XO is critical to how the brigade functions. He is integrally involved in the planning for brigade level events and activities. The Brigade XO works with the staff to develop and disseminate, and to implements plans for the many events a typical brigade hosts throughout the school year. He is also integral to the success of the Annual General Inspection process within the brigade. Schools are able, especially with involvement from the Commandant, to prepare for the AGI on their own. But a good Brigade XO will work with the Battalion XOs to oversee the preparation process brigade-wide, and ensure that the brigade staff is available to train and assist the battalion staffs.

The Brigade CSM, in addition to working closely with the Brigade Commander, reaches out to the Battalion CSMs to establish standards and values throughout the brigade. The Brigade CSM oversees the training of NCOs within the brigade, and develops programs and processes that ensure NCOs have training in the tasks they should be experts on in mission accomplishment. The Brigade CSM motivates and inspires the NCO corps to continually improve their leadership, expertise, and abilities.

L3B3. The Brigade Staff

While the battalion staff focuses on day-to-day functioning of their staff areas, supporting the unit, the brigade staff's function is at a different level. In some ways, the brigade staff provides oversite and the next approval level for battalion actions. This occurs with the S1 in approval of certain promotions, awards, strength reports, and orders, and with the S2 in approval of Risk Assessments. Where the military has a strict chain of command through functional areas, not all CACC processes work this way. For example, requests for supplies and uniforms go directly to State HQ through the adult system, bypassing the cadet chain of command. The brigade staff spends the majority of its time planning and executing brigade events. They should become experts on the Cadet Activity Planning Process (CAPP) outlined in CR 3-14.

The brigade staff are the Brigade Commander's experts in their functional area. To the extent they can, they should train and provide functional supervision to the battalion staff section in their functional area. For example, the Brigade S1 should get together with Battalion S1s (including Assistants and NCOs) to teach them how to properly publish orders, maintain 201 files, oversee the unit awards program, establish the S1 filing system, and the many little jobs that an S1 may need to do. A good place to do this is a Brigade sponsored Command and Staff School (CSS), where S1 personnel from units throughout the brigade can learn and work together to understand what their roles supporting the battalion are. If the brigade can't sponsor a CSS, perhaps the Brigade S1 can do their own training with S1 personnel at one of the brigade's schools, on a weekend. If nothing else, the Brigade S1 should conduct training sessions remotely using video or phone technology, and teach the standards of the S1 role to the S1 personnel from throughout the brigade. Every other staff section should do this as well - that's why a CSS is so useful for a brigade; it is more efficient to bring all the battalion staff members together at one CSS, conduct some leadership training, and break out into functional areas to take a deep dive into what the job consists of and the standards they must meet.

Since the Annual General Inspection (AGI) and Cadet Regulations provide specifics for each staff area, these sources should be prominent in establishing standards and procedures for staff work throughout the brigade. The CSS should approach each area from an AGI perspective, teaching the cadet staff members what they must do to achieve success - indeed, a Superior rating - on the AGI in their functional area. It is the role of the Brigade Staff to ensure each of the Battalion Staff members in their brigade know how to prepare for an AGI, and more importantly, how to organize their staff operation in a way that will be successful at the AGI. Using the rubric provided in CR 1-6, this is fairly easy if you start at the beginning of the school year and set up your SOPs to keep up with the work involved.
In order for staff officers and NCOs to become experts in their field, they must be completely familiar with the regulations that govern their functional area. The key regulations for each functional area are listed below:

- *S1*: CR 1, CR 1-1, CR 1-5, CR 1-6, CR 1-8, CR 3-14, CR 3-22
- *S2*: CR 1, CR 1-6, CR 2-1, CR 3-14, CR 3-22
- *S3*: CR 1, CR 1-6, CR 3, CR 3-1, CR 3-2, CR 3-3, CR 3-4, CR 3-8, CR 3-12, CR 3-14, CR 3-17, CR 3-21.5, CR 3-22
- *S4*: CR 1, CR 1-1, CR 1-6, CR 1-8, CR 1-12, CR 2-1, CR 3-14, CR 3-22, CR 4-1, CR 4-2
- *S5*: CR 1, CR 1-6, CR 3-14, CR 3-22, CR 5-1
- *S6*: CR 1, CR 1-6, CR 3-14, CR 3-22

L4B1. Leadership Styles

Before we can delve into different leadership theories and models, it's important to discuss different styles of leadership. A leadership style is a leader's style of providing direction, implementing plans, and motivating people. Experts list a number of styles, and few lists agree, but many overlap. The three classic leadership styles, which were proposed by Kurt Lewin in 1939, are autocratic, democratic (also called participative), and laissez-faire (French for "to leave alone"). The two ends of the spectrum are autocratic and laissez-faire, with the many other styles falling somewhere between the two, and often overlapping or having aspects in common with each other. The most commonly listed styles are defined here, listed alphabetically.

Affiliative. A type of leadership first described by Daniel Goleman in 2002 as one of his six leadership styles. An affiliative leader promotes harmony among his or her followers and helps to solve any conflict. This type of leader will also build teams that make sure that their followers feel connected to each other. Typically the followers will receive much praise from this style of leader, however poor performance tends to go unchecked. (Business Dictionary, 2017)

Autocratic or Authoritarian or Command. An authoritarian leadership style is exemplified when a leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. (Business Dictionary, 2017) Such a leader has full control of the team, leaving low autonomy within the group. The leader has a vision in mind and must be able to effectively motivate their group to finish the task. The group is expected to complete the tasks under very close supervision, while unlimited authority is granted to the leader. Subordinates' responses to the orders given are either punished or rewarded.

Bureaucratic. A style of leadership that emphasizes procedures and historical methods regardless of their usefulness in changing environments. Bureaucratic leaders attempt to solve problems by adding layers of control, and their power comes from controlling the flow of information. (Business Dictionary, 2017)

Charismatic. The charismatic leadership style relies on the charm and persuasiveness of the leader. Charismatic leaders are driven by their convictions and commitment to their cause. Charismatic leaders also are sometimes called transformational leaders because they share multiple similarities. Their main difference is focus and audience. Charismatic leaders often try to make the status quo better, while transformational leaders focus on transforming organizations into the leader's vision. (Spahr, 2016)

Coaching. This one-on-one style focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization. Coaching works best, Mr. Goleman writes, "with employees who show initiative and want more professional development." But it can backfire if it's perceived as "micromanaging" an employee, and undermines his or her self-confidence. (Murray, 2017)

Coercive. The coercive leader demands immediate compliance with their orders. The coercive leader has a style that is best described as: Do what I tell you, or else. The coercive leader accomplishes tasks by bullying and sometimes even demeaning the followers. The coercive leadership style is best used in situations where the company or followers require a complete turnaround attempt. For example, it is effective during disasters or dealing with underperforming employees, usually as a last resort. Under those conditions, the immediate compliance with an order or instruction quickens the road to recovery. Unfortunately, Goldman's research indicates this style has a very negative impact on the overall work climate. This style provides little opportunity for reward, and by demanding compliance with orders, it removes from workers all responsibilities for their individual actions. (Money-zine, 2017)

Democratic or Participative. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Everyone is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged. While the democratic process tends to focus on group equality and the free flow of ideas, the lead of the group is still there to offer guidance and control. (Cherry, verywell.com, 2017)

Innovative. A leadership style where the leader grasps the entire situation and goes beyond the usual course of action; he/she can see what is not working and brings new thinking and action into play. It is useful to break open entrenched, intractable issues, to create a work climate for others to apply innovative thinking to solve problems, and to develop new products and services. The type of leadership most strongly associated with innovation is transformational leadership.

Laissez-faire. Also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. It is characterized by very little guidance from leaders and complete freedom for followers to make decisions. Leaders provide the tools and resources needed. Group members are expected to solve problems on their own. Power is handed over to followers, yet leaders still take responsibility for the group's decisions and actions. (Cherry, verywell.com, 2017)

Pacesetting. The phrase that best describes the operating mode of the pacesetting leader is: "Do as I do, now." That's because this style is one that involves a drive to achieve initiatives, and a drive to achieve results. The pacesetting leader sets both high standards for themselves and those they are leading. One of the key attributes of this style is the "lead by example" approach. They don't ask their followers to do anything they wouldn't do themselves. Unfortunately, not everyone shares the same motivating forces. Pacesetting leaders are also quick to identify individuals that are not keeping pace with their expectations. Poor performers are asked to rise to the occasion, and if they do not, they are quickly replaced. Pacesetters don't give employees a lot of positive feedback; they simply don't have the time. On the flip side, they have no problem jumping right in and taking over if they think progress is too slow. (Money-zine, 2017)

Paternalistic. A type of fatherly managerial style typically employed by dominant males where their organizational power is used to control and protect subordinate staff that are expected to be loyal and obedient. A manager with a paternalistic leadership style might be appropriate for a business with a more formal and hierarchical structure where creative thinking is not required of staff. (Business Dictionary, 2017)

People-oriented. People Orientated leadership is when a leader of an organization is more focused on the individuals of the team, that the task may get overlooked. The task is still important, but the individual is put first. (Answers.com, n.d.)

Situational. A popular model of leadership created by Paul Hersey and Ken Blanchard, with belief that effective leadership requires flexibility in leadership styles depending on the situation.

Task-oriented. A task-oriented leadership style means that a manager or leader prioritizes task direction ahead of consideration of people. A leader with this style focuses on establishing project or task deadlines, delegating responsibilities and monitoring worker progress until completion. While the leader may still engage in some level of coaching and relational management, these roles aren't as prominent. (reference.com, 2017)

Transactional. Transactional leaders focus their leadership on motivating followers through a system of rewards and punishments. There are two factors which form the basis for this system, Contingent Reward and management-by-exception. Contingent reward provides rewards, materialistic or psychological, for effort and recognizes good performance. Management-by-exception allows the leader to maintain the status quo. The leader intervenes when subordinates do not meet acceptable performance levels and initiates corrective action to improve performance. Management by exception helps reduce the workload of managers being that they are only called-in when workers deviate from course.

Transformational. Leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole. In this leadership style, the leader enhances the motivation, morale and performance of his follower group. (Strategies for Managing Change, 2017)

Visionary. This style is most appropriate when an organization needs a new direction. Its goal is to move people towards a new set of shared dreams. "Visionary leaders articulate where a group is going, but not how it will get there – setting people free to innovate, experiment, take calculated risks," write Mr. Goleman and his coauthors. (Murray, 2017)

L4B2. Leadership Theories and Models

There are so many leadership theories and models, we couldn't possibly cover them all, but we will discuss the most influential and common theories and models. There is a difference between a theory and a model, but in leadership study, they are often presented together, and we will do that.

A **leadership theory** is an attempt to apply rules and ideals to explain the behaviors of leaders. There are collections of leadership hypotheses and leadership theories which all aim to examine how a leader operates and their effect on the workforce or task." (Nugent, 2013)

A **leadership model** is a guide that suggests specific leadership behaviors to use in a specific environment or situation. In addition, models often use a graphic representation to show the required leadership behavior.

One of the earliest theories of leadership arose in the 1840s when Thomas Carlyle proposed the **Great Man Theory**. We still study great leaders in order to determine what made them effective and to help define different aspects of leadership.

Out of Great Man, **Trait Theory** emerged. We all like to study the traits that successful leaders employ, but we don't necessarily agree on any specific list of traits that are necessary for a good leader to have.

In the 1930s and 1940s, psychodynamic **(personality) theories** emerged, with the general idea that self-awareness and awareness of your followers' personality characteristics and motivators will help a leader understand how to better approach a situation.

The **behavioral theories** of the 1940s and 1950s offered a new perspective, focusing on the behaviors of leaders as opposed to their mental, physical, or social characteristics.

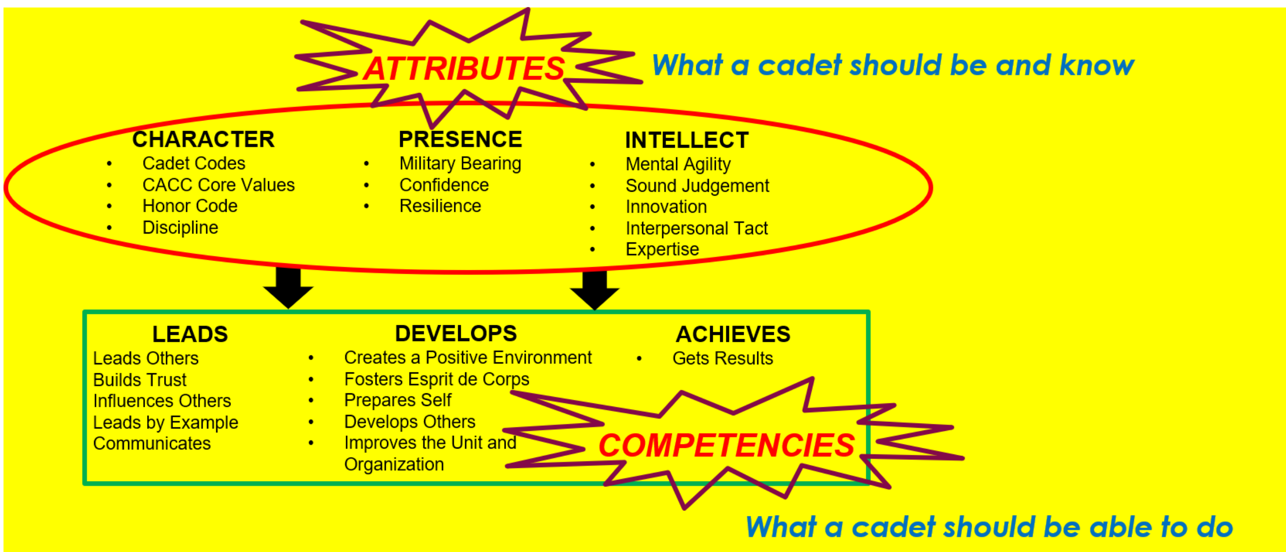
In the late 1960s, **contingency theories** looked at more situational based leadership, with the leader changing his/her approach based on the followers and/or the situation. The **Situational Leadership Model** shows leaders how to modify their actions based on the level of competence and commitment (motivation) of their followers.

The 1970s brought transactional (or exchange) theories, with the key being the transaction (such as a reward for good performance) between the leader and followers. Transactional leadership was closely followed by theories of transformational leadership, which is still touted today as possibly the gold standard for leadership theory. However, integrated leadership theories that combine different aspects of other theories has come out in the last decade, and may be the way forward for the next quarter century!

Your style of leadership is unique to you, though we all fall into a mix of styles and theories when it Ccomes to how we lead. You can be a leader without knowing anything about leadership theory, but you can't be at the top of your leadership game without some knowledge of this subject. The more you understand about what people think leadership is, the better you can develop your own leadership. Knowing something about these (and other) leadership theories and models put tools in your leadership toolbox that may be of use someday in your leadership journey.

L4B3. Cadet Leadership Model

The Cadet Corps teaches leadership. We strive for values-based leadership, impeccable, character, and competence in cadet duties. The Cadet Leadership Model presented here is an adaptation of the leadership model used by the US Army. It covers what a leader must be (attributes), and what a leader must be able to do (competencies). You can find the Army Leadership Requirements Model in the Army publication ADRP 6-22.



L4B6. Personality Theory

Personality theories (psychodynamic approach to leadership) address the individual personality characteristics of the leader and follower. The focus in this approach is on personality. Much of this approach, depending on the theory, originated from the study of psychoanalysis by Sigmund Freud and Carl Jung. Work has been done in this area by a lot of psychologists, and there are many theories based on the study of personalities, but we'll only look at a few. The main concept is that we develop our personality from a young age, and it is not something that we can 'change' much. Personality theory helps categorize our personality traits, and looks at the interaction between leaders and followers and how their personalities affect the interaction. If we know ourselves and how we naturally interact with others, we can be more successful at shaping the interactions and accomplishing our leadership role. We will look briefly at Transactional Analysis, Myers-Briggs Type Indicator, DISC Model, True Colors, and Kiersey Temperament Theory.

Myers-Briggs (MBTI).

Katharine Cook Briggs and her daughter Isabel Briggs Myers created the Briggs Myers Type Indicator Handbook in the 1940s, though their research started with Briggs in 1917, and changed to the **Myers-Briggs Type Indicator (MBTI)** in 1956. It has gone through several updates, and remains a popular theory to this day. It is adapted from theory presented by Carl Jung in his book *Psychological Types*.

MBTI uses four sets of opposing characteristics. You answer a series of questions, and the results tell you which of the two characteristics in each set you prefer. Few people are all the way to one side or the other in this comparison, which is why we use the term ‘prefer’. You may be slightly more of an extrovert than introvert, or slightly more thinking than feeling. Some people strongly prefer one over the other. Either way, you are assigned the letter of the characteristic you tilt toward. The four sets of eight characteristics are:

- Extroverted (E) vs Introverted (I)
- Sensing (S) vs Intuition (N)
- Thinking (T) vs Feeling (F)
- Judging (J) vs Perceiving (P)

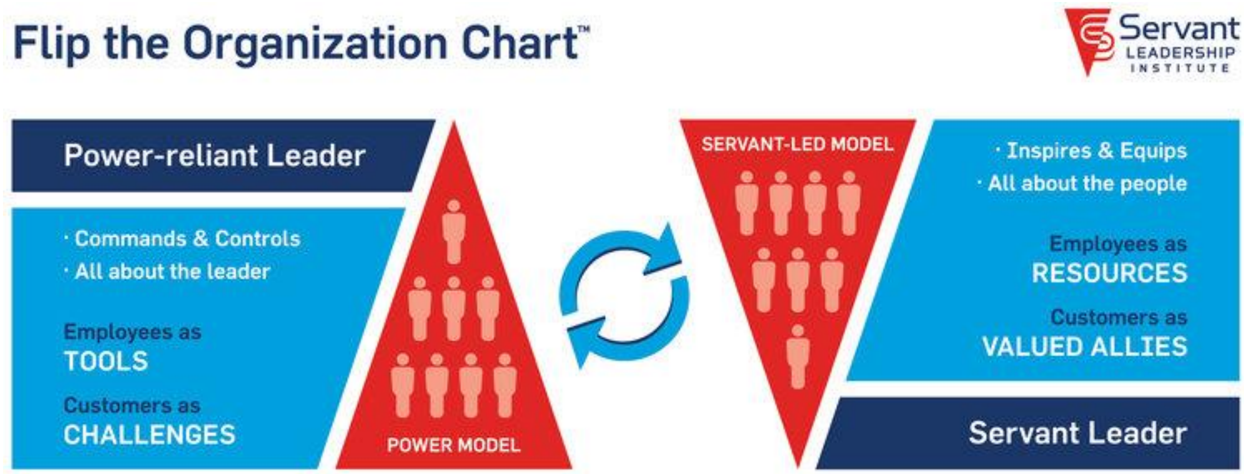
L4B7. Servant Leadership

Servant Leadership is a leadership theory and set of practices or principles that was developed by Robert Greenleaf in a series of essays starting in 1970. It represents a philosophy that has been followed by some for thousands of years, that leaders serve their followers instead of the other way around. “Servant leaders get results for their organization through whole-hearted attention to their followers and followers’ needs. Unlike many approaches to leadership, which offer suggestions on how top-level leaders can influence and motivate those further down the hierarchy, servant leadership puts its emphasis on collaboration, trust, empathy, and ethics. The leader should be a servant first, leading from a desire to better serve others and not to attain more power. The assumption is that if leaders focus on the needs and desires of followers, followers will reciprocate through increased teamwork, deeper engagement, and better performance.” (Burkus, 2010)

It’s quite popular, especially in Christian groups (they name Jesus as the ultimate servant leader) or volunteer organizations. But it has its detractors, like any theory. Its adherents value Selfless Service, which happens to be the first core value of the CA Cadet Corps. But leaders can get so focused on serving their followers that they fail to serve the organization.

In servant leadership, the leader exists to serve the people and organization. He/she unlocks purpose and ingenuity in those around them, resulting in higher performance and engaged, fulfilled employees. A servant leader’s purpose should be to inspire and equip the people they influence. (What is Servant Leadership?, 2017).

The basic premise of servant leadership is to flip the org chart (What is Servant Leadership?, 2017):



The **10 Characteristics of Servant Leaders**, according to Larry Spears, CEO of the Spears Center for Servant Leadership, are:

- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Commitment to the growth of others
- Building community

L4B8. Situational Leadership

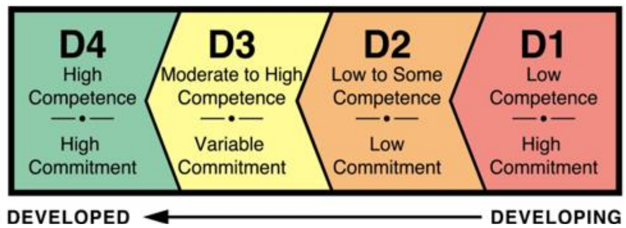
(Blanchard, 1985) Situational leadership is a model developed by Paul Hersey and Ken Blanchard and popularized in the 1970s. Kersey and Blanchard went their own ways, and Blanchard continued to develop the model, creating Situational Leadership II in 1985. It is valuable to cadet leaders because it puts the pieces of motivation, ability, and leadership style together, and gives a recommended style to employ in given situations. It is based on the premise that leadership must adjust to the situation, and that leaders are capable of adjusting their style of leadership to a style needed for the situation at hand.

There are two key components to situational leadership:

1. Developmental Levels
2. Leadership Styles

There are four developmental levels in situational leadership. The developmental level is the combination of competence (ability to perform the task well) and commitment (motivation to perform the task well). The leader's job is to assess the developmental level of his/her followers so that he/she knows what style of leadership to use to be most effective. The developmental levels are:

D1: Low competence and high commitment
D2: Low competence and low commitment
D3: High competence and low/varying commitment
D4: High competence and high commitment

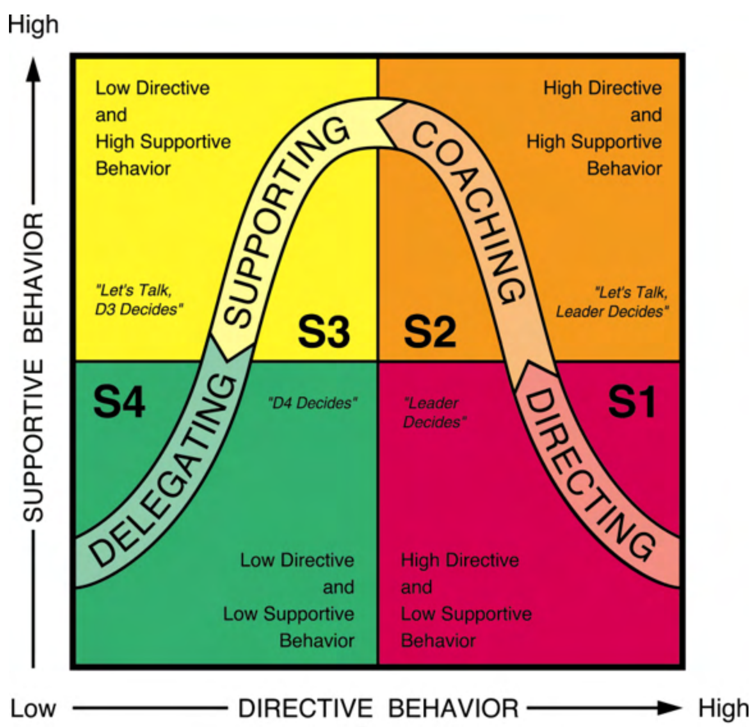


Blanchard states that generally a follower comes to a new situation with low competence (he/she doesn't know how to do the task), but high commitment (he/she is motivated to do well) (Developmental Level D1). As he/she progresses, task performance slowly builds, but stays fairly low for a while, which lowers the motivation or commitment level (D2). Eventually, competence grows, and commitment varies, likely depending on how well the job is going (D3). Finally, competence level is high, and commitment/motivation is high as well (D4).

This fits well with Tuckman's states of group development (Forming, Storming, Norming, & Performing) that we discussed in A8.

There are four leadership styles in Blanchard's Situational Leadership II:

S1: Directing. The leader gives direction for the followers to perform the task. Communication is one-way.
S2: Coaching. The leader gives direction for the followers to perform the task, but communication is two-way. The leader also provides motivational support to engage the followers in the process.
S3: Supporting. Decision-making about how the task is accomplished is shared between the leader and followers. The leaders is less directive, but motivates the followers.
S4: Delegating. The leader is involved, but allows the followers to determine how to accomplish the task, and gives them responsibility for it. Motivation from the leader is less important – the followers are able to motivate themselves.



Directive behavior is the extent to which a leader:

- Sets goals and clarifies expectations
- Tells and shows an individual what to do, when, and how to do it
- Closely supervises, monitors, and evaluates performance

When being **directive**, you provide structure, you organize, teach, supervise, and evaluate.

Supportive behavior is the extent to which a leader:

- Engages in more two-way communication
- Listens and provides support and encouragement
- Involves the other person in decision making
- Encourages and facilitates self-reliant problem solving

When being **supportive**, you ask for input, listen, facilitate problem solving, explain why, and encourage.

In all four styles, the leader makes sure goals and expectations are clear, observes and monitors performance, and gives feedback.

As a leader, you tie the developmental level to the leadership style by diagnosing the situation. This consists of looking at a situation and assessing your followers' developmental needs in order to decide which leadership style is most appropriate for the goal or task at hand. In an ideal situation, you match followers in D1 to the S1 leadership style. So if your followers have low competence and high commitment for the task you need them to accomplish, you provide highly directive behavior and low supportive behavior. In other words, you take on a more autocratic leadership style. Once they start learning the task, but before they master it, their commitment or morale may drop, signaling they're in D2. This is the time to adjust your leadership style to S2, remaining directive, but being more supportive. D3 aligns with S3, and D4 with S4.

Some studies have not been able to establish Situational Leadership as a functional model. It works well matching D1 followers with S1 leadership style, but not as well with followers/subordinates who are at the D3 or D4 levels. In simple cadet situations, however, it is a good way of approaching how you should interact with your subordinates in different situations.

L4B9. Authentic Leadership and Social Influence

While the idea of authentic leadership has been around since the ancient Greek aphorism "know thyself" first appeared, it was not until Bill George wrote about it in 2003 that it became a popular leadership concept.

George described authentic leadership as a style that is consistent with a leader's personality and core values, and that is honest, ethical, and practical (2003, 2007).

While the above definition is centered upon the leader or self, it is the actions of the leader that are perceived by others that determines if they believe a leader is authentic or not. And their perception is accomplished through the social influence of the leader. One recent definition of leadership is:
Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013).

Thus, a leader's authenticity emphasizes building his or hers legitimacy through honest relationships and ethical actions, that in turn, maximizes the efforts of others to achieving the goal.

In addition, Bill George noted that there were five dimensions of Authentic Leaders (2003, 2007) :

- Pursuing purpose with passion: Display purpose and direction so people want to follow you (your passion will show you the true way to the purpose of leadership).
- Practice solid values: We are defined by our values and characteristics. If you do not have integrity, no one will trust you or want to follow you.
- Lead with the heart: Engage the hearts of those you serve and align their interests with the interests of those you lead. You need empathy and compassion for the people you work with and courage to make difficult decisions
- Establish enduring relationships: Enduring relationships are built on connectedness and a shared purpose of working together towards a common goal. People need personal relationships to fully commit to work.
- Demonstrate self-discipline: Converts value into consistent action so that you produce results. Always take full responsibility for outcomes and hold others for their performance.

For each of the five dimensions, a related characteristic is shown that must be developed for a leader to be effective:

- Purpose - Passion: Leaders understand their purpose, which is driven by their passion.
- Values - Behavior: Leaders live their values, which is important as others determine a leader's value through the leader's actions (behavior).
- Heart - Compassion: Leaders help others to see the value and deeper purpose of their work.
- Relationships - Connectedness: Leaders create enduring and genuine relationships through connections.
- Self-discipline - Consistency: Leaders convert their values into consistent actions that others can rely on.

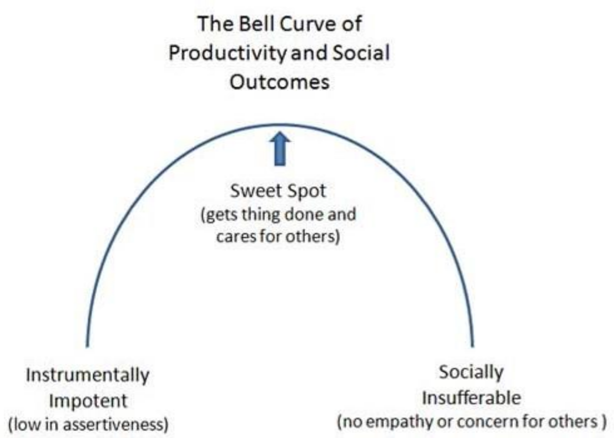
To become an authentic leader you must make a deep commitment to developing yourself through rich and meaningful experiences, reflection, and informal and formal learning. The goal is to learn and develop your true self, rather than become an imitation of someone else. While you can learn from others, you cannot be them.

Productivity and Social outcomes:
Ames and Flynn (2007) tested groups of MBA students to determine how much people like their leaders and how many things the leaders actually accomplished. They discovered two main outcomes when it came to the level of assertiveness:

Productivity: Higher levels of assertiveness produced diminishing returns, thus it's not much better to be highly assertive than moderately assertive. However, it is definitely better to be moderately assertive than not assertive.

Social outcomes: Higher levels of assertiveness lead to increasingly poor social outcomes. It is definitely better to be moderately assertive than highly assertive.

By putting both of the outcomes together we get an inverted U-shape (Bell curve)in that leaders who are low in assertiveness get less things done, but people very high in assertiveness are socially insufferable. In the middle of the curve are leaders who get the most things done in addition to providing good social outcomes. The goal is to operate out of the sweet spot that is in the middle:



Ames and Flynn (2007) also discovered that assertiveness is how we most often evaluate leaders and co-workers in that assertiveness was complained about more than other important leadership qualities, such as charisma, conscientiousness, and intelligence. However, when leaders are moderately assertive, we don't tend to notice.

The belief that you get the best results in business by being roughshod with people is wrong, as is using too much of a soft approach. Just as with the Leadership Continuum and Leadership Styles, leaders need to discover their comfortable sweet spot that allows them to accomplish their goals, while at the same time producing a social environment that achieves the best from people.

L5A2. Planning Fundamentals

US Army planning fundamentals are:

- Commanders focus planning
- Planning is continuous
- Planning is time sensitive
- Keep plans simple
- Build flexible plans
- Design bold plans

Commanders focus planning. Commanders must be involved in and provide oversight to the planning process. Planning starts with the commander's vision, and the end result is a plan for the activity approved by the commander. The staff figures out how to turn the commander's vision into a workable plan, but it is the commander's responsibility to see that the plan reflects his/her intent and to put the plan into operation.

Planning is continuous and cyclic. The operations process is Planning, Preparation, Execution, and Assessment. The commander and staff develop and publish their plan, then implement it. As the situation develops, they must make changes to the plan in order to make the activity successful. A plan rarely survives intact after an activity starts – that's why activities are such a good leadership experience. The commander and staff are always somewhere in the cycle of planning, preparing, executing, and assessing – then planning once again. Often, they're doing all of these at the same time!

Planning is time sensitive. The higher level the unit, the earlier a plan must be published. A battalion may be able to publish a plan a couple weeks before an activity. A brigade staff should have an OPORD for a weekend activity a month before the activity, and the 10th Corps should have their plan published two months prior to a major state level activity. That doesn't mean that the planning process is done; but the staff moves into the preparation process, and planning starts at the lower levels with the information they get from the higher level plan.

Keep plans simple and build flexible plans. Don't get mired in detail when you write a plan; the detail will change, and you'll find yourself scrapping the plan because it doesn't reflect reality. Put the major pieces in place, and only work the detail once you have all the information. For cadet activities, you rarely know who's coming more than a week or two prior to the activity, and it always changes because cadets don't show when they say they will (or you may allow replacements at the last minute). Don't plan based on names – plan based on subordinate organization or teams and general numbers. Have a process worked out so you know how you'll put in the details once you have them.

Design bold plans. One of the great things about the planning process is that it allows you to be creative. Don't just execute the same bivouac plan year after year. Envision new goals you want to accomplish, create dynamic new training that will inspire your participants, and actually plan a new activity. It's much more rewarding than doing the same thing time after time.

The planning fundamentals give us the key aspects of planning. We want our plans to be simple, flexible, and bold. Plans should be driven by the commander and focus the planning process on achieving the goals established for the activity. The planning process should be timely, and leave time for subordinate units to conduct the planning and preparation necessary to make the activity successful.

L5A3. Cadet Activity Planning Process (CAPP)

The Army uses the Military Decision Making Process (MDMP) and Troop Leading Procedures (TLP) to conduct planning and prepare for operations. These are processes that give planners steps to take to deliberatively plan training or operations and make decisions about the best course of action to take. Troop Leading Procedures give NCOs and Soldiers a framework for getting ready and executing training or operations. This works well for combat operations, but not so well for cadet activities. So we have our own process, the Cadet Activity Planning Process. This is a series of steps that commandants and cadet leaders can follow to make sure they are thorough in planning cadet activities. It also includes a checklist that helps them do all the tasks necessary to come up with a good plan. The CAPP has eight steps. The steps are generally sequential, but some will overlap, as one step starts before you've finished the previous step, or different staff members do different tasks within the process. Step 5 has the staff doing parallel planning, which means that different staff officers (or sections) are doing their own planning and preparation at the same time. The steps to the CAPP are:

Step 1: Envision the Activity
Step 2: Initial Planning
Step 3: WARNORDRD/Marketing/Staff Selection
Step 4: Detailed Planning
Step 5: Support Planning
Step 6: Preparation
Step 7: Execution
Step 8: Assessment

For details, see explanations provided in the curriculum text or CR 3-14.

L5A4. Planning Documents - Orders

The documents we use to put a plan in writing is called an ***order***. The orders we use in the Cadet Corps, based on similar Army formats, are the Warning Order (WARNORD), Operations Order (OPORD), and Fragmentary Order (FRAGORD). We can also use the Operations Plan (OPLAN), but seldom do.

The **Warning Order** is the military equivalent to a Save the Date announcement. You can see examples of WARNORDs in Cadet Regulation 3-14, Appendix B, or just look on the CA Cadet Corps website for current WARNORDs published by the 10th Corps for cadet activities.

The WARNORD gives you the format to put out as much information as you have early in the planning process. It is designed to give subordinate units (and individuals) key planning facts and assumptions so that they can conduct parallel planning, or can plan for the activity at their level. The WARNORD is not designed to contain all the information the OPORD will contain. The WARNORD allows students or subordinate schools to get school and parental permission in a timely manner, arrange for chaperones, recruit cadets to attend the activity, arrange for transportation, etc.

Minimum information to be contained in the WARNORD:

- Type of Activity
- Dates
- Location
- Requirements to Attend
- Application Process
- Events Planned if known
- Cost
- Whether transportation is provided
- Whether meals are provided and cost
- Staff Selection if planned
- Key Suspense Dates
- Tasks to subordinate units

The **Operations Plan/Order** (OPLAN/OPORD).

The OPLAN is a document that completely plans a potential operation. In the military, a staff will develop an OPLAN for a type of operation, or operation in a location of concern (i.e. OPLAN for invasion of North Korea). CACC could produce OPLANs, but it's a lot of work and not really worth the effort in our case. Examples would be a school having an OPLAN for annual bivouacs. The cadet staff would then use the OPLAN to base their planning process off of, and write an OPORD for the bivouac they're planning to be conducted on specific dates.

The OPORD is a complete plan that contains all the planning details for an activity. Using the format in Appendix C of CR 3-14, along with the CAPP Checklist, is an acceptable process to use to plan an activity.

The OPORD has five paragraphs:

1. Situation
2. Mission
3. Execution
4. Sustainment
5. Command and Signal

L5B1. The After Action Review/Report

An AAR is either an After Action Review or an After Action Report. The *review* is the process of analyzing the training or event; the *report* is the written record of the review.

An AAR is a review of training or operations that allows cadets, leaders, and commandants to discover for themselves what happened during the training and why. It is also used to solicit ideas on how the training could have been performed better. It is a professional discussion that includes the training participants and focuses on the training objectives and their linkage to the process of training cadets. Quality after action reviews help cadets receive better feedback on their performance and remember lessons longer.

AARs are not critiques because they do not determine success or failure; rather, AARs are professional discussions of training events. Leaders avoid lecturing participants on what went wrong. They use AARs to tell a story about what was planned, what happened during the training, why it happened, and what could have been done differently to improve performance.

Leaders guide discussions to bring out important learning points, preferably by the cadets and subordinate leaders themselves. Cadets learn much more when they identify for themselves what went right and wrong than when lessons are dictated. AARs:

- Reinforce and increase the learning that took place as a result of the training exercise.
- Identify and analyze both strengths and weaknesses.
- Involve all participants.
- Guide toward achieving objectives.
- Link lessons learned to subsequent training.

Organizations systematically collect, use, and share lessons learned and best practices. Lessons learned and best practices are saved for consideration by subsequent staffs when conducting similar training or events.

In the military, there are basically two types of AARs-- formal and informal. In the Cadet Corps, we'll pretty much focus only on informal AARs. The two are similar, but the formal AAR requires a lot more detailed planning, preparation, and resources. Informal AARs require less planning and preparation than formal AARs and are more suited to the needs of our cadet program. AARs in the Cadet Corps may be conducted within a battalion or brigade staff after a significant activity, or by the 10th Corps Staff after a state level event. They should be used to capture lessons learned and leave a record of what was done for the next time the unit conducts a similar activity.

An AAR is centered on four questions:

- What was expected to happen?
- What actually occurred?
- What went well and why?
- What can be improved and how?

An AAR features:

- An open and honest professional discussion
- Participation by everyone on the team
- A focus on results of an event or project
- Identification of ways to sustain what was done well
- Development of recommendations on ways to overcome obstacles

After action reviews are an excellent opportunity for use as multi-echelon leader development tools. Following a session involving all participants, commandants may continue after action reviews with selected cadet leaders as extended professional development discussions. These discussions usually include a more specific review of leader contributions to the operation's results. Commandants use this opportunity to help cadet leaders master current skills and prepare them for future responsibilities. After action reviews are opportunities for knowledge transfer through teaching, coaching, and mentoring.

L5B2. Planning & Preparing for an AAR

Leaders must plan and prepare before they can conduct an effective AAR. The plan specifies:

- Who will conduct the after action review
- Who will provide information
- Aspects of the operation the after action review should evaluate
- Who will attend the after action review
- When and where the after action review will occur
- Aids to be used for the after action review

Ideally, an AAR is conducted by a facilitator who was not involved in the execution of the event. A qualified facilitator can keep neutral when there are disagreements, and help a commander and his/her staff focus on the lessons learned, not on running the AAR. A commandant may be able to perform the role of facilitator if they are able to stay neutral. Otherwise, the event commander should facilitate the AAR.

Commanders or facilitators identify critical actions and events that must be covered in the AAR. Examples include the planning process, dissemination of information, preparation for the event, conduct of the event or training, and conclusion of the event. The after action review plan also includes who will address each event.

The AAR should be scheduled at the end of an event whenever possible. The AAR planner should decide the scope of the after action review and allocate sufficient time. If necessary, the AAR may need to take place during the next scheduled meeting the unit has available. For example, after a bivouac, the commander and staff may schedule a staff meeting after school during the following week to conduct the AAR. The 10th Corps Staff may need to wait for their next weekend drill assembly to conduct the AAR after an event. If time elapses between the event and the AAR, the participants should be encouraged to make notes about their experience so they keep their memory of the event fresh for the AAR.

The AAR plan specifies who the commander wants to attend the after action review. At each echelon, an after action review has a primary set of participants. At squad and platoon levels, all cadets should attend and participate. At company and higher levels, it may not be practical to have everyone attend. In this case, unit commanders, other unit leaders, and other key players may be the only participants.

Appropriate aids add to an after action review's effectiveness; however, facilitators use an aid only if it makes the after action review better. Aids should promote learning and directly support discussion of the operation. Dry-erase boards, video equipment, terrain models, enlarged maps, and unit information systems are all worthwhile under the right conditions. Terrain visibility, group size, suitability for the task, and availability of electric power are all considerations when selecting AAR aids.

Preparation is key to effectively executing any plan. Commanders begin to prepare for an AAR before the event. They schedule the AAR before the activity, and announce to participants the date, time and location as soon as possible after these are set.

The facilitator reviews the event's mission and goals before the AAR. The mission's objectives form the after action review's focus and the basis for observations. The facilitator reviews current regulations regarding the event, read and understand all warning orders (WARNORDs), OPORDs, and FRAGORDs issued before and during execution to understand what the commander wanted to happen. The detailed knowledge that facilitators display as a result of these reviews gives added credibility to their comments.

The facilitator (again, it may be the commander) pays particular attention during all phases of the event to issues that need to be raised during the AAR. A huge part of their preparation for the AAR is having notes on how planning proceeded, preparation for the event, and conduct of the event itself. Once the facilitator has gathered all available information, they organize their notes chronologically to understand the flow of events. They select and sequence key events in terms of their relevance to the unit's mission and objectives. This helps them identify key discussion and teaching points.

An effective after action review leads participants to discover strengths and weaknesses, propose solutions, and adopt a course of action to improve future operations. The most effective method for conducting an AAR is following a chronological order of events. This is logical, structured, and easy to understand. Covering actions in the order they occurred helps cadets and leaders better recall what happened. This process needs to include a look at staff functions and how they affected the event.

The AAR may be organized as follows:

- Introduction.
- Presentation of commander's plan (Answers *What was supposed to happen?)*
- Summary of key events (Answers *What actually occurred?)*
- Discussion of key issues (includes *What went well* and *What can be improved*)
- Discussion of training to sustain or improve (answers *How to improve*)
- Conclusion.

Facilitator tips

- Give participants a couple of minutes to think about and perhaps write down their ideas before anyone speaks.
- To get maximum participation from the group, try going around the room to give everyone a chance to speak or asking quieter members for their ideas first.
- Ask participants to be specific in their statements and avoid generalizations.
- Summarize or repeat back to the group often
- Focus on the facts. Feelings need to be acknowledged, but future recommendations have to be based on agreed facts.

L5B3. Conducting After Action Reviews

Facilitators start an after action review by reviewing its purpose and sequence: the ground rules, the objectives, and a summary of the operation that emphasizes the functions or events to be covered. This ensures that everyone present understands what the commander expects the AAR to accomplish.

Sample ground rules for an AAR

- Active participation: it is important for everyone to participate
- Everyone's views have equal value
- No blame
- There are no right or wrong answers
- Be open to new ideas, Be creative in proposing solutions to barriers
- "Yes….and" rather than "either/or" thinking
- Consensus where possible, clarification where not
- Commitment to identifying opportunities for improvement and recommending possible
- improvement approaches
- No record of the discussion will be distributed without the agreement of all participants
- Quotes will not be attributed to individuals without permission

These rules should be established at the beginning of the AAR and agreed upon by all participants. It is appropriate to add or remove rules at the recommendation of participants, if the majority agree.

L6B5. Leadership Profile: Oprah Winfrey

LEADERSHIP LESSONS FROM OPRAH WINFREY (for a more complete bio, see the curriculum):

1. Dream Big

If Winfrey had allowed her humble beginnings to define what she could achieve, she would never have become as successful and influential as she is today. Instead she harnessed the power of her education and found a career that she was passionate about. Even once she found success with *The Oprah Winfrey Show,* she had the courage the dream even bigger. She continued to focus on the talk show as the linchpin of her brand, but went into other related areas such as publishing and production. This ultimately led to her own television channel, the Oprah Winfrey Network.

Have a bold vision, believe in it and people will believe in you as a leader.

2. Value people

Winfrey knew that it was necessary to value two important sets of people: her team and her audience. Winfrey surrounded herself with the best people based on their skills and compatibility with organizational values. She inspired them with her vision and rewarded them for their hard work and loyalty (she once gave her 1,000+ employees and their families an all-expenses trip to Hawaii to thank them for their service).

For any business, your customers are your #1 priority; Winfrey never forgot this. During the run of *The Oprah Winfrey Show*, she often had lavish giveaways where her studio audience would be gifted with free stuff. During the last year of her show, she famously gave every audience member a free trip to Australia! More than that, Winfrey was known for listening to her audience and even including them in her shows. This demonstrated care for her audience and so they remained engaged with her show and followed her other projects.

Think about your own business or organization, and the importance of your team and your customers. How can you value them and make them feel appreciated? As a leader, never forget that people are the heart of your business, not profits.

3. Align your dreams with your values

"I had no idea that being your *authentic self* could make me as rich as I've become. If I had, I'd have done it a lot earlier." Winfrey's extraordinary success can be partly attributed to how she has managed to align her values with her dreams. She is a strong proponent of having a positive mindset and being your best self, and she believes that living in alignment with your values will put you on the life path you should be on.

Winfrey also believes in the value of hard work, and has worked tirelessly over the years to build her media empire. At the same time, she values giving back and her charitable works and contributions is testament to her desire to make a difference in the lives of those less privileged. Winfrey walks the talk, and this alignment of her values with her dreams has attracted like-minded people to work in her organization to great success. Her authenticity is also how she has built such a massive audience; people believe her words and ideas because she clearly believes in them. Your audience can sense if you're being "real" versus just saying something to sell more product.

As a leader, if you're able to align your dreams with your values, you can inspire the people around you and move your organization towards success. Your customers will also be able to sense your authenticity and will be more receptive towards you.

L6B6. Leadership Profile: Indra Nooyi

LEADERSHIP LESSONS FROM INDRA NOOYI (for a more complete bio, see the curriculum):

1. Communication is Key

Nooyi believes in the Five Cs of leadership: competence, courage, confidence, (moral) compass and communication. According to her, communication is arguably the most important 'C' for a leader to have as without effective communication skills, one would be unable to influence others or articulate what's needed to achieve team or organizational goals. Her commitment to communication is evident in her blog, wherein she posts weekly in order to better communicate with PepsiCo employees of all levels.

Are you an effective communicator? What can you do better when sharing your goals, ideas or strategies? Improving the quality of communication between you and your team can lead to better engagement, more innovation and higher performance.

2. Set a standard for excellence

Nooyi is known for being a perfectionist and is a stickler for getting the details right. To her, attention to detail is what sets PepsiCo apart from its competitors. Whether it's a misaligned logo or misplacement of products in supermarket aisles, Nooyi has a keen eye for the little things. She is known as a tough boss with exacting standards. Her vision for PepsiCo, "Performance with Purpose", clearly exemplifies her goal of excellence: not only does she aim for PepsiCo to innovate and lead the food & beverage market, she also wants to minimize the company's environmental impact and tackle the obesity issue by providing healthier options in the marketplace.

In all things, set a high standard of performance for yourself and your team. As a leader, it's tempting to only care about the big picture but don't forget the small stuff too! Attention to detail breeds an attitude of excellence, so motivate your team to care about doing the little things right and the results will follow.

3. Stay abreast of trends

When Nooyi became CEO, she made the bold strategy decision to redirect some of the company's focus on healthier food and beverage items. For a company that built its revenue and reputation on soda and chips, it seemed like a crazy decision. But Nooyi saw the demand for healthier options from the younger generation and knew that the company had to pivot to meet changing customer preferences. She doubled funding for PepsiCo's Research & Development team, with the aim of making the company's existing offerings healthier and creating new healthy drinks and snacks for the brand. Nooyi was right; unlike its competitor Coca-Cola, which didn't deviate from their product offerings, PepsiCo's healthier snacks found a large audience and helped the company close the revenue gap with Coca-Cola. In 2009, 18% of PepsiCo's total revenue came from its healthier-option brands.

It's important for leaders to stay abreast of the trends and happenings in their industry, and react or change accordingly. Keeping up with trends allows a leader to map out patterns and developments and assess how their organization can better meet the needs of their customers.

L6B8. Leadership Profile: Jeff Bezos

LEADERSHIP LESSONS FROM JEFF BEZOS (for a more complete bio, see the curriculum):

1. Focus on the customer

Amazon is known for putting customer service first and this is a direct result of Bezos' philosophy of focusing on customers instead of competitors. Unlike other companies whose innovations and product developments are a direct response to what their industry peers are doing, Amazon is more concerned about how best they can serve their customers so that they keep coming back.

Their insight into consumer buying habits and desire to offer hassle-free services put them in the perfect position to satisfy customers. One example of their customer-centric strategy is Amazon Prime. Initially, the service offered free two-day shipping within the U.S. for a flat annual membership fee. Over time, Amazon Prime has evolved into a membership that also offers other services such as instant downloads of Kindle books and instant streaming of tv shows and movies.

"If you're competitor-focused, you have to wait until there is a competitor doing something. Being customer-focused allows you to be more pioneering." For any business or organization, your customer should be your focal point. It's important to remember why your organization exists and the value it adds to the lives of your customers. As a leader, ask yourself if the work you are doing ultimately adds to the customer experience.

2. Think long-term

One of Bezos' key strengths is how he adopts a long-range view of business. While other entrepreneurs may be tempted to maximize short-term profit, Bezos engages in strategies that ensure Amazon's long-term relevance in an increasingly competitive marketplace. He believes that a long-term view gives the business more room to innovate, experiment, and get over any failures.

Bezos explains the value of long-term thinking in this Harvard Business Review interview. He believes that Amazon's key offerings such as the Kindle, Amazon Prime and Amazon Web Services would not have come to fruition if the company focused on short-term financial gains. These were projects that required a longer seeding period and time before the company would reap its benefits. With providing the best customer experience as Amazon's core guiding principle, Bezos is also committed to capital spending that will help make Amazon the most customer-centric company in the world. Tactics such as building more fulfillment centers and lowering their profit margins are viewed by Bezos as long-term moves that will help Amazon grow.

Having a long-term view gives you an advantage over your competitors because you put yourself in a different playing field. You're focused more on your vision and building success that is sustainable. Instead of considering where you and your organization will be in 2 – 3 years, look forward further — what would you like to achieve in 5 – 7 years? Give yourself the time and space to explore and experiment with different ways of achieving your vision.

3. Be stubborn and flexible

We are stubborn on vision. We are flexible on details. If you're not stubborn, you'll give up on experiments too soon. And if you're not flexible, you'll pound your head against the wall and you won't see a different solution to a problem you're trying to solve."

This quote from Bezos sums up what makes Amazon a market leader in the online retail space. They are deeply committed to their vision, but take an exploratory approach on how to get there.

Adopt this mix of stubbornness and flexibility in your own leadership style. Once you have set your vision, stay the course regardless of any difficulties and obstacles in your way. Then give yourself and your team enough leeway to innovate and get creative about how you can achieve your goals. Focus on the end goal, not the path to get there!

L6B11. Leadership Profile: Sheryl Sandberg

LEADERSHIP LESSONS FROM SHERYL SANDBERG (for a more complete bio, see the curriculum):

1. Be open to opportunities

One of the key takeaways from “Lean In” is Sandberg’s view of her career not as a linear progression but as a jungle gym. “I always thought I would run a social movement, which meant basically work at a nonprofit. I never thought I’d work in the corporate sector.” So how did she end up at Google and then Facebook? Sandberg was open to opportunities, and recognized how working in technology would align with her sense of social justice. She saw how Facebook had the potential to change the way we connect and communicate, and she wanted to be a part of it.

While it is important to have goals, things sometimes unfold in surprising ways so don’t be closed off to possibilities! In your leadership journey, stay open to opportunities that align with your personal values and build your own ‘jungle gym’ path!

2. Desire to have a positive impact on the world

Sandberg grew up in a family that believed in helping others and making a difference in the world; they were actively involved in helping Jews in the Soviet Union during the refusenik era wherein Jews were refused the right to emigrate. Sandberg’s experience interning for Larry Summer at the World Bank, where she worked on health-related projects in India, only reinforced this desire to have a positive impact on the world.

As Sandberg moved up the corporate ladder, she realized how women are underrepresented in leadership positions. She then used her stature as the COO of Facebook to highlight this issue, first with her TED talk “Why We Have Too Few Women Leaders”, and then with her book “Lean In”. The book not only addresses some of the reasons why so few women are in top positions but also provides support and encouragement for women to aim high and reach their goals. Her advocacy for more women leaders has shaped her impact on the world. To help empower women, she created the Lean In Foundation to educate, inspire and support women to overcome challenges and achieve their goals.

Being a leader is more than just leading an organization well or making profits; leaders with a desire and vision to make a difference in the world are the ones who leave a lasting impact.

3. Ability to deal with criticism

The release of her book “Lean In” came with backlash. Among other criticism, Sandberg came under fire for being too elitist and was accused of being out of touch with the career struggles of the average woman. Sandberg’s thesis that having more female leaders would improve the workplace for all women was also criticized as a naive point that would not eradicate the structural barriers that impede women in the workplace.

Instead of being defensive, Sandberg acknowledged the privileges of her life and that she is “acutely aware that the vast majority of women are struggling to make ends meet and take care of their families”. She focused on how she wanted the book to inspire women from all walks of life to overcome their internal struggles regarding their career.

When you have a big vision, there will be people who will be against you or criticize what you are doing. However, the criticism doesn't matter if your ideas and actions can lead to a positive change. Sandberg's views have brought the issue of women in the office and female leadership into the spotlight and the work of the Lean In Foundation provides resources and support for women to make practical changes in their life — that is what matters.

As a leader, you must learn to deal with criticism. Take in any constructive comments, but if you truly believe in your vision, don't let the naysayers derail you.

L6B16. Leadership Profile: Ann Dunwoody

LEADERSHIP LESSONS FROM ANN DUNWOODY (for a more complete bio, see the curriculum):

1. Never walk by a mistake

"If you walk by a mistake, you just set a new lower standard." Even something as simple as a cadet in uniform walking around campus with his uniform shirt untucked – a big uniform no-no – must be addressed in order to maintain excellence. If you let it go without correcting it, you've signaled (as a leader, no less) that it's okay to walk around with your shirt untucked.

2. Make every person on your team count

Everybody has something to contribute. And if you can bring the best out in each of your team members then you're going to have a great team, but that also requires you to reward good behavior. So, when you have those folks who are exceeding the standards and doing a great job for your team, it's important that you acknowledge that, that you pat them on the back, you shake their hand, you give them the t-shirt, you give them the bonus, whatever.

And likewise, the harder part of that equation is when you have people that aren't meeting the standard, who are dragging the team down, you have to deal with them as well. Either corrective counseling, or try get them on board, or something to make sure they don't drag the team down.

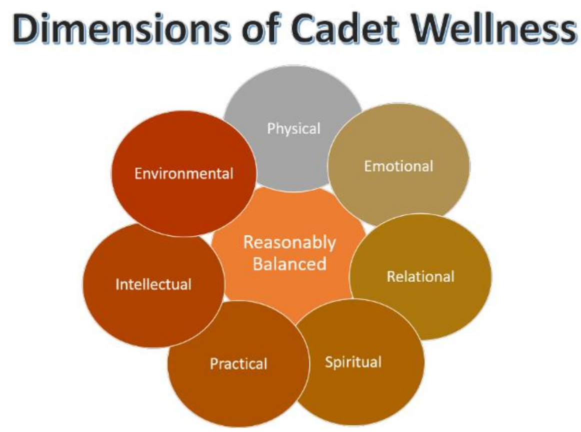
People want to be part of a high performing organization. They want to make a difference, but they want to be appreciated. And so, when you give recognition, those people are going to get on that side of the team, they want to be part of those who are getting the handshake and the pat on the back; no one wants to be told that they're not doing well. (Kruse, 2018)

3. Hold yourself to a higher standard

General Dunwoody assumed early in her career that she would have to exceed the standards in the "man's world" that the military was in the 1970's and 1980's in order to be accepted as an equal. So that's what she tried to do. As she continued her leadership journey, she discovered that all the good leaders that she worked for and respected held themselves to a higher standard, and they encouraged their subordinates to do the same.

In General Dunwoody's words, if you exceed the standard, you're an A student, and if you meet the standard, you're a C student. If you have a team of C students that are okay with just meeting the standard, you're probably going to have an average team. But if you have a team full of A students that are always trying to exceed the standard, do the best for the organization, you're going to have a high performing organization. (Kruse, 2018)

W2A1. Dimensions of Cadet Wellness



Wellness involves keeping seven areas of focus reasonably balanced. The following is a brief description of the seven *Dimensions* of Cadet Wellness:

Physical - Good health involves appropriate exercise, body composition, and care of the body. Your body must last a lifetime, so take care of it.

Emotional – Emotionally-well cadets are aware of, and accept, their feelings. Emotional wellness includes the degree to which one feels positive and *enthusiastic* about oneself and life. It includes the capacity to manage one's feelings and related behaviors including the realistic assessment of one's limitations, development of *autonomy*, and ability to cope effectively with stress. The emotionally-well cadet is content and happy.

Relational – Cadets who have a significant number of positive and healthy relationships have a built-in support system. *Harmonious* interactions with family, friends, and communities build healthy cadets and create wellbeing around them.

Spiritual – Cadets who are healthy spiritually seek meaning beyond mere existence, seek to understand who they are, and often (9 out of 10 Americans according to Gallup polls since the 1940s) turn to religion for answers.

Practical – Acquiring and developing Life Skills such as education, vocation, and *financial* management is important to have the proper tools to live a healthy life. These practical skills help you to be successful in the college and working environments as well as your personal life.

Intellectual- The *intellectual* dimension encourages problem solving, creative thought, and life-long learning.

Reasonably Balanced – Keeping all the areas of wellness in balance can be a full-time job by itself. It's not reasonable to expect perfection, just as it is not reasonable to fail to improve. Over time, however, wellness suffers if certain areas are neglected for too long. If wellness suffers, then your ability to lead can also be *compromised*. It's important to recognize your weak areas and work on them.

Environmental - What you do to your sensory environment, can affect your health. It is important to monitor and adjust your sensory input. Be aware of what you watch on TV, the music you listen to, the books, magazines, and social media you read. Good choices mean your sensory environment does not adversely affect your health.

You have no doubt noticed that the wellness model for the California Cadet Corps spells the acronym PERSPIRE. This is a great way to remember the seven dimensions of wellness plus the need to keep them all Reasonably-balanced (The second R in PERSPIRE). But it is also a good reminder that wellness takes work to improve and that work can be uncomfortable, difficult, and both *literally*- and *symbolically*-speaking will make you sweat.

W2B1. Manage Your Stress

- Stress can build up and negatively affect health
- School tests, social media, and family situations are just a few things that can cause stress
- There are ways to positively manage and relieve stress
- Many of the healthy tools listed below can help reduce stress

❖ **Quick Tips for Stress Relief**:
1) Clean where you live / your room
2) Clean yourself (bath or shower)
3) Progressive muscle relaxation
4) Exercise
5) Laughter
6) Treat yourself to something good to eat (such as dark chocolate)
7) Smell mint or lavender scents

Use Guided Relaxation

Guided relaxation is a process that takes a participant through three techniques used to help relax. The first technique is breathing. Taking a series of deep, slow breaths, in through your nose, and out through your mouth quickly reduces tension, increases oxygen transportation to your body, lowers pulse rate, and lowers blood pressure. It also forces you to relax your mind as you concentrate on breathing. The second technique that guided relaxation uses is progressive muscle relaxation. That simply means that you tighten up muscles in your body and then deliberately relax them. This is done in a progressive manner from head to toe (or the other way around) until each muscle is relaxed. The third technique common in guided relaxation is visualization and is simply holding a positive, safe, relaxing image in your mind and concentrating on the image. The following guided relaxation examples make use of these techniques.

Guided Relaxation (Audio Recordings from Loyola University, Maryland) (http://www.loyola.edu/department/counseling-center/students/relaxation)

W2B8. Manage Your Stress

How to Break Bad Habits: (5mins 4s YouTube Video, Watchwellcast)

- How habits form: Brain likes repetition, Positive Reinforcement
- How to stop them:
  - Write down the bad habit
  - Learn to avoid the triggers
  - Substitute bad habits with better habits
  - Recruit others to help keep you accountable to stay on track

W2B9. Manage Your Stress

How to Stop Procrastinating: (5mins 12s YouTube Video, Watchwellcast)

- Trick yourself into getting the job done
- Break big tasks down into smaller ones
- Start with the easy tasks first
- Ignore / remove distractions

W2B12. Manage Your Stress

Anger Management: (4mins 9s YouTube Video, Watchwellcast)

- Anger hurts your physical health and *immune system*
- When you get angry:
  - Control your breathing (deep breathing)
  - Relax your muscles
  - Write down what made you angry
  - Later, put it in context (*displacement*)

W5A2. Execution of Training

EXTENDED RECTANGULAR FORMATION

The Army's traditional formation for PT activities is the extended rectangular formation. It is best for platoon- to company-size formations because it is simple and easy to assume.

PLATOON ASSEMBLY

The PT leader will position a platoon-size unit in a line formation so that the unit is centered and five paces away from the PT platform or PT leader after they have assumed the rectangular formation. The PT leader gives the following commands:

- "**Extend to the left, MARCH**." Cadets in the right flank file stand fast with their left arm extended sideward with palm down, fingers and thumbs extended and joined. All other Cadets turn to the left and double-time forward. After taking the sufficient number of steps, all Cadets face the front and extend both arms sideward with palms down, fingers and thumbs extended and joined. The distance between fingertips is about 12 inches and dress is to the right.
- "**Arms downward, MOVE**." The Cadets lower their arms smartly to their sides. Cadets in the right flank file lower their left arms to their sides.

- "**Left, FACE**." Cadets execute the left face.
- "**Extend to the left, MARCH**." Cadets in the right flank file stand fast with their left arms extended sideward with palm down, fingers and thumbs extended and joined. All other Cadets turn to the left and double-time forward. After taking the sufficient number of steps, all Cadets face the front and extend both arms sideward with palms down, fingers and thumbs extended and joined. The distance between fingertips is about 12 inches and dress is to the right.
- "**Arms downward, MOVE**." Cadets lower their arms smartly to their sides. Cadets in the right flank file lower their left arms to their sides.
- "**Right, FACE**." Cadets execute the right face.
- "**From front to rear, COUNT OFF**." The front Cadet in each column turns his head to the right rear, and then calls off, "ONE," and faces the front. Successive Cadets in each column call off in turn "TWO," "THREE," "FOUR," and so on. The last Cadet in each column will not turn his head and eyes to the right while sounding off.
- "**Even numbers to the left, UNCOVER**." Even-numbered Cadets side step to the left squarely in the center of the interval, bringing their feet together.

PLATOON REASSEMBLY

To reassemble the formation, the PT leader commands:

"**Assemble to the Right, MARCH**." All Cadets double-time to their original positions in the formation.

W5A3. Preparation Drill

PREPARATION

The purpose of preparation is to ready the Cadet for PT activities. The PD is performed at the beginning of every PT session. The PD consists of ten exercises performed for 5-10 repetitions at a <u>slow</u> cadence, with the exception of the high jumper and push-up (which are performed at a <u>moderate</u> cadence). When conducted to standard, preparation will last about 15 minutes. Since PT sessions are generally limited to one hour or less, preparation must be brief, yet thorough. The objectives of preparation are to:

- Increase body temperature and heart rate.
- Increase pliability of joints and muscles.
- Increase responsiveness of nerves and muscles.

Table 8-1 lists the 10 callisthenic exercises that comprise the PD. These 10 exercises are always performed in the order and at the cadence shown.

Table 8-1. Preparation drill

1. Bend and Reach	5-10 repetitions, slow
2. Rear lunge	5-10 repetitions, slow
3. High jumper	5-10 repetitions, moderate
4. Rower	5-10 repetitions, slow
5. Squat bender	5-10 repetitions, slow

6. Windmill	5-10 repetitions, slow
7. Forward lunge	5-10 repetitions, slow
8. Prone row	5-10 repetitions, slow
9. Bent-leg body twist	5-10 repetitions, slow
10. Push-up	5-10 repetitions, moderate

W5A3. Recovery Drill

RECOVERY

Recovery serves to gradually slow the heart rate and helps prevent pooling of the blood in the legs and feet. The purpose of the RD is to develop range of motion and stability to enhance performance, control injuries, and gradually bring the body back to its pre-exercise state. To adequately recover from one PT session to another on consecutive days, Cadets must restore hydration and energy through proper fluid intake and nutrition. This recovery period also includes receiving adequate rest and sleep to allow the body to physiologically adapt to the physical stresses of PT.

RECOVERY DRILL

Table 8-3 lists the 5, two-position exercises that comprise the RD. These 5 exercises are always performed in the order listed and held for about 20 seconds. The recovery exercises are not given in cadence. Cadets move in and out of the starting position and exercise positions on the PT leader's command. The seconds are not counted out loud.

Table 8-3. Recovery Drill

1. OVERHEAD ARM PULL	HOLD 20 SECONDS
2. REAR LUNGE	HOLD 20 SECONDS
3. EXTEND AND FLEX	HOLD 20 SECONDS
4. THIGH STRETCH	HOLD 20 SECONDS
5. SINGLE-LEG OVER	HOLD 20 SECONDS