Study Material – CACC C/MAJ Exam

The material in this document summarizes what is covered in the C/MAJ 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
M1 CACC Regulations	B (Cadet Staff Regulations) & C (Regs that Guide Us)	Risk Mgt, Environmental Protection Principles, Permanent Orders,(CR1), Cdt Activity Planning Process, CR 1-9, Memos, CACC Content Standards, CR 3-12	8
M5 CACC Basics	C (Principles)	Leader's Code	3
M6 Maps & Navigation	C (Advanced Land Nav)	Advanced Map Reading techniques, Orienteering vs Land Nav	3
M12 Ceremonial Drill	B (Reviews & Parades) & C (Reveille/Retreat)	Bn formations, Reviews, Retreats	7
Citizenship Strands	**Sections**	**Topics**	**Questions**
C4 Diversity	A (Understanding Diversity)	Types of Diversity, Oppression Olympics, Generations, Census, CACC Core Values/Diversity, True Colors	7
C8 These United States	B (Great Americans)	Buffalo Soldiers, Doolittle Raiders, Navajo Code Talkers, Tuskegee Airmen, Nisei in WW2	9
Leadership Strands	**Sections**	**Topics**	**Questions**
L1 Character Development	C (Ethical Leadership)	Ethics, Socratic Method, Problem Solving, Ethical Traps	5
L2 Communications	A (Listening & Cooperating) & B (Organizing Your Thoughts) & C (Teaching)	HURIER listening process, Comm w/Parents & Teachers, Oral presentations, "Lighthouses," "Hook", writing essays, Teaching Skills, 5-Step Process, Virtual Instruction, Using Slides, Remembering	13
L4 Leadership Skills & Theories	B (Leadership Styles & Theories) & C (Senior Leadership)	Leadership Styles; Models; Cdt Ldrshp Model, its Attributes & Competencies; MBTI; Servant; Situational; Authentic; Transactional; & Transformational Ldrshp Models	23
L5 Planning	A/B/C (Full Planning Strand)	Planning Fundamentals, WARNORD, CAPP, AARs, Org Improvement, DMAIC, Strategic Planning	12
Wellness Strands	**Section**	**Topics**	**Questions**
W2 Health & Wellness	C (Obstacles to Wellness)	Obstacles to Wellness: Stress, Sedentary Lifestyle, Sleep Deprivation	1

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M1B1: CR 1, General Administration

is a regulation that gives everyone in the Cadet Corps, commandants and cadets alike, the standards and formats for administrative and personnel functions. It covers:

- Strength and Activity Reporting
- Preparation of Orders and Permanent Orders
- Cadet Service Records and Personnel Files
- Preparing and Managing Correspondence (covered in Lesson C)
- File Management

Preparation of Orders and Permanent Orders.
Orders are the written and oral means by which instructions are transmitted to cadets, units, or personnel. Orders and permanent orders are published in accordance with the formats defined in CR 1, Chapter 3. The CACC website provides electronic templates in Microsoft Word to make publishing orders easier.

There are two classes of orders: Permanent Orders and Orders.

a. Orders are published to announce appointments, promotions, reductions, demotions, and assignment of cadets or commandants at the appropriate level.

b. Permanent Orders are published to announce the award of ribbons, medals, badges, bars, decorations, accouterments, and unit awards identified in CR 1-1 and CR 1-7. They will also be used to direct the change in status of California Cadet Corps units, such as activation, inactivation, reorganization, assignment, attachment, etc. State permanent orders will announce the death of commissioned officers on duty with the California Cadet Corps.

Orders and Permanent Orders follow the formats described in CR 1. The Cadet S1 and their staff normally draft orders for the various events in their cadets' CACC careers. The S1 must stay on top of everything happening in the unit, and be prepared to publish the appropriate order commemorating the award, promotion, etc. The S1 staff will work closely with unit staff (platoon sergeants, first sergeants, company commanders, battalion staff) to ensure they are informed every time a cadet performs an action that will make them eligible for personnel actions. Once the S1 publishes the order, the event is also entered on the Form 13 in the appropriate section.

M1B2: Safety (S-2) Regulation CR 2-1

There is only one regulation that falls under the oversight of the S2 (Safety & Security Officer), CR 2-1, Safety, Risk Management, Environmental & Cadet Protection. The subjects listed in the title are well outlined in the regulation. All are important aspects of the general subject of Safety and keeping cadet operations safe and secure.

a. **Safety**. It is an expectation that safety training be incorporated into all CACC instructional standards. We teach cadets about the hazards present during training and how they can be mitigated and reduced. Almost all the training we conduct in the Cadet Corps encounters some type of hazard, and it is a leader's (and all cadets') responsibility to note hazards and work to ensure they don't cause the injury, illness, or damage they are capable of. The major common hazards are dehydration, cold and heat injuries, horseplay, uneven terrain, hygiene and sanitation issues, and medical issues. The Cadet Corps uses the Army's risk assessment process to identify, assess, and reduce the effects of hazards through focus of leaders and cadets.

b. **Risk Management (RM).** RM is the process of identifying, assessing, and controlling risks arising from cadet activities, and making decisions that balance risk costs with mission benefits. There are five steps in the process:

(1) Identify hazards
(2) Assess hazards to determine risks
(3) Develop controls and make risk decisions
(4) Implement controls
(5) Supervise and Evaluate

During the risk management process, leaders combine the probability of the hazard occurring with the severity of the threat if it does occur. The leader can then impose control measures that will reduce the risk, and make an informed decision as to whether the risk is reduced to an acceptable level or controlled completely, and whether or how the training or operation will occur. The higher the risk level, the higher the level of commander (e.g. commandant, brigade advisor, XO) is needed to approve the training plan.

PROBABILITY→	FREQUENT	LIKELY	OCCASIONAL	SELDOM	UNLIKELY
SEVERITY↓					
CATASTROPHIC (death/serious injury and/or environmental damage)	Extremely High	Extremely High	High	High	Moderate
CRITICAL (extensive injuries and/or environmental damage)	Extremely High	High	High	Moderate	Low
MARGINAL (minor injury/illness/environmental damage)	High	Moderate	Moderate	Low	Low
NEGLIGIBLE (first aid, very minor loss)	Moderate	Low	Low	Low	Low

c. **Environmental**. Cadets and adult members of the California Cadet Corps have a responsibility to be good stewards of the earth. At no time should a cadet activity leave our planet in a worse condition than when that activity began. The CACC environmental policy has three principles:

Principle #1. Cadets will always leave an area better than when it was found.
Principle #2. Cadet Corps leadership will be familiar with applicable local, state, and national policies regarding environmental impact and fully comply with those policies.
Principle #3. Cadet Corps activities will strive to mitigate any negative impact on the environment and will, whenever possible, avoid such impact.

M1B3: CR 3-14, Cadet Activity Planning

is the regulation that outlines a process and format for planning activities within the Cadet Corps. Planning is a skill leaders need to develop and practice, and CR 3-14 gives senior cadets and commandants a context within which to plan activities and grow as leaders. CR 3-14 introduces the Cadet Activity Planning Process (CAPP) and a Planning Checklist that gives leaders a tool to guide their planning. CR 3-14 also gives the formats for and explanation of the Army type orders we choose to use: The Operations Plan (OPLAN), the Operations Order (OPORD), the Warning Order (WARNORD), and the Fragmentary Order (FRAGORD). CR 3-14 gives everything leaders need to plan activities!

The Cadet Activity Planning Process:
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

M1C1: Personnel Regulations

Following the Army's system, there are different types of correspondence, and each has a specific purpose and format. They are the Letter, the Memorandum, the Information Bulletin, the Circular, and the Letter of Instruction. Warning Orders, if published by cadet staff for activities or events, may be considered a Circular.

Letter	For communicating with civilians outside the CACC (parents, school district officials, civic & government entities)
Memorandum	For communicating with CACC or military members or offices. Includes Memorandum for Record (MFR), Memorandum of Agreement (MOA), or Memorandum of Understanding (MOU)
Information Bulletin	Published announcements put out on a regular basis. HQ CACC publishes monthly Info Bulletins to convey information to CACC members
Circular or WARNORD	Gives directions and information about a specific event or operation (i.e. Drill Competition, XTC, Leadership Conference). May be in a Circular or WARNORD format.
Letter of Instruction	Communicates policy, directives or instructions

M1C2: Operations Regulations

CR 3 is the regulation that outlines the overall structure of the CACC Curriculum. It gives guidelines on how Applied Leadership works within the Cadet Corps construct, and discusses the different ways the academics of the program may be taught, depending on the school.

CR 3 outlines the structure of the CACC Curriculum, including the four Core Instructional Groups (Military Subjects, Citizenship, Leadership, and Wellness). Each of these groups is further divided into Strands – a single subject of instruction. Each Strand has three (there may be a few with two or four) Sections that help organize the Strand's subject matter into more learnable categories. The Sections, lettered A, B, and C for each Strand, are in a general way categorized as beginning, intermediate, and advanced (or sometimes Self-Mastery, Followership, and Leadership). Finally, each of these Sections has multiple lessons that contain the subject matter taught within the cadet program. Some lessons may be teachable in one sitting, where others are longer, requiring multiple class periods to cover the entire lesson.

: statements of what students should know and be able to do within a particular subject area. These help us align our lessons with career technical education (CTE) or content standards for California public schools.

CACC uses a Flexible System of Curriculum. The Cadet Corps curriculum is complicated by the fact that Cadets can begin the program anytime between the 5th and 12th grades, and may remain a Cadet for as little as a semester or as long as nine years. The curriculum is therefore designed with flexibility in mind, and gives the Commandant complete control over what is taught, when it is taught, and at what level it is taught. How a school organizes its Cadet Corps experience has a lot of influence on how the Commandant structures the curriculum. In the end, the Cadet Corps provides a program that a Cadet can enter in 4th Grade and continue to progress and learn through high school graduation. Few cadets are able to remain in the program that long, as they transition from elementary to middle to high school, most districts don't offer a progression of schools that all have a Cadet Corps program. But as we grow new schools, our goal is to add elementary schools and offer high schools where there are now only middle schools, and open programs in middle schools where there are now only high schools. Some military institutes are high school only, others are 5th through 12th grade.

CR 3 lists, in Chapter 6, the range of Cadet Knowledge and Basic Facts that cadets should know. This goes beyond the curriculum, which covers the many areas cadets may be taught. Cadet Knowledge is what Cadets should know – they should be able to recite the information presented in Chapter 6 during inspections or tests. This is also known in some circles as Memory Work.

The appendices in CR 3 give a detailed listing of the curriculum down to Section and Lesson (App A), a listing of the Strands and Sections that are recommended for each grade level (App B), a Lesson Plan Template (App C), and a Training Schedule Template (App D).

Cadet officers should be familiar with the Cadet Regulations, and at a minimum know the subjects covered by regulation and where to find information:
CR 3-1: Leadership Training Schools
CR 3-2: Field Training
CR 3-3: Summer Camp
CR 3-4: Individual Major Awards
CR 3-8: Competitive Drill
CR 3-12: Physical Fitness
CR 3-14: Cadet Activity Planning Process
CR 3-17: Rifle Marksmanship Training & Competitions
CR 3-22: California Cadet Corps Organization

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.

M6C1: Advanced Map Reading Techniques

A few advanced map reading techniques that we didn't cover in the map reading course are Intersection, Resection, and Modified Resection.

Intersection is a way to locate an unknown position on the ground by determining where azimuths from two or three known positions on the ground intersect.

Resection is the method of locating one's position on a map by determining the grid azimuth to at least two (three is better) well defined locations that can be pinpointed on the map.

Modified Resection is the method of locating one's position on the map when the person is located on a linear feature on the ground, such as a road, canal, or stream.

M12B2: Reviews and Parades

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.

> **NOTE:** When desired or more appropriate, commands may be substituted for directives.

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.

From M12A1: The battalion has three basic formations—line, column, and mass. Separate elements may be arranged in several variations within a formation: the battalion may be formed in line with the companies in line with platoons in line, or battalion in line with companies in column with platoons in line. From those formations, the battalion may be positioned in a battalion in column with companies in column, or companies in mass, or companies in column with platoons in line. Battalions in mass is a formation you're not likely to use in the Cadet Corps, but you will see battalions in line with companies in mass. You generally select the type of formation you're going to use based on the size of the field, the size of the unit, and the purpose of the ceremony. Sometimes you need to be innovative and arrange your units in a unique fashion to fit the units into the space you have. In all cases, the steps given here are guidelines - you may adjust them to meet your needs.

M12B3. Sequence of Events and Individual Actions for a Review

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.

- All unit commanders immediately command **GUIDE ON LINE**. The guide of each unit double-times to his position on the final line of markers, halts with his right foot on the marker, and then faces to the right.
- The adjutant aligns the guides (if necessary) and immediately marches to a position centered on the command and halfway between the post of the commander of troops and the final line. He halts and faces to the left, facing the line of troops.
- As soon as the guides are on line, the unit commanders (in sequence from right to left) command *Forward*, **MARCH**. As they approach the positions of the guides, commanders command *Mark Time*, **MARCH** so that the rank of squad leaders begins to *Mark Time* and is on line with the left shoulder of the guide. The commander allows the unit to mark time for about eight counts and then commands *Company (or Battalion, in a brigade review)*, **HALT**. On the command of execution **HALT**, the guide executes left face, which places his right foot on the marker.
- The unit is then aligned by the command *At Close Interval, Dress Right*, **DRESS**. At the command of execution **DRESS**, the platoon leader of the right platoon moves by the most direct route to the right flank and verifies the alignment of as many ranks as necessary to ensure proper alignment. When he has completed verification, he returns to a position in the front rank where all platoon leaders are evenly dispersed, halts parallel to the formation, and faces to the right.
- The commander then commands *Ready*, **FRONT** and, immediately, *Parade*, **REST**. He faces about and assumes *Parade Rest*. For larger reviews, the command **AT EASE** may be substituted for **PARADE REST** throughout the ceremony.

NOTE: If a ceremony is conducted with a company formed in line with platoons in column, the commands **COVER** and **RECOVER** are given to align the platoons.

- When all units are on the final line and are at *Parade Rest*, the adjutant directs **BRING YOUR UNITS TO ATTENTION**.
- Unit commanders face about and (in sequence starting with the right flank unit) command *Company (Battalion)*, **ATTENTION**. The unit commander then faces about.
- When all units are at *Attention*, the adjutant faces about. That is the signal for the commander of troops and his staff to move from their positions near the reviewing stand to their posts midway between the line of troops and the reviewing stand and face the line of troops.
- When the commander of troops has halted at his post, the adjutant faces about and directs **BRING YOUR UNITS TO PRESENT ARMS**.
- Unit commanders face about and in sequence command *Present,* **ARMS**. They then face about and *Salute*.
- After all units are at *Present Arms*, the adjutant faces about, *Salutes*, and reports, **"Sir/Ma'am, the command is formed."**
- The commander of troops returns the *Salute* of the adjutant and directs **TAKE YOUR POST**. (The members of the staff do not salute.) The adjutant takes his post by facing to the half left in marching, marches forward, halts at normal interval to the right of the right flank staff member, and faces about. When the adjutant is in position, the commander of troops directs **BRING YOUR UNITS TO ORDER ARMS**. Unit commanders terminate their *Salutes*; face about; command *Order,* **ARMS**; and then face
- about. When all units are at *Order Arms*, the left flank staff officer commands *Right*, **FACE**; *Forward*, **MARCH**; *Column Left*, **MARCH**; *Column Left*, **MARCH**; *Staff* **HALT**; and *Left*, **FACE**. At that time, the staff should be centered on, and two steps in front of, the commander of troops (see figure).

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<mark>Honors to the Nation</mark>. Use the following procedures to execute honors to the Nation when conducting a review.

When the reviewing party members have returned to their posts, the commander of troops faces about and directs **BRING YOUR UNITS TO ATTENTION**. After all units are at *Attention*, the commander of troops gives the command *Colors Center* (pause), **MARCH**. On the preparatory command *Colors Center*, the staff faces to the right. On the command of execution **MARCH**, the staff begins marching forward to a position offset to the left front of the reviewing stand, halts, and faces to the left. The Colors take seven steps forward and halt (if you have reduced the depth of the review, you may shorten the number of paces taken). The commander of troops marches forward until he is three steps in front of the color detail, halts, and then faces about.

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. instead of *Colors Center*, **MARCH**, the commander of troops commands *Persons to be honored and Colors Center (pause),* **MARCH.** The awardees leave their units in a military manner and gather behind the Colors. If you're commissioning OCS candidates, they march their formation to join the Colors, forming behind and centered on them. If awardees are on the reviewing stand, they join the other awardees and/or the Colors once they're at the front of the formation. If there are more than one, they gather and march out to where the awardees and/or Colors are posted and form a line in front of the Colors.

To move the Colors forward, the commander of troops commands *Colors Forward*, **MARCH**. If awardees are present, the command is *Detachment, Forward*, **MARCH**. On the command of execution **MARCH**, the commander of troops and the color detail march forward and then halt when the commander of troops has reached his/her original post. The commander of troops executes the *Hand Salute* and reports to the host commander, **"*Sir/Ma'am, the Colors are present*"** or **"Sir/Ma'am, the persons to be honored and Colors are present."** The host commander then returns the *Salute* and directs the commander of troops **ASSUME YOUR POST AND PRESENT THE COMMAND**. On this directive the commander of troops faces to the right in marching and marches by the most direct route to his post two steps in front of and centered on his/her staff, halts perpendicular to his staff, then faces to the right. After facing to the right, the commander of troops directs **BRING YOUR UNITS TO PRESENT ARMS**.

Unit commanders face about and command *Present,* **ARMS**. Each commander then faces about and salutes. When all units have completed these movements, the commander of troops faces about and commands *Present,* **ARMS** for him or herself, the staff, and the Colors detail.

On the execution of the *Hand Salute* by the commander of troops, the music begins to play The National Anthem*.*
. . .

<mark>March in Review</mark>.

Once the Colors are back in position, the commander of troops faces the reviewing officer.

When the commander of troops has faced the reviewing officer, the host or host commander directs **PASS IN REVIEW**.

The commander of troops faces about and directs **PASS IN REVIEW**. Unit commanders execute a *Right Face*.
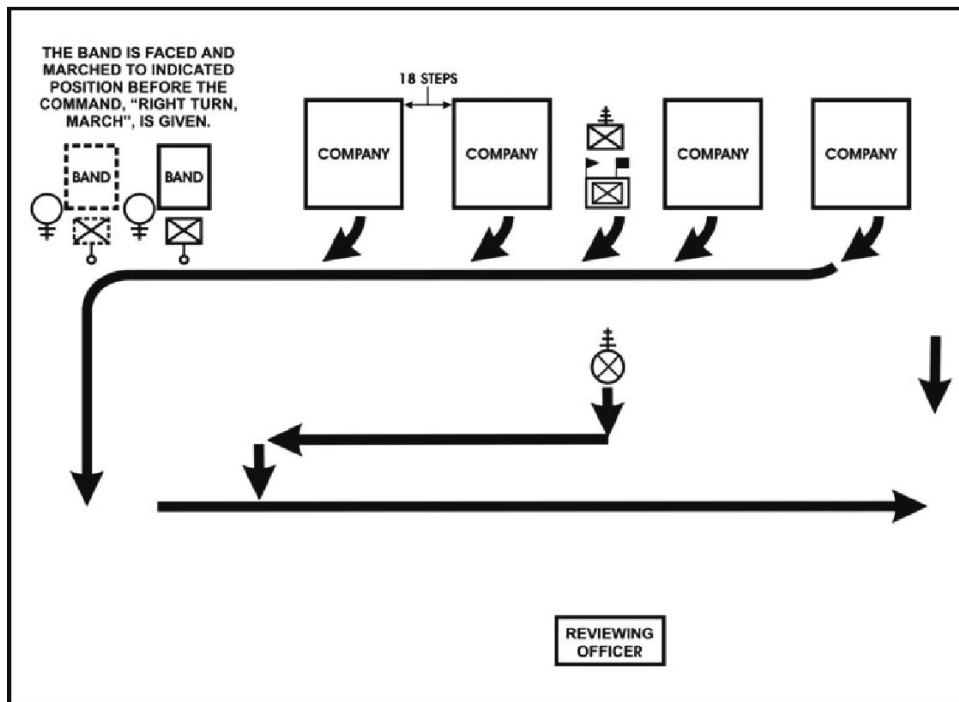
The commander on the right flank commands *Right turn*, **MARCH**. The music master starts playing marching music.

Other units move out in procession in the same manner and follow in column at the prescribed distance.

Each unit changes direction at points indicated by markers. The commander commands, *Left turn*, **MARCH**. The commander faces about while marching as his unit is making the turn. When his unit has completed the turn, the commander commands, *Forward,* **MARCH**, and faces back to the front.

All commanders, except the commander of troops, move with their staff into positions in the column and at the head of their respective units just before turning onto the reviewing line.

The commander of troops and his staff move forward and execute turning movements to arrive at a position 12 steps in front of the lead unit on the reviewing line.

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*.

M12C1. Retreat History

Retreat is a ceremony in which the unit honors the U.S. flag when it is lowered in the evening. This ceremony is conducted at the direction of the unit commanders. The installation commander sets the time for sounding retreat. Reveille is a ceremony in which a unit honors the U.S. flag as it is raised in the morning. This ceremony is conducted at the direction of the commander. The installation commander sets the time for sounding Reveille. (See Appendix K for more information on raising the flag.)

The term "retreat" is taken from the French word "retraite" and refers to the evening ceremony. The bugle call sounded at retreat was first used in the French army and dates back to the Crusades. Retreat was sounded at sunset to notify sentries to start challenging until sunrise, and to tell the rank and file to go to their quarters. The ceremony remains as a tradition. The old cavalry call "To the Standard," in use from about 1835, has been replaced by the present call of "To the Color." This remains as music honoring the flag as it is lowered in the evening.

C4A1. Types of Diversity

What do we mean by diversity? Merriam-Webster gives the definition of diversity as the condition of having or being composed of differing elements: variety; especially the inclusion of different types of people (such as people of different races or cultures) in a group or organization. (Webster, 2019). So when we speak of diversity, we're referring generally to differences between people, and usually what people make of those differences.

A common misconception is that the term "diversity" defines meeting certain quotas in race or gender categories. In fact, "diversity" as it relates to human resources is a way of thinking and operating that encourages an entirely new and positive outlook among members of a group. Diversity in the work environment promotes acceptance, respect and teamwork. Organizations that overcome certain diversity issues often achieve greater productivity, profit and morale.

Depending on whom you read or talk to, there are different ways to categorize types of diversity. Consider these four loosely defined, different types of diversity (Harquail, 2010):

"Identity" / Social Category/ Demographic Diversity: related to a person's social-physical categories, like race, gender, ethnicity, sexual orientation, physical ability. Refers to who we are, in our bodies.

"Value" Diversity: related to belief systems, value preferences, assumptions about what is better or right, beliefs about how the world is organized. Refers to what we believe. Includes religion & politics.

"Cognitive" / Informational Diversity: related to what you know and how you know it, including work experience, learning styles, intelligence, differences in mental processes of perception, judgment, categorization, and so on. Refers to what we know.

"*Behavioral" Diversity:* related to personality styles, action orientation, how we interact with others, working style. Refers to how we act.

Oppression Olympics is a term used within social justice circles referring to arguments in which inequalities faced by a group are dismissed for being considered less important than those faced by another group. This was first noted in feminist circles, when some people pushed race-related grievances, asserting that their situation was worse than that for white women. They were accused of seeking approval or praise for being more disadvantaged than others. (Tomberry, 2014)

One of our three core values in the California Cadet Corps is **respect**. This is important to us because it is what each of us, as equal human beings, deserve from each other. Respect is key to the concept of diversity and inclusion being important. When there is a lack of acceptance of the diverse culture and beliefs among cadets, students, soldiers, employees – name your group - conflicts may arise. Sometimes, this conflict turns to animosity and may even cause violence. If we can respect each other, we can work together to accomplish our common goals. The organization is more successful, and its members are more satisfied that they're in a good place.

C4A3. Age Diversity

Age is a fascinating diversity issue to study. By 2025, millennials will make up 75% of the workforce, and they are changing the work culture. Employees from other generations may have difficulties adapting to changes in the workplace and the work culture that the younger generation are bringing about. In larger corporations, there are more diversified age groups, from teenagers to senior citizens. As a result, cliques and social circles based loosely on age may be formed, and some workers may be isolated from the team. There may also be times that workers from different generations may disagree with how things should be done. To maintain teamwork and collaboration, create an open communication culture within your organization to help bridge the gap between generations. It can be a problem if you and your boss approach things from different perspectives because of generational difference. You need to do what the boss says, or do things how the boss wants them done, but you have such different ways of thinking about things, you clash. It can help to talk through the issues, and to explain why you think the way you do, but the generational clash may not go away. You have to make a special effort to continue to communicate despite your differences.

What is a generation? "It's a group of people born around the same time and raised around the same place. People in this "birth cohort" exhibit similar characteristics, preferences, and values over their lifetimes." (Center for Generational Kinetics, 2016) When we talk of different generations, we usually refer to groupings of people who have been defined in the US over the past hundred years. They're broken out below.

Generation	Birth Dates
<mark>Traditionalists or Silent Generation</mark>	Born 1945 and before
<mark>Baby Boomers</mark>	Born 1946-1964
<mark>Generation X</mark>	Born 1965-1976
<mark>Millennials or Generation Y</mark>	Born 1977-1995
<mark>Generation Z, (also known as iGen, or Centennials)</mark>	Born 1996-(2010-2015)

C4A4. Race, Ethnicity, Culture, & Language Diversity

We're going to combine some categories here because they're related.

Race refers to physical characteristics, while ethnicity refers to cultural characteristics. In the US Census, the races are listed as:

- White
- Black or African American
- American Indian or Alaska Native
- Asian Indian
- Chinese
- Filipino
- Other Asian — (i.e. Hmong, Laotian, Thai, Pakistani, Cambodian, etc.)
- Japanese
- Korean
- Vietnamese
- Native Hawaiian
- Guamanian or Chamorro
- Samoan
- Other Pacific Islander — (i.e. Fijian, Tongan, etc.)

These are further gathered into five races, plus an "other" category. The percentages from the 2010 Census are shown:

RACE	PERCENTAGE IN US (2010 Census)
White	79.96%
Black or African American	12.85%
American Indian/Alaska Native	0.97%
Asian	4.43%
Hawaiian Native & Pacific Islander	0.18%

Hispanic or Latino is considered an **ethnicity**, not a race. Ethnicity is defined as belonging to a group that has a common language, culture, and body of traditions. (Webster, 2019). Hispanic/Latino is the only ethnicity tracked by the US Census.
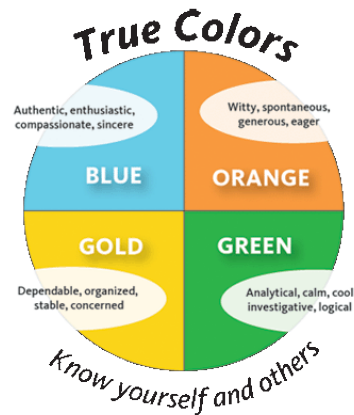
Race or ethnicity can be a huge issue in your life. People may judge you based on your race or ethnicity. They may stereotype you without even knowing you. You may do this to others too. We all have biases and stereotypes – it's a human condition. But if you educate yourself on the truth about people of various races and ethnicities, you should be able to define them in a way that beats the stereotypes and understand them better. Being a racist is easy – it's harder to accept someone's differences and respect them for who they are.

C4A6. Diversity in Personality (True Colors)

As discussed, one aspect of diversity is having differences in how we look at and approach things. This allows an organization to consider different ideas, different ways of doing things, and different ways of solving problems. It allows an organization to better serve its diverse membership. True Colors is a personality profiling system similar to the Myers-Briggs Type Indicator that is discussed in Strand L4, Leadership Traits & Theories. It is sold as a model for understanding yourself and others based on your personality temperament (biologically based aspect of personality). (Lowry, 2017) It uses four colors to categorize personality types into temperaments. It was developed by Don Lowry in 1978.

Lowry's system divides personality types into four colors:
- Green: Independent Thinkers
- Gold: Pragmatic Planners
- Orange: Action-oriented
- Blue: People-oriented

True Colors

BLUE — Authentic, enthusiastic, compassionate, sincere	ORANGE — Witty, spontaneous, generous, eager
GOLD — Dependable, organized, stable, concerned	GREEN — Analytical, calm, cool investigative, logical

Know yourself and others

C8B4. Buffalo Soldiers

Thousands of African American men served in the Union Army during the Civil War. They proved they could be remarkable soldiers when given the chance. In 1866, Congress passed the Army Organization Act, which authorized the formation of six regiments, four of cavalry, two of infantry, consisting of African American soldiers. This was the first inclusion of Black units in the regular Army. Their mission was "to help control the Native Americans of the Plains, capture cattle rustlers and thieves and protect settlers, stagecoaches, wagon trains and railroad crews along the Western front." (History.com Editors, 2020)   They did a lot of other missions too, like building roads and railroad and Army forts. They were stationed on the frontiers of the American West, from 1867 to 1896. They also supported the National Park Service in Yosemite and Sequoia National Parks. In later years, they fought in the Spanish American War in Mexico, served in the Philippines in the early 1900's, and continued service until World War II, when some of the units were integrated into the 2nd Division, and some were deactivated. The original six units were the 9th and 10th Cavalry Regiments and the 38th, 39th, 40th and 41st Infantry Regiments. The Infantry units consolidated in 1869 into the 24th and 25th Infantry Regiments. Black

units were segregated in the Army until 1947, when President Truman issued an Executive Order to desegregate the US Military.
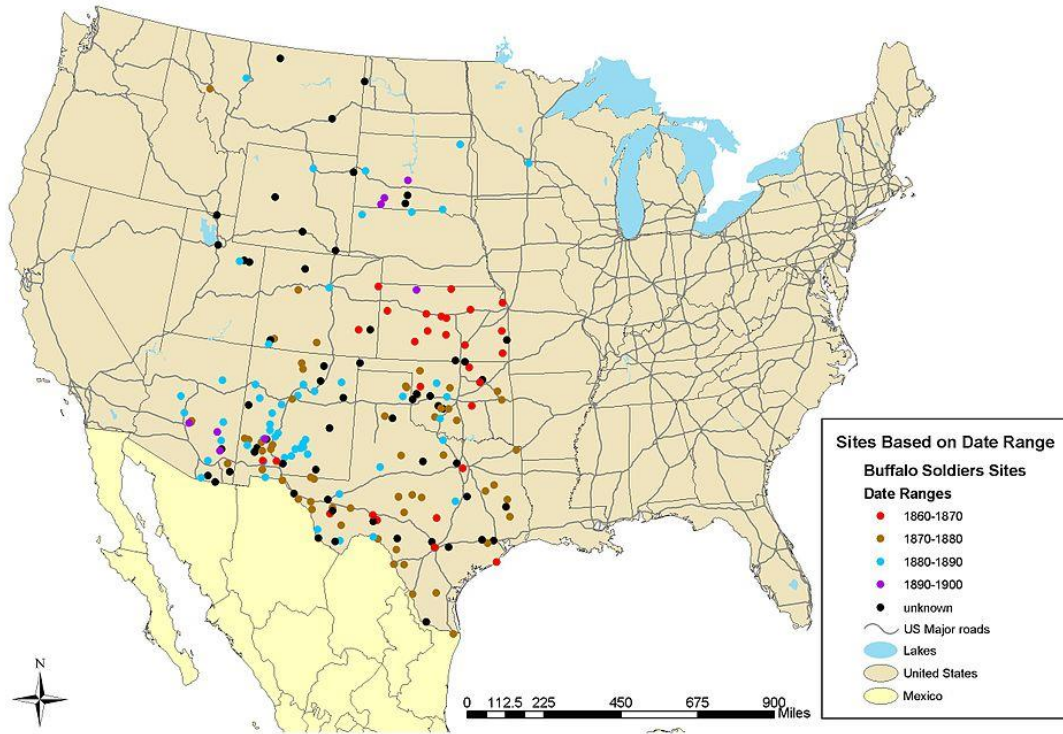
The nickname Buffalo Soldier initially described troopers of the Tenth Cavalry, but the Ninth soon adopted the name as well. Although Native Americans bestowed the name upon the troopers, there are differing accounts as to the reason. One account suggests the name was acquired during the 1871 campaign against the Comanches, when Indians referred to the cavalrymen as "Buffalo Soldiers" because of their rugged and tireless marching. Other accounts state that Native Americans bestowed the nickname on the Black troopers because they believed the hair of the black cavalrymen resembled the hair of the buffalo. Another suggests that the name was given because of the buffalo-hide coats worn by the soldiers in cold weather. The troopers took the nickname as a sign of respect from Native Americans, who held great reverence for the buffalo, and eventually the Tenth Cavalry adopted the buffalo as part of its regimental crest. (Plante, 2001)
The infantry regiments eventually took the title of Buffalo Soldiers as well.

9th CAV   10th CAV   24th IN REGT   25th IN REGT

The Buffalo Soldiers were called to deploy to Cuba, and eventually the Philippines, during the Spanish American War. 3000 men from the 9th and 10th Cavalry and 24th and 25th Infantry Regiments deployed. They fought up San Juan Hill with Teddy Roosevelt's Rough Riders, and participated in the Battle of Kettle Hill. Five Buffalo Soldiers won the Medal of Honor during this war, adding to the 22 who had received it during the Indian Wars.

The Buffalo Soldiers were not just American Soldiers – they were ambassadors for their race. They served with pride and honor in a system that discriminated against them. They chose to serve – each man (and one woman who disguised herself as a man) freely enlisted. About half of them were veterans of the Civil War. Despite the tough conditions and the institutional racism, they did their job. 23 Buffalo Soldiers were awarded the Medal of Honor during the Indian Wars and Spanish American War. The Buffalo Soldier regiments earned a reputation as reliable, fierce Army units who were incredibly successful at doing the missions assigned to them.

It is an uncomfortable fact of history that a major mission of the Buffalo Soldiers was to pacify the Native American tribes in the West. They also did missions against lawless, and sometimes law-abiding, Mexicans along the US-Mexico border from 1910 into the 1920's. They performed their missions willingly, and reflected the common prejudices toward Native Americans and Mexicans that were part of United States culture at the time.

Being a Buffalo Soldier was an accomplishment for the men who served in these units. They served their country courageously and performed their missions superbly. They paved the way for later integration in the Army and in American society in general. They proved they were just as able to serve as anyone else – and better than most.

C8B7. Doolittle Raiders

In December 1941, the Japanese Empire dealt a great blow against the United States by their surprise attack on Pearl Harbor. 2400 people were killed, 1200 wounded, 5 battleships were sunk, and another 10 ships damaged, 188 aircraft destroyed and another 159 damaged. The US Military was caught unprepared and the country was shocked and devastated by the attack.

President Roosevelt asked the military to come up with a response of some kind. The Navy developed the concept, and Army Air Corps Lieutenant Colonel James Doolittle was given the mission. They would fly Air Force B-25 bombers off an aircraft carrier and bomb Japan. He solicited volunteers from the 17th Bombardment Group, crews experienced in flying the B-25 bomber. Every airman in the 17th volunteered for the mission. They had to prove it was possible for a B-25 to take off from an aircraft carrier, then prep the planes and train the crews to do it. They had 24 trained crews, 16 of which got to do the mission.

The 16 bombers were loaded on the aircraft carrier USS Hornet at the naval base in Alameda, California, and sailed in a task force to a point about 600 miles east of Japan. The Japanese had some indication there was going to be an attack, and were searching for the carrier task force. The ships were spotted by a Japanese patrol boat, which was able to radio the presence of the fleet. Though not as close to Japan as they wanted to be, Lt Col Doolittle made the decision to go early, before the Japanese could mount a response. The planes took off from the Hornet about 650 miles east of Japan, and proceeded toward the Japanese home islands, with targets of Tokyo, Yokosuka, Yokohama, Kobe, and Nagoya. (Naval History and Heritage Command editors, 2019)

The planes dropped their bombs on target, then proceeded to China to get away (one plane landed in Vladivostok, Russia, and was interned – the Russians had denied the US request to land there, not wanting to anger the Japanese at that point in the war). It was always a long shot – they knew going into the mission that making it through the bombing and landing and getting away in Japanese-occupied China was going to be difficult. But all the planes made it. A couple ran out of fuel and landed in the surf on Chinese beaches (two crewmen drowned). The other eight crewmen in those two planes were captured by the Japanese. Three were executed, and the other five imprisoned, where one died while in custody. The others were mistreated, but made it through the war as prisoners, and were repatriated in 1945.

The other crews bailed out of their planes over China, or crash-landed, and were assisted by Chinese civilians. The crews all made it safely back to US lines, where they continued their service in the Army Air Corps. Of the 80 men who participated in the raid, 64 continued to fight (Nat'l Museum of the USAF Editors, 2015)in the various theaters of the world war; ten would eventually lose their lives in action, and nine would be shot down and taken as prisoners of war. All received a promotion as a result of their participation in the Doolittle Raid. Doolittle was promoted two grades to Brigadier General and awarded the Medal of Honor by President Roosevelt. He went on to command the 12th Air Force in North Africa, the 15th Air Force in the Mediterranean, and the 8th Air Force in England over the next three years. All 80 Raiders were awarded the Distinguished Flying Cross, and also a top award from the Government of China. In 2015, a Congressional Gold Medal was presented to the Doolittle Tokyo Raiders.

The Japanese Imperial Army conducted a campaign in China after the Doolittle Raid, partly as revenge for Chinese civilians assisting the Raiders, and partly to prevent the eastern coast provinces from being used again. They laid waste to a large area, and killed an estimated 10,000 civilians while searching for the American crews. They destroyed whole towns, including the town of Nancheng, torturing, raping, and murdering

thousands, and even spread disease pathogens (cholera, typhoid, plague and anthrax) which killed around 1700 Japanese troops in addition to thousands of civilians. The estimated civilian death toll was about 250,000. (Scott, 2015)

The Doolittle Raid was considered a great success, despite the little actual damage that was done, and the after-effects. It buoyed American morale at a time when almost all war news was bad, and it stunned the Japanese people, who didn't think they were vulnerable to attack in Japan. As importantly, it shook up the Japanese command, and caused them to bring troops back to Japan to serve in defensive roles to protect the homeland. Japanese desire to respond led to the Battle of Midway, a sound defeat for the Japanese and probably the turning point of the war in the Pacific.

Doolittle Raiders: A China Story:

https://vimeo.com/266803924

The Doolittle Raiders were heroes by any definition. They eagerly volunteered to participate in a dangerous mission which was very likely to end in their death. They courageously carried out their mission, successfully showing the world that America was down but not out, and capable of unpredictable response to the aggressions of our enemies.

C8B8. Navajo Code Talkers

For video on the Code Talkers, go to:
https://navajocodetalkers.org/story-of-the-navajo-code-talkers/

More are available at:
https://navajocodetalkers.org/category/interviews/
In early 1942, the US Military was rapidly gearing up to respond to the attack on Pearl Harbor by the Imperial Japanese Navy. The Marines knew they'd be fighting in many battles in the Pacific in the coming years. One thing they needed was a reliable but secure way of communicating by radio. The military had code-making machines, but they were unwieldly, and took about 30
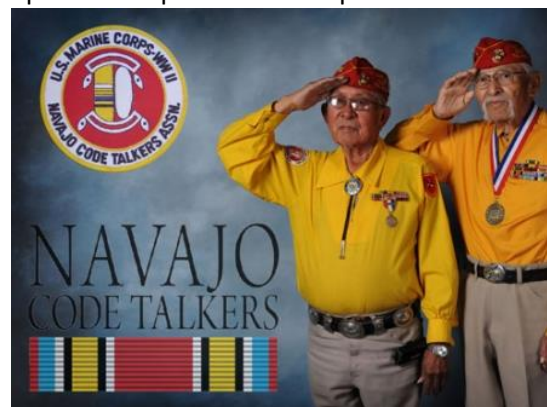
minutes to encode a message. That's way too long in the heat of battle – they needed a code that the Japanese couldn't break that could be rapidly encoded, sent, and decoded.

Philip Johnston had grown up on the Navajo reservation as the son of missionaries, spoke fluent Navajo, and was aware that Native American languages had been used in the past, during World War I, as codes for the military. He approached the Marine Corps with his idea of using the Navajo language as the base for a code that could be used in the field. After some testing and analysis, the Marine Corps endorsed the idea. (History.com Editors, 2020)

The Marines recruited 30 Navajos, and 29 started basic training at Camp Elliott near San Diego in May, 1942. In addition to learning to be Marines, they developed the code that would be successfully used throughout the war in the Pacific, and the Navajo Code Talkers were born. About 400 Navajos eventually participated in the program as code talkers, with 13 being killed in action. The code was never broken by the Japanese, and was hailed as a major factor in some of the victories Marines won in battle during the Pacific war.

Just a note: the Navajos weren't the only Code Talkers used in World War II, just the most prominent and famous. The US Army used Code Talkers from the Lakota, Meskwaki, Mohawk, Comanche, Tlingit, Hopi, Cree, and Crow tribes. The Army had used Cherokee and Choctaw Code Talkers during World War I.

C8B9. Tuskegee Airmen

The Tuskegee Airmen were the first African American military aviators in the US armed forces. The group of people considered to be Tuskegee Airmen were pilots, navigators, bombardiers, support personnel, nurses, and mechanics who trained at Tuskegee Institute in Alabama from 1940 to 1945.

Prior to World War II, many people didn't believe African Americans were able to ably fly planes, and the military rejected their applications to train. In 1938, President Roosevelt announced a new civilian pilot training program in the US, which would help the country be better prepared if war came. Black lobbyists argued that Black Americans be included. In January 1941, the Tuskegee Training Program was born. (Department of Defense, 1985) A visit to Tuskegee by First Lady Eleanor Roosevelt in March 1941 gave a huge boost to the program. During a visit to the Tuskegee Institute, she consented to a flight with the chief civilian instructor, C. Alfred Anderson. Anderson, known as the "Father of African American Aviation" flew the First Lady around the field for the better part of an hour. When they landed, she told him, "Well, you can

fly, alright." (Franklin, 2017) The photos and resulting publicity are credited, partly anyway, for keeping the program on track.

A major part of the story of the Tuskegee Airmen is the segregation, discrimination, and unequal treatment the airmen were subjected to throughout their training. Certainly, the fact that they were in Alabama didn't help – relations with local civilian authorities were poor, and the locals didn't want Black troops in their town. Most of the military leaders (most of whom were white) making decisions about facilities and where the Black airmen were allowed to go continued the racist treatment of these airmen. This came to a head in many small ways, but one significant incident involved officers from the 477th Bomb Group at Freeman Field, Indiana. The base had established two officers' clubs – one for whites and one for Blacks. When that seemed to go against military policy, the commander changed it to one club for instructors, and one for trainees. It just happened that all the instructors were white, and all the trainees were Black. In a planned display of resistance, Black officers started entering the white 'instructor' club. Over several days, over 60 Black officers were arrested (and the club was closed). The post commander released the arrested officers, but pursued court martials on three. On top of that, he came up with a new regulation, and required all the officers to sign a statement acknowledging understanding of it, under penalty of the 64th Article of War, which indicated that refusal to obey a direct order may result in the death penalty. 101 officers refused to sign, and were arrested. Soon the whole unit was shipped out to another base – with Army Air Corps leaders hoping they could get the whole program eliminated. General George Marshall, the Army Chief of Staff, ordered the 101 arrested officers released. Letters of Reprimand were put in their records. Col Benjamin Davis was put in command of the 477th and Godman Field; Major General Frank Hunter, Commander of 1st Air Force and responsible for much of what had gone on, refused to attend Davis' change of command ceremony. Finally, the three officers originally arrested were court martialed. Two were found not guilty, and the third was found not guilty of disobeying an order, but guilty of "jostling a superior officer." He was fined $150, which was collected and paid by his fellow officers. (Hankins, 2020)

In late May 1945, General Arnold replaced all white officers in the 477th with Blacks commanded by Colonel Benjamin O. Davis, Jr. Plans were written to send the unit, now a composite Group of B-25s and fighters located at Godman Field, Kentucky, to the Pacific to fight in the war against Japan. Davis quickly improved the morale and fighting fitness of the Group. A First Air Force inspection noted the improvement in the Group's effectiveness under Davis, and especially registered the vast increase in the unit's morale. Before the 477th could deploy, however, the war in the Pacific ended. The 477th went into the post war era as a bomber and fighter outfit. It is true that the 477th had never met the foreign enemy, but it had engaged the domestic foes of racism and bigotry, and had won. (East Coast Chapter, Tuskegee Airmen INC., Accessed NOV 2020)

From 1941 to 1946, the Tuskegee Institute trained 992 pilots, 335 of whom were deployed overseas. 66 were killed in action, 12 killed in training, and 32 were captured as prisoners of war.

Although many of the Tuskegee Airmen made remarkable combat achievements, their greatest victories were against systemic racial injustice, forcing the nation to hold closer to the ideals of liberty and equality enshrined in its founding documents. Seventy-five years later, that fight is far from over. The tactics used by the 477th of peaceful civil disobedience combined with forging connections to activist organizations and press outlets to put political pressure on national leaders all served to further their cause. Those efforts serve as a powerful example of how meaningful change can still be achieved. As Col. Benjamin Davis Jr. said: "The privileges of being an American belong to those brave enough to fight for them." (Hankins, 2020)

C8B11. World War II Nisei Units

America's official role in World War II started when the naval forces of the Empire of Japan attacked the military installations at Pearl Harbor, Hawaii on December 7, 1941. On December 8th, the USA declared war on Japan. This caused the government to look at Japanese citizens who were resident in the United States, and at Japanese American citizens. In the terror of the time, and with the prevalence of racism that ran through US society, there was great fear that anyone of Japanese descent might be an enemy agent. There was no evidence that this was the case, but facts didn't get in the way of terror and racism. Many military and government leaders advocated to intern Japanese Americans.


*First Generation Immigrants (those who moved here) = **Issei***
*Second Generation (children of Issei) = **Nisei***
*Third Generation (grandchildren of Issei) = **Sansei***

About 125,000 Japanese Americans were living in the continental United States in 1941; most of them on the West Coast. 63% were children (or grandchildren) of immigrants – born in the USA and American citizens. The Issei were ineligible to become citizens because of anti-Asian laws in place in the US. In Hawaii, there were over 150,000 Japanese Americans – over one third of the population.
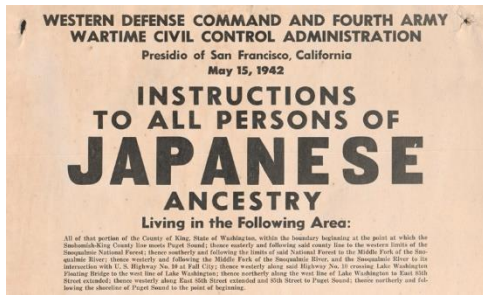
Executive Order 9066, issued by President Roosevelt in February 1942, forcibly interned anyone of Japanese ancestry who was living in all of California and western parts of Oregon, Washington, and Southern Arizona. There was very little evidence that Japanese Americans might act as saboteurs or spies, but fear and racism combined to declare all people of Japanese ancestry suspect, and they were interned, incarcerated, and detained. The vast majority were loyal American citizens.

Before the war, there was little option for military service for American citizens of Japanese descent. There were a few in the National Guard, but no Japanese American units had been formed. When America started the draft in 1940, it opened the service to qualified volunteers regardless of race. Many Nisei young men were drafted into the US Army, especially in Hawaii, where Japanese Americans made up about a third of the population. They were motivated to excel and prove themselves, and did.

When the draft started, the War Department also federalized the National Guard. In Hawaii, the 298th and 299th Infantry Regiments were the major units. The units were comprised of Hawaiians, about 50% of whom were young Nisei men. They trained through 1941 and proved to be good soldiers. After Pearl Harbor, the 298th and 299th were used to man defenses in Hawaii and build military installations.

By late May 1942, the Japanese Americans soldiers in the 298th and 299th Infantry regiments of the Hawaii National Guard and some Army engineer units had been summoned to Schofield Barracks, where their weapons were confiscated. They were separated from their non-Japanese fellow soldiers and organized into an all-Japanese unit called the Hawaiian Provisional Infantry Battalion which would be designated the 100th Infantry Battalion after it reached Oakland, California. The men were told that they

would be sailing overseas to an unknown destination and that they should tell no one. However, as the battalion moved by train from Schofield Barracks in the countryside to Honolulu Harbor in the city, they saw friends and family members lining the railroad tracks, waving good-bye and wishing them well. Some came bearing lei or gifts for the men. They encouraged them to do their best. The men, most having come from homes where duty and haji (shame) were important values, understood their underlying message: "Do not bring shame unto the family." "Fight hard for your country, even if it means sacrificing your life." (100th Infantry Battalion Veterans, Accessed in NOV 2020)

The 100th Infantry deployed to North Africa and Italy in mid-1943. They fought at Salerno, Cassino, and Anzio, and pushed the Germans north of Rome.

The 442nd and 100th IN Bn were ferocious fighters. They were a very disciplined, dedicated unit (some would attribute that to their Japanese-based culture), and were certainly motivated by the desire to prove their loyalty to the United States. They quickly gained a reputation for accomplishing the mission, whatever it took. They suffered high casualties, but never lost their morale or esprit de corps. Their motto was "Go for Broke!" and they did.

One mission the 442nd is best known for is the rescue of the Lost Battalion. The 442nd had been in battle pretty much continually, and they were sent to rest. But then they received the order to try what no one else had been able to do. The 141st Infantry Regiment had been surrounded by Germans. They were dug in and cut off. The 442nd threw everything they had at it. Finally, Companies I and K of 3rd Battalion "went for broke". On the afternoon of 30 October 1944, they reached the 141st, rescuing 211 soldiers at the cost of 800 casualties over five days. They fought on until finally ordered back on 17 November. From an original 1432 men the 100th fielded a year earlier, they now had 239 Infantrymen and 21 officers. Second Battalion was down to 316 riflemen and 17 officers, and 3rd Battalion less than 200. The entire RCT was down to less than 800 soldiers. They lost 140 killed and 1800 wounded, with 43 missing in three weeks of October/November 1944.

The men of the 442nd were certainly courageous. Some critics believe that their sacrifice, though voluntary, was partly the result of their Division Commander's belief that they were expendable – cannon fodder.

The 442nd RCT, including 100th IN Bn, is the most decorated military unit for its size in American history. (Vachon, 2015) Members of the regiment received more than 18,000 awards, including:

Purple Hearts:	9500
Bronze Star Medals:	5200
Silver Stars:	588
Distinguished Service Crosses:	52
Distinguished Unit Citations:	7
Presidential Unit Citations:	8
Congressional Medals of Honor:	21

The 4000 men who initially made up the unit had to be replaced nearly 2.5 times. In total, about 14,000 men served. (Vachon, 2015)

As significant as the 442nd was in the history of World War II, they weren't the only Japanese Americans who served in the US Military during the war. About 6000 Nisei served the US Military as translators or interrogators in the Military Intelligence Service. Not all

were native speakers of Japanese; the Military Intelligence Service Language School trained over 5000 soldiers to speak Japanese during the war. They served in every campaign in the Pacific after Midway. 14 MIS linguists were assigned to Merrill's Marauders, the special operations unit that would evolve into the Army Rangers. 5000 MIS trained linguists served during the occupation of Japan after the war, assisting in everything from rebuilding the Japanese government and military to support at the war crimes trial of Japanese military personnel. They served as translators for key American military personnel, helped liberate prisoner of war camps, and translated thousands of pages of captured enemy documents. Many of their missions were secret, and stayed state secrets for 30 years after the war. Like most people involved in intelligence operations, these soldiers rarely received credit for their achievements. In 2000, the MIS was awarded the Presidential Unit Citation. They were included, with the 442nd RCT and 100th Battalion, in the award, in 2010, of the Congressional Gold Medal to Nisei Soldiers of World War II.

L1C1. What Ethics Is, and Is Not

. . . So, What then is Ethics? Velasquez' team defines ethics as two things: "First, ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. And, ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons. Secondly, ethics refers to the study and development of one's ethical standards. As mentioned above, feelings, laws, and social norms can deviate from what is ethical. So, it is necessary to constantly examine one's standards to ensure that they are reasonable and well-founded. Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly based." (Manuel Velasquez, 2017).

L1C2: Ethical Dilemmas

. . . "**The Socratic method**…is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presumptions. It is a dialectical method, often involving a discussion in which the defense of one point of view is questioned; one participant may lead another to contradict themselves in some way, thus weakening the defender's point."

"**The dialectical method** is a discourse between two or more people holding different points of view about a subject but wishing to establish the truth through reasoned arguments."

L1C3: Ethical Decision-Making

Making decisions and solving problems is what leaders do. The process is similar for both decision-making and problem-solving. Making a decision is part of solving a problem. Like leaving ingredients out of a recipe, it doesn't work very well if you leave steps out of the Decision-Making/Problem-Solving Process. It's best to follow a set process so you don't forget something. The "ethical" part comes in as you consider your values during the process. This ensures you make ethical decisions.

Ethical Decision-Making/Problem-Solving Process
1. Identify and define the problem.
2. Gather information (facts/assumptions).

1. Identify the Problem:
- Think through the problem
- Define the problem in precise words
- Write it down
- Ensure you've correctly identified the problem – You can't solve a problem if you don't correctly identify it

2. Gather Information:
- Gather the Facts & Assumptions
  - Facts: observable, provable, already happened
  - Assumptions: taken for granted without proof. These are things you think will happen.
- Establish the situation regarding the problem

3. Develop Solutions:
- Brainstorm ideas
  - Brainstorming is a way to generate a lot of ideas.
  - Put down every idea you can think of, no matter how wild or crazy it may seem. Don't judge the ideas, just list them
- Turn your brainstorming list into a list of possible solutions
- The Army calls these possible solutions Courses of Action (COA)

4. Analyze & Compare Courses of Action:
- What is most important about your solution? Develop criteria to analyze each solution. It might be how much it costs, how much time it takes, the level of danger, how far away it is, etc.
- Weigh your criteria. Maybe cost is twice as important as how far away it is, and time is three times as important. Note these weights.
- Consider your values. Do the solutions you've come up with support your values? Example: Internet safety from predators is important. You're pretty sure your friend's internet chatting with the stranger is unsafe and she's mentioned the possibility she will meet this person face-to-face soon. Should you talk to an adult about your concern, and if so, what adult should you talk to?
- List the pros and cons of each solution
- Assess each solution using each of your criteria
- Order the solutions within each criterion
  - for each criterion, decide which is best, next best, worst, etc. Worst gets 1 point, next best 2 points, etc.
- Criteria that are even split the points
- Use your weights (points) to multiply the important criteria.

Ethical Traps: Don't get caught in an **ethical trap**. If you make an <u>unethical</u> decision, you make your problem worse; now you have two problems.
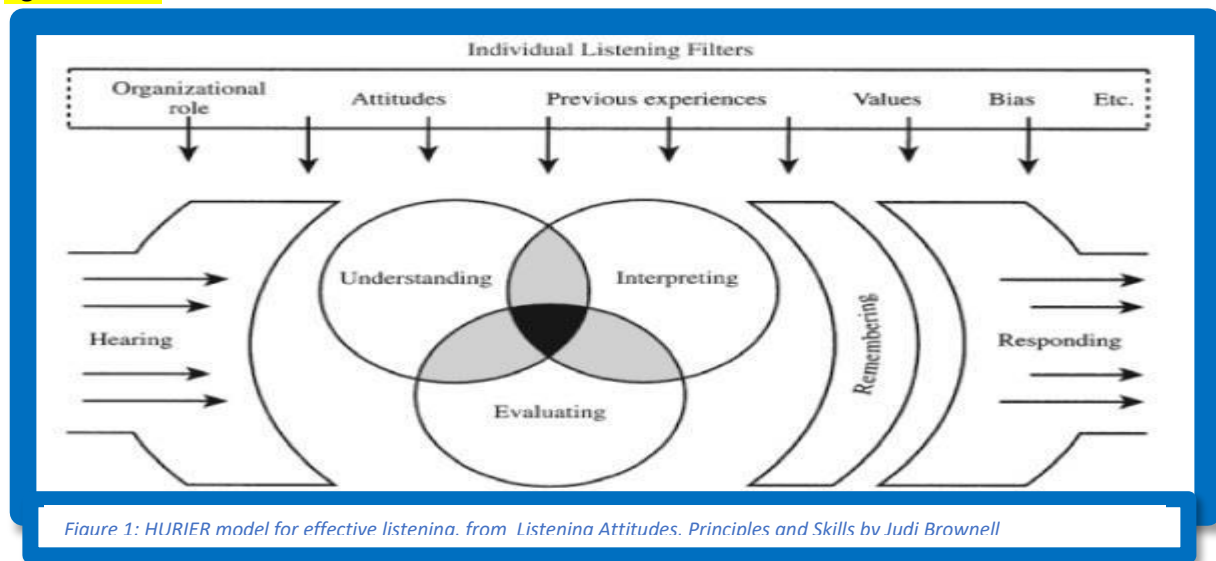Example:
- In 1972, five men were caught and arrested for a poorly executed burglary of the Democratic National Party Headquarters at the Watergate Hotel in Washington. The head of the Republican Party, President Nixon, didn't participate in the burglary.

- An investigation was done to see if the Nixon Administration was involved. It grew to include other illegal activities the administration was involved in.
- President Nixon fired the prosecutor who was conducting the investigation
- It came out that Nixon tried to cover up the dirty politics he was engaging in – including the Watergate burglary.
- In 1974, President Nixon resigned as a result of the scandal. If he hadn't resigned, Congress would have impeached him.
- In the end it was the cover up that resulted in Nixon resigning.
- What unethical decisions did President Nixon make?

L2A1: Listening Skills

In order to understand the components of listening, we use the HURIER method. The HURIER method is a six-step process used as framework to build listening skills. The six letters in the HURIER process represent the six interlocked listening processes: hearing, understanding, remembering, interpreting, evaluating, and responding. This model is demonstrated in the figure below.

Figure 1: HURIER model for effective listening, from Listening Attitudes, Principles and Skills by Judi Brownell

Hearing
Hearing involves not only the accurate reception of sounds, but focus, discrimination between sounds, and concentration on the information. Hearing is a constant part of daily life. Music, sounds, and surrounding noise all play a part in how we participate in the listening process. Hearing becomes more important in social interactions, as information being portrayed must first be heard to be understood, remembered, interpreted, evaluated, and responded to.

Understanding
Understanding is a matter of **listening comprehension.** This step involves not only grasping the points of conversation, but in "setting the stage" for the rest of the interaction, especially when it comes to interpreting, evaluating, and responding.

Remembering
Remembering is vital to retain information as well as to recall past experiences in order to properly utilize information. Remembering interactions and the information that is presented is the most important step in the listening training process.
Interpreting

Con·text /ˈkäntekst

Con·text /ˈkäntekst/
Noun
the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed.

Interpreting a message comes in two parts: taking communication *context* into account, and letting the speaker know that they've been understood. Taking the *context* into account allows the listener to emphasize and therefore better understand the meaning of the message from the speaker's point of view.

Nonverbal communication methods, such as facial expressions and body language, play a huge part in how the speaker learns to communicate with the listener.

Evaluating
Evaluating communication involves utilizing your own unique outlook and pre-conceived *perceptions* in order to form or restructure your viewpoint on the subject. Objectivity is key to this listening component, as effective listeners are able to reduce the influence of their own viewpoint until the speaker has presented all of their points and ideas. This component is especially important to analyze language and propaganda, using these communication skills as a foundation for assessing credibility.

Responding
Responding to the speaker plays a huge part in the way that the speaker interprets your listening skills. Throughout your interaction, the speaker's attitude is affected by their *perception* of your responses. As the HURIER model approaches each participant in the communicative interaction as both speaker and listener, responding becomes an instrumental part of the process and dictates how effective the interaction will be.

Applying the **HURIER model** is entirely individualized and based on five steps of self-assessment. Below are the steps as outlined by Judi Brownell, a Professor at the Cornell University School of Hotel Administration, in her book Listening: Attitudes, Principles and Skills.
1. Assess your performance in each of the six skill areas
2. Set personal goals by identifying the component(s) you would like to improve
3. Learn relevant principles
4. Acquire specific skills by practicing your new listening behaviors
5. Be assessed on exactly what you have listened and practiced

L2A2. Communicating with Parents

Communicating with Parents can be broken down into five simple steps:

1. Begin to gain their trust and faith in you in the small things.
2. Try to open up to your parents about the things going on in your life.
3. Ask your parents for advice.
4. Be honest with your parents.
5. Remember that your parents have your best interest in mind.

L2A3. Communicating with Teachers

Communicating with your teachers can be broken down into seven basic strategies.

1. Make eye contact with the teacher as often as possible
2. Let the teacher know if you are having problems understanding material
3. Ask questions *before* assignments are due
4. Think about your non-verbal communication with the teacher
5. Admit your mistakes and make *sincere* apologies
6. Use "I" statements rather than "you" statements
7. Be friendly

L2B1: Public Speaking

Public speaking is a skill that comes into play constantly throughout our lives. Whether it's presenting to a class, giving a speech, teaching a class, or even just giving drill commands to a unit, public speaking requires subject matter expertise and confidence.

Public speaking skills can be broken down into five golden rules.

1. Research the audience
2. Be prepared
3. Stay calm
4. Become a public speaking pro
5. Look for the lighthouses

. . . Look for lighthouses
Lighthouses are those members of your audience who are **engaged**, involved, and listening closely. Look for them and speak to those people. They will give you the energy you need to deliver your speech with confidence.

L2B2: Oral Presentation

An oral presentation consists of three major components: Introduction, Body, and Conclusion. Within each of these components are multiple sub-components.

Introduction

1. You should always begin your presentation with a **hook** that appeals to your audience and captures their attention. This is a short, popping, and unique statement that makes people want to listen. This can be a statistic, quote, cartoon, or even song lyric that applies to your subject matter.

2. Your presentation should continue with your **thesis.** This is a simple statement that covers the big picture of your presentation and tells people what your topic is.

3. The next component of your introduction is your **forecast.** The forecast is a summary of your speech components. This is not an overview of the actual information covered in your points. This would be something such as "I will be providing you with a definition of listening strategies, giving you a personal example of how I

exercise listening strategies, and an outside example of listening strategies in action in the form of a short video clip." You would not want to say something like "I will be explaining the 6 components of the listening process, explaining my personal experience with listening, and showing you a clip from *The Office* that demonstrates the listening process."

4. Your last point in your presentation should be your *relation* statement. This relates your topic to the audience and tells them why they should listen. It would give them a reason to pay attention. i.e. "This topic is relevant to you because…"

5. Transition

L2B3: Effective Writing

Essay writing

Writing an essay is a monumentally significant form of written communication in a school environment. Essays are also important in careers that emphasize research or analysis, as essays are often used to report findings. Essays, similarly to oral presentations, consist of four general components: *thesis, introduction, body*, and *conclusion*. The *thesis* is your topic statement, usually one to two sentences in the introductory paragraph. *Introductions* are commonly restricted to one paragraph, as are *conclusions*. The *body* of the essay is structured depending on the topic and the appropriate length for the essay. There is usually one body paragraph for each major point or argument in the essay, with statements and facts to support that specific point within that paragraph. While essay structure will vary greatly depending on the purpose, topic, and requirements for the essay, they will normally follow this general format.
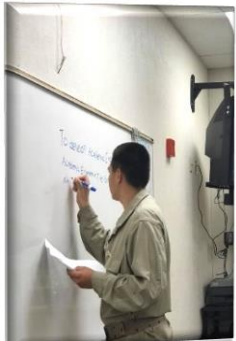
According to the Writing Center at Harvard University, writing an essay can be broken down as the following: develop your *motive* and idea, *formulate* and develop your thesis, understand the tension of your argument, and structure your essay according to your argument (Duffin).

L2C1: Introduction to Teaching

What skills do you need to teach? There are many, but here are some:

Know your material. Especially now, when you're just developing your teaching skills, it helps to really know your material well. That generally means you like the subject and are motivated to share it with others. You'll be better able to explain required concepts or tasks. And you can focus your improvement on the presentation, not on learning the material yourself.

Communication. A huge part of teaching is communicating information. It might be verbal, written, or via any other route from practical demonstrations to artistic interpretation – whatever gets your point across.

Patience. People learn at different rates. If you have to explain something seven times in seven different ways before it sticks, that's just part of the job. And when faced with challenging behavior, you need to stay calm and patient and not lose your temper.

Creativity. People learn best when they're doing something fun and interesting. It's up to you to be creative in your approach, finding novel and enjoyable ways for your cadets to learn.

Enthusiasm. Your enthusiasm is infectious. If you love your subject and your role, you'll be able to engage the people you teach. You'll need to motivate your cadets to learn, and you may have to try different leadership tools to reach different cadets.

Confidence. Confidence helps you when you're standing up and talking to a group of people. A lot of your confidence goes back to knowledge of your subject, and is enhanced by rehearsing multiple times. Organization. Both in putting your teaching plan together in a logical, easy to learn format, and managing your time so that you're prepared to teach when the time arrives, organization skills will help you.
Some teachers are loud and energetic, others quiet and dedicated, and all can make a difference in their own way. You don't have to fit someone else's concept of what a teacher (or leader) acts like. You just need to successfully accomplish your goals of conveying the material to your cadets.   (Bright Network, Accessed in NOV 2020)

L2C2: Planning a Lesson

Once you know what your topic, subject, or task is going to be, you can get started. You may want to use CR 3 (Training), Appendix C – the Cadet Corps Lesson Plan Template. This isn't required, but walks you through the planning process. We will use it here, but you can adapt this information to your own process. There are 5 Steps:

> *learning objectives*: what you determine the student should know or be able to do at the end of your instruction.

Step 1: Identify the **CACC Standard**, and develop your *learning objectives*
Step 2: Select the method(s) you will use to **assess** their understanding, knowledge, and skill
Step 3: Develop the steps you will use to get the cadets to learn **the material** you are presenting so they are successful on the assessment (this includes the outline of what you will cover)
*Step 4***:**   Gather the **materials** you need for the class
Step 5: Assess and **critique** your class

Step 1: Identify the **CACC Standard**, and develop your *learning objectives* **CACC Standards** are identified in CR 3. There is one standard for each of the four Subject Areas in the CACC Curriculum. They help us align our lessons with career technical education (CTE) or content standards for California public schools.

Learning objectives (Stauffer, 2019) **list what students will be able to do after completing the lesson.** These objectives let you easily tell if your lesson has effectively taught your students new concepts and skills. It can feel overwhelming to pin down specific takeaways for a lesson, but you can break the process into steps to do it in a breeze! It's good to develop them up front – so you're planning your class based on what you've decided you want your students to learn. But always go back once you have your plan complete, and make sure that changes you made while you were planning didn't take you in a different direction. Make sure your learning objectives still fit the plan.

First, it's best to view your lesson objectives as goals for your class and students. One of the most popular goal-setting strategies is the "SMART" criteria, which ensures goals are focused. In the context of lesson planning, you can use the SMART criteria to determine your lesson objectives:

- Is the objective *specific*?
- Is the objective *measurable*?
- Is the objective *attainable* by all students?
- Is the objective *relevant* to your class and students?
- Is the objective *time-based* to align with your syllabus?

For each objective, it's important to start with an <u>action</u> that relates to what students should be able to do after the lesson. Depending on what topic you're teaching and the level of knowledge your students have, these actions will vary. For example, when teaching brand new concepts, you may develop actions like define, identify, explain, and determine. However, if your lesson involves more advanced tasks, the objectives may include actions like create, use, perform, or measure. Notice that all these verbs require the cadet to DO something. Avoid verbs like <u>know</u> or <u>believe</u> or <u>understand</u> – it's hard to assess a state of mind. To see these phrases in context, let's look at examples that a cadet officer might choose when teaching Map Reading.

For an introductory lesson about Map Reading, goals could be:
- Identify the colors used on a topographical map and what they stand for
- Determine a 6-digit grid coordinate for a point on a map
- Define types of maps

In a more advanced class, goals might include:
- Create a simple compass course involving distance and direction for five points
- Use the declination diagram to convert a grid azimuth to a magnetic azimuth
- Measure distance of a curved road on a topographical map using feet and meters

Add a time element, and your goals are SMART, and can be used as learning objectives!

The best standards to use are quantitative – using numbers. They are generally easy to assess how well your student performs the task. Qualitative standards use something other than numbers to measure performance. They require the evaluator to make a judgement. If you must use a qualitative standard, avoid vague words such as "effective," "acceptable," "proper," "correct," or "average." They're a lot harder to write; it's best to stick with quantitative standards if you can!

Step 2: Select the method(s) you will use to **assess** their understanding, knowledge, and skill

The end result of your class must have some type of assessment, so you and the cadets involved know whether they successfully learned the material. As you can see from the table, there are many ways to assess their performance. How you elect to do that will depend on what you're teaching (History of the Cadet Corps is very different from Right Face or How to read a grid coordinate), the cadets involved (first year, more experienced, age, etc.), time available, and even type of class (school vs leadership academy vs encampment).

Quiz / Test (Kahoot?)	Worksheet	Oral Questions	Game	Essay / Paragraph
Performance Task	Art Activity	Singing / Song	Marching	Team Sport
Fitness Activity	Group Project	Group (squad) Quiz	Discussion	Other

The availability of programs like **Kahoot!** In recent years has given us more exciting assessment tools. You can have a simple Kahoot at the end of your class or incorporate your whole class into the Kahoot. Be innovative!

Once you have decided on the best tool to use, what do you assess? Go back to your learning objectives and review what you wanted the cadets to get out of the lesson. Review the key points that you emphasized, especially the ones that are central to understanding the topic or doing the task. Develop your assessment from these.

Step 3: Develop the steps you will use to get the cadets to learn **the material** you are presenting so they are successful on the assessment
This is a large and critical step which contains the meat of your instruction. You will both plan the various parts of the class and the contents of what you'll cover. It consists of:

- **Engaging Beginning** – What will you do to get the cadets interested in your topic?

- **Activate Prior Knowledge** – How will you get cadets to show you what they already know about the topic?

- **Direct Instruction** – What information will you present to your cadets through direct delivery? Are there steps to the task you're teaching, or major points you can separate into your outline?

- **Group Practice** – What questions / activities will cadets do in small groups to practice the skills you have just taught?

- **Independent Practice** – What questions / activities will cadets do individually to practice the skills you have just taught?

- **Assessment**: What will you now do to make sure that the "Message Given" is the "Message Received? How will you test cadets' knowledge, skill, and understanding of this topic?   (specifics)

- **Re-teaching**: What steps will you take to help cadets who "do not get it" the first time the material is taught?

Engaging Beginning: How will you introduce the topic? This can also be thought of as your attention-getting-device. How will you motivate the class to be interested in and want to learn the subject? Some people like ice-breaker activities, some like dramatic actions, some engage by questioning the students, some play a short video. There are many ways you can go about this. Only you know your preference and what works best for you. Plan how you will start the class.

Activate Prior Knowledge: In some cases, this won't be the first time that cadets are introduced to the subject. Or some cadets may have prior knowledge. Or there may have been other classes that lead up to the class you're teaching. In other cases, your subject may be similar enough to previous training that you want to point it out (especially when teaching drill). Whatever the situation, identify the previous training or prior knowledge your cadets have, and remind them of it in some way. You may do this by asking questions, having them perform a task, do some kind of short assessment, or something innovative.

Direct Instruction: This is the meat of your class. Outline the class so that it's broken into parts. Make sure you determine all the information you want to convey. Don't write out sentences – this works best as bullets.
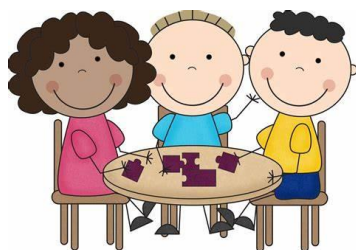
Group Practice: Does this subject lend itself to group work? It's great, if you can, to break the cadets into small groups to go over the subject. In drill, this might mean letting squads march on their own under the command of the Squad Leader, practicing what you've just taught. In a class, working together on a practical exercise or even just a worksheet of questions brings the students together to reinforce the material.

It's also a great idea to find out how other leaders address the topic. You can do this by talking to your Commandant or other senior cadets, or searching for class ideas on educational blogs. After writing out a rough draft of your lesson procedure, many teachers outline it according to a specific teaching strategy. One strategy that teachers use is four phases of learning (Stauffer, 2019):

1. *Explore:* Cadets discover a concept
2. *Learn & Practice:* Cadets apply their discoveries
3. *Reflect:* Cadets review what they've learned
4. *Reinforce:* Cadets apply their knowledge in practical exercises
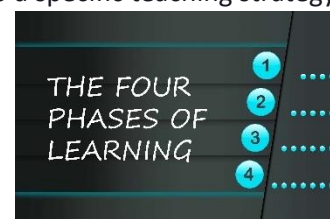
Phase 1 – Explore
In the Explore phase of your lesson, you'll introduce the objectives of the lesson and discuss key concepts cadets should know. This portion of your lesson procedure includes your engaging introduction to get cadets thinking about a new concept, or a demonstration or attention-getting-device. Ultimately, the strategy you use in the Explore phase will depend on the topics you'll be teaching and your cadets' prior knowledge.

Phase 2 – Learn & Practice
In the Learn & Practice phase, your cadets will work independently to get into the details of your lesson. You can use your main curriculum resource, which may be the text from the CACC Curriculum or a more specific manual that presents the information, like the Drill & Ceremonies Manual. Your cadets can read through an assigned passage to take notes or complete a worksheet. This is a good opportunity to have the cadets familiarize themselves with the curriculum by having to look up and answer focused questions. You may also incorporate a class activity, group work, or skills practice to further engage your cadets in what they're learning. It may even be a traditional PowerPoint presentation of the topic. Overall, this phase will make up the bulk of your lesson time, so be sure to detail everything out in your lesson procedure!

Phase 3 - Reflect
In the Reflect phase, students will look back (and reflect on) what they've learned in the lesson. Most often, instructors lead a class discussion with critical thinking questions for students to answer aloud or in their class journal. It's important to list the questions you plan to ask within the lesson procedure, to make sure you don't forget anything! If you encourage Cornell Notes, make sure your cadets are filling in the appropriate sections here.

Phase 4 – Reinforce
In the Reinforce phase, cadets will apply what they've learned through critical thinking activities. Depending on the lesson, you may want cadets to complete these tasks individually or as part of a group. This portion of the lesson procedure helps you gauge if your cadets will achieve the lesson objectives and often tie in with the assessment method!

Include the four phases in your outline, with Phase 1 being your Introduction, Phase 2 your Body, and Phases 3 and 4 your Conclusion.

Step 4:   Gather the **materials** you need for the class

Without this list, you may accidentally forget to print an important document or coordinate to get drill rifles or gather the right in-class workbooks. Common types of lesson materials include:
- Student handouts
- Textbooks
- Visual aids
- Grading rubrics
- Activity packets
- Computers / Tablets

The list of materials for each lesson depends on what you plan to teach, how you'll teach it, and how you'll measure lesson objectives.

Step 5: Assess and **critique** your class

*The assessment method measures whether your cadets learned a lesson's information and met your lesson objectives. T*here are dozens of ways to measure student learning through formative assessments. Some of the most common assessment options include:

- Quizzes
- Hands-on activities
- Writing assignments
- Group presentations
- Exit slips
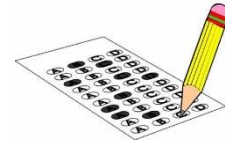
Your assessment method may be an in-class assignment or homework for cadets to complete prior to the next class. For drill & ceremonies, it could be a informal drill competition or drilldown. When choosing your assessment method, it's important to incorporate your lesson objectives. If an objective was related to understanding a concept, consider an assessment that requires cadets to explain that concept. If an objective was for cadets to demonstrate a skill, design an assessment to confirm they can perform that skill. Also, while many assessments receive grades in a class, formative assessments don't always need to be graded! Ultimately, the purpose of this assessment is to measure how well your cadets learned a lesson's material based on the way you presented information.

L2C3: Presentation of Material
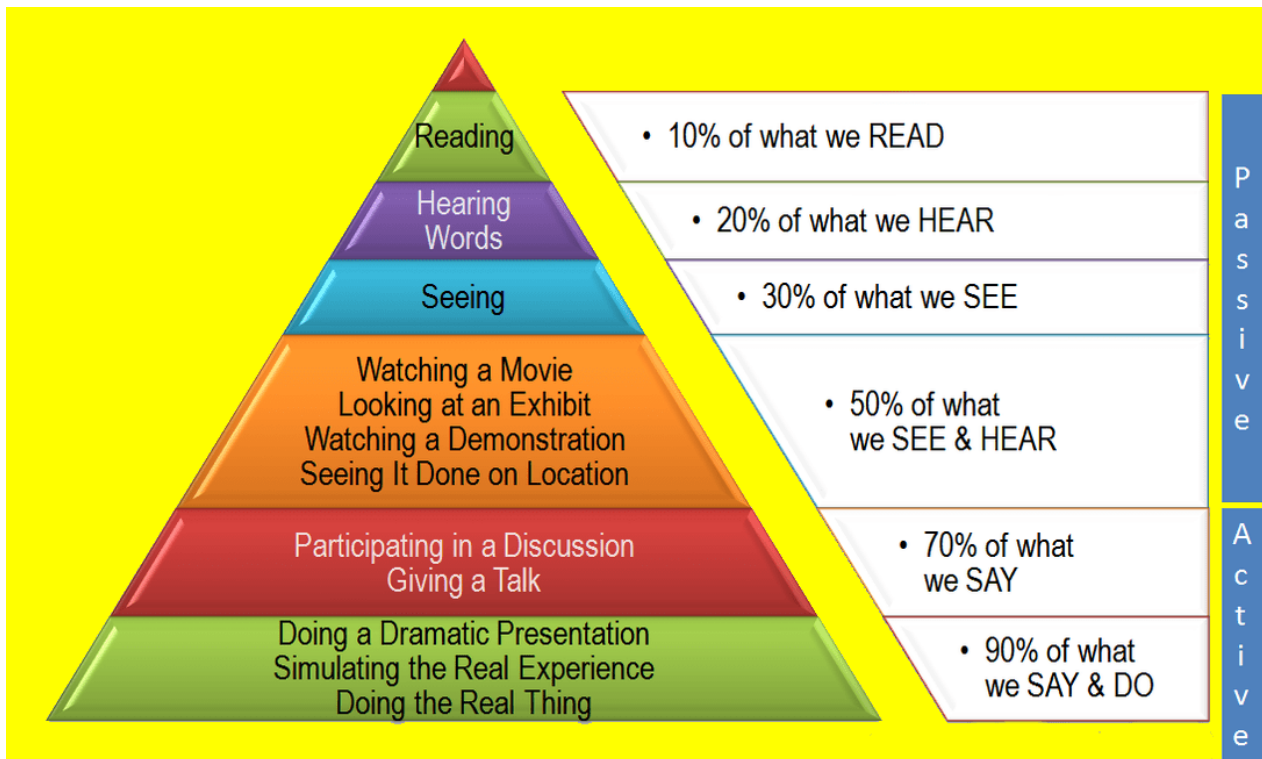
Slides help you convey the information you're saying to your students and help keep you on track. Using slides is better than just talking – almost always. But don't get carried away with slides. Here are some general rules for using slides:

- Don't be too wordy – bullets are usually better than sentences
    - Keep the number of bullets on each slide low (ideally around 4)
- Be clear – they need to be readable:
    - Not too small a font
    - Use an easy-to-read font like Arial or Calibri or Times New Roman
    - Most slides should have a creative image or graphic – even just a small one
    - Careful with colors – sometimes they're hard to read
        - They can be clear on the screen, but fade away (or blend together) when projected
- Slides are good to use as Notes Pages – provide them up front
    - You don't want your students putting all their attention into copying your slides into their notes – you want them to listen and take KEY notes
- You can use the bells and whistles of PowerPoint to some extent. It's not bad to program in transition and animation as you go from slide to slide or concept to concept. But again, don't get carried away. Don't let it distract from the purpose of the slides – to convey information.
- Double-check your spelling, grammar, spacing, font size and style
    - Have someone else go through looking for errors
- Above all – don't read your slide to your students!
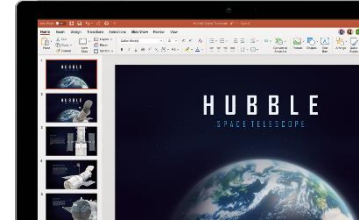
Virtual Classrooms. You may want to prepare your class to be available in a virtual format, using Google Classroom or Zoom or another platform. How will this change your class? What are the concerns in a virtual environment that you don't have in a traditional classroom?

- Almost always, it's more difficult to engage with students in a virtual classroom. It helps to require them to have their videos on (not muted), though this can cause distraction and sometimes embarrassing situations
- It's tempting to just talk through the class, as it takes more time to query students for answers to questions. Take the time – ask and receive answers from students
- You still need to follow the steps of planning a lesson, with visual aids, an assessment, reflection and reinforcement
- Can you find a way to have students conduct hands-on activities? This pulls them into the class and engages them. Even some levels of drill may be done this way, if you're innovative!

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.

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.

L4B3: Cadet Leadership Model (CLM)

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.
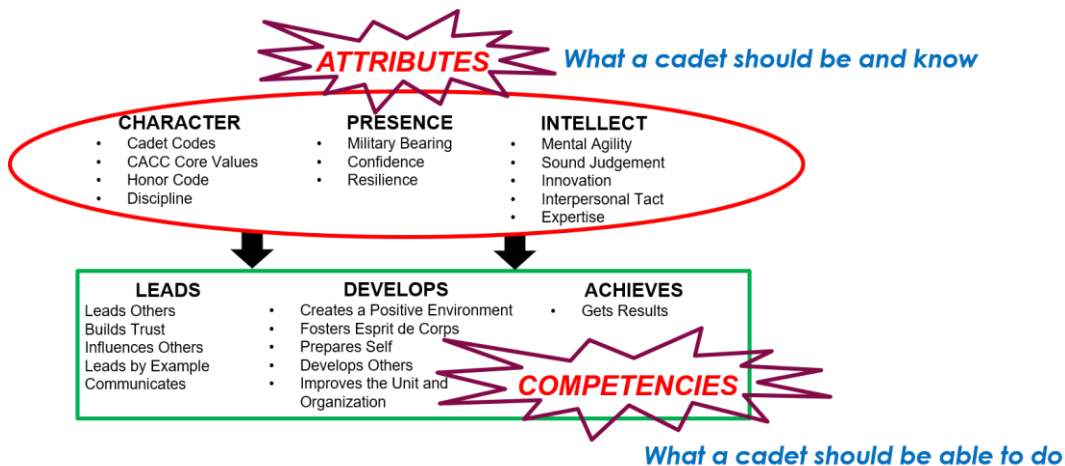
An **attribute** is something you ARE. The attributes in our model are:
- Character
- Presence
- Intellect

A **competency** is something you should be able to DO, something you're good (competent) at. The competencies in our model are:
- Lead
- Develop
- Achieve

L4B6: Personality Theory – MBTI

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.

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)

The traits described in MBTI mean specific things described by Meyers and Briggs. Not all definitions of these words apply to the traits as used in this model.

Extroversion versus Introversion focuses on how you derive your 'energy'. (Meyers Briggs Foundation, 2017) Indications of extroversion are getting a lot out of active involvement – wanting to engage with people and lead your life by being out and about doing things. Extroverts are outgoing 'people persons' who like group interaction. They recharge themselves by reaching out and interacting with people. Introversion is more cerebral – quieter, more solo activities and hobbies. Introverts are seen as shy or reserved, and are better in small groups. They have fewer, but often very close friendships, and are more 'inside' themselves. Introverts recharge by being alone, especially after an event where there is lots of interaction with other people.

Sensing versus Intuition focuses on how people gather information. Sensing people seek information through their senses – see, hear, touch, taste, smell. They are concerned with reality, and tend toward practicality. Sensors like to experience things, and engage in factual problem solving. They are often pragmatists. People who lean more toward intuition assess situations through impressions and patterns. They prefer theory more than hands-on reality, and symbols and abstractions rather than facts. People who favor intuition find meaning 'between the lines', and enjoy new and different things.

Thinking versus Feeling focuses on how people make decisions. Thinkers look for basic truths and principles, and use analysis of pros and cons in making decisions. They remain unbiased and focus on an impersonal analysis of factors in decision making, and emphasize technical and scientific facts when possible. Thinkers like logical explanations, and look for inconsistencies in their analysis. They prefer truth over tack, and tend to be task-oriented, and may seem uncaring. Feelers (people who emphasize their feelings over facts, not those who like to feel things) are people-oriented and are likely to consider peoples' points of view. They focus on values, and what's best for those involved. Feelers seek harmony, and make decisions with their heart. They value compassion, idealism, and tend to be sentimental.

Judging versus perceiving relates to how you lead your 'outer' life. People who lean toward judging prefer structure – a planned, orderly lifestyle. They want a life that's under control. Judgers (these are not people who 'judge') 'act in the outside world' when seeking information and making decisions. They focus on making decisions, and are task-oriented. They tend to place work before play, and are good time managers who tend to be on time and focused on their plan. People who lean toward perceiving are flexible and adaptable in their lifestyle. They prefer a spontaneous way of life, going with the flow. They focus on gathering information, and are open to new information, and may delay making decisions. In many of these characteristics, they are true of the individual's 'outer world' and how they are seen by others, not how they feel 'inside'.

Adding up a person's preference in each of these areas gives us a personality type, indicated by the four letters representing each of the preferred criteria as seen in Table 1. There are 16 combinations:

ESTJ	ISTJ	ENTJ	INTJ
ESTP	ISTP	ENTP	INTP
ESFJ	ISFJ	ENFJ	INFJ
ESFP	ISFP	ENFP	INFP

You can read more on what each of these characteristics means in this context if you're interested in digging a little deeper. The usefulness of the theory is not to label you as one type or another, but to make you aware of how your personality plays out in your dealings with others. It is also useful to know what type the people you work with are. In many companies that use MBTI, employees put a sign on their cubicle or desk with their MBTI combination. If you are an INTJ and are working with an ESFP for example, you are looking at the world from different viewpoints. You can work better together if you understand and acknowledge that, and work around the potential conflicts.

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):

Flip the Organization Chart™
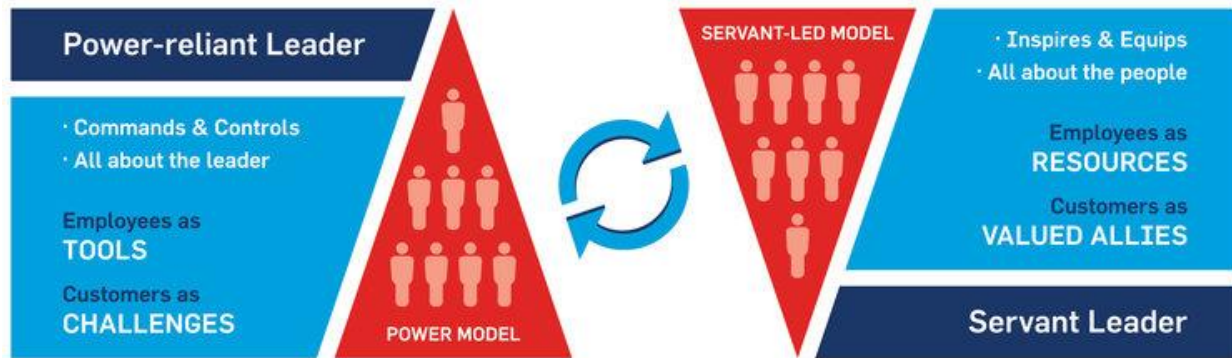
A servant leader encourages, supports, and enables subordinates to unfold their full potential and abilities. This leads to an obligation to delegate responsibility and engage in participative decision-making. This is a type of participative style of leadership, which shows the greatest possible performance and employee satisfaction.

Servant leaders are felt to be effective because the needs of followers are so looked after that they reach their full potential, hence perform at their best. A strength of this way of looking at leadership is that it forces us away from self-serving, domineering leadership and makes those in charge think harder about how to respect, value and motivate people reporting to them. (McCrimmon, n.d.)

Kent Keith in The Case for Servant Leadership, lists the key practices of servant leadership as:

- Self-awareness
- Listening
- Changing the pyramid
- Developing your colleagues
- Coaching not controlling
- Unleashing the energy and intelligence of others
- Foresight

Servant leadership isn't popular with everyone. It works best in politics, associations, and community clubs where elected officials are required to serve their members or citizens. Some people find the image of being a servant misleading or demeaning, and dislike the concept of servant leadership because of that. In general, selflessness is good (it's one of our core values!!) without bringing in the concept of being a servant. You can't lead others by serving them, you can only lead by example or by advocating a new direction. (McCrimmon, n.d.) (Burkus, 2010)

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
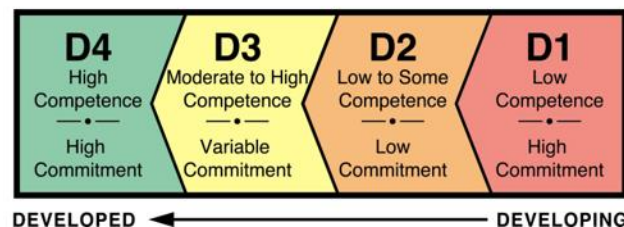
Blanchard states that generally a follower comes to a new situation with low competence (he/she doesn't know how to do the task), but high commitment (he/she is motivated to do well) (Developmental Level D1). As he/she progresses, task performance slowly builds, but stays fairly low for a while, which 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.
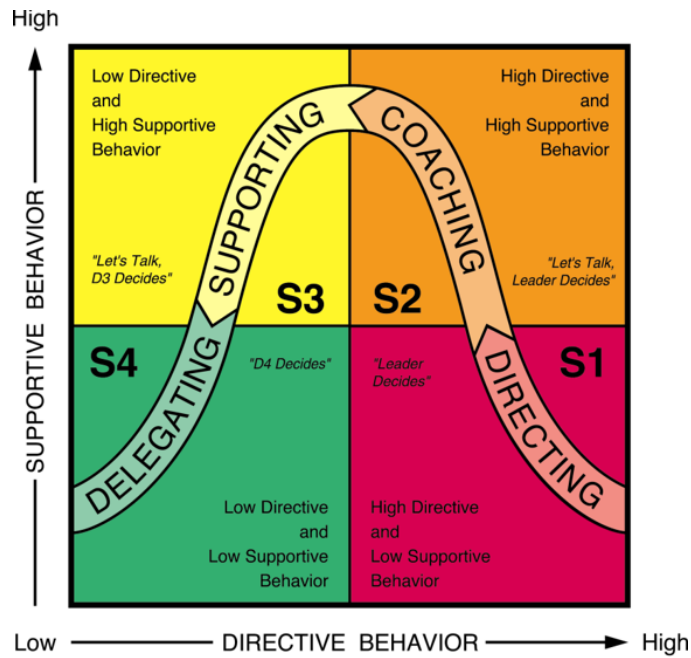
Directive behavior is the extent to which a leader:
- Sets goals and clarifies expectations
- Tells and shows an individual what to do, when, and how to do it
- Closely supervises, monitors, and evaluates performance

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

<mark>Authentic leadership is a style that is consistent with a leader's personality and core values, and that is honest, ethical, and practical.</mark>

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.

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

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.

L4B10: Transactional Leadership

Transactional leadership at its core is based on controlling subordinates through reward and punishment. It was first proposed by Max Weber in 1947, and updated by Bernard Bass in 1981. The theory follows from the assumption that people are motivated by reward and punishment, so a leader can get better work out of a follower by rewarding good behavior (or production) and punishing poor behavior (or production). Transactional leadership is sometimes referred to as managerial leadership, and focuses on supervision, organization, and performance. Some people consider transactional leadership to be a subset of transformational leadership, while others put transactional leadership on the leadership continuum to the left of transformational leadership.

L4B11: Transformational Leadership

Transformational leadership was first introduced by James Downton in 1973, but several prominent psychologists, including James M. Burns (1978) and Bernard Bass (1985) have published major works refining the concept. Transformational leadership can be defined as inspiring followers to accomplish well beyond what anyone thinks they can do, through providing vision, excitement, motivation, and focus toward the objective. Followers and organizations are transformed through the visionary change projected by these charismatic leaders. Transformational leaders inspire positive change in the followers' dedication to the organization, cause, or mission, and connect the followers' sense of identity and self to the collective identity of the organization.

A transformational leader acts as a role model for his/her followers. He/she enhances the motivation, morale, and performance of the group. He/she influences the group's values and morals, and gives followers a sense of purpose that transcends short-term goals and focuses on higher-order needs. The transformational approach also depends on winning the trust of people - which is made possible by the unconscious assumption that they too will be changed or transformed in some way by following the leader. (Warrilow, 2009)

The four components of the transformational leadership style are: (Warrilow, 2009)

(1) Charisma or **idealized influence** - the degree to which the leader behaves in admirable ways and displays convictions and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers. *Influencing*

(2) **Inspirational motivation** - the degree to which the leader articulates a vision that appeals to and inspires the followers with optimism about future goals, and offers meaning for the current tasks in hand. *Charming*

(3) **Intellectual stimulation** - the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers - by providing a framework for followers to see how they connect [to the leader, the organization, each other, and the goal] they can creatively overcome any obstacles in the way of the mission. *Thinking*

(4) Personal and individual attention (also referred to as **individual consideration**) - the degree to which the leader attends to each individual follower's needs and acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. This fulfills and enhances each individual team

member's need for self-fulfillment, and self-worth - and in so doing inspires followers to further achievement and growth. *Caring*

L4C1: Power and Influence

Any discussion of leadership must address the means by which a leader gets the members of a group or organization to act and move in a particular direction. This is what we mean by "power" in this context.

Let's start with a few definitions:
- **Leadership**: the art of influencing and directing people (using different forms of power) to accomplish something
- **Power**: the capacity to cause a change. The exercise of power is a social process – the ability to affect the behavior of others.
- **Influence**: the leader's effect on the values, attitudes or behavior of others
- **Social Influence**: a change in the belief, attitude, or behavior of a person (the target of influence) which results from the action of another person (an influencing agent)

In 1959, John French and Bertram Raven defined five bases of power. In 1965, Raven added a sixth. They are divided into two types, Managerial (or Formal) Power, and Personal Power:

MANAGERIAL (or FORMAL) POWER – Power based on the organization

- **Coercive** – Using threats of some type of punishment to gain compliance
  Personal – threat of rejection or disapproval from a person who is highly valued
  Impersonal - when the follower believes the leader has the real power to do what's threatened

  An example of someone using coercive power would be an autocratic boss or platoon sergeant. Coercive power is appropriate in situations that require immediate compliance – for example, a leader issuing orders to troops in a combat situation, or a supervisor seeing a situation that is a safety hazard and getting an employee to immediately change behavior. In general, however, it is not the best type of power to use, and often causes resentment and dissatisfaction. It's not the type of power to draw from in a participative leadership style.

- **Legitimate** – The belief that a leader has a formal right to make demands, and to expect others to obey them
  Position – a superior position of authority; boss, police, teacher, etc.
  Reciprocity – feeling of obligation to do something in return for someone who does something beneficial for us
  Equity – need for compensatory damages; feeling compelled to compensate someone who has suffered or worked hard, or who we have harmed in some way
  Dependence – need to help someone who is in need of assistance

  Legitimate power is valid in the Cadet Corps when a leader is giving orders to subordinates. It's not the best basis of power for a cadet leader to use, but is acceptable. Because we are a cadet, and school based organization, however, it is important to remember that position power only goes so far. All cadets are essentially volunteers, and don't have to follow the orders of higher ranking cadets (though there may be consequences if they don't). A leadership relationship based on position power will only last as long as the cadets are compliant and willing to serve within the leadership model.

- **Reward** – Offering a reward of some type for doing what the leader wants
  Personal – receiving approval from a leader whose esteem you value

Impersonal – promises of promotion, bonus, or socially based rewards

Reward power is a valid way to motivate people, as long as the leader is fair in application of rewards to followers who have performed as expected. Using positive reinforcement falls in this category, and is a good way to reward cadets for doing what they're supposed to do, and for excelling behavior.

- **Information** – the result of possessing information others need or want
    Direct – information presented by the leader directly to the follower
    Indirect – information presented without trying to influence the follower, such as hints or suggestions
    Socially independent of change – change initiated through information, not the leader
    Accessibility – control of information
    Tools/Mechanisms – the ability to obtain relevant information in a timely way

Sometimes information power can be based on the leader having more or better sources for information (i.e. a Battalion Commander who is also on 10th Corps Staff). They have this type of power because they can take advantage of others not having the same access to their sources of information. If they use this power to benefit their subordinates and unit, it's good. But if used in a way that denies information to subordinates, this type of power is negative, and not worthy of a good leader.

PERSONAL POWER – Power based on the individual

- **Referent** – based on a leader's attractiveness, worthiness, or right to others' respect
    Positive – uses a shared personal connection or shared belief
    Negative – actions in opposition to the intent; i.e. judging based on dislike for the affiliation or traits a leader has

Referent power is one of the two Personal powers. They are based on the individual, not the position they hold. This is a good type of power to use, but takes a long time to build. Senior cadets in a battalion may be able to use referent power because of the esteem new cadets hold for them. It's important not to take advantage of cadets who may look at more senior cadets as heroes. But you can use this power to influence others in good ways, especially to become better cadets or students.

- **Expert** – based on what one knows, experience, and special skills or talents
        Positive – do as the experts says based on the assumption of the expert's correct knowledge
    Negative – acting in opposition if the follower feels that the expert has personal gain motives

Expert power is probably the most coveted type of power because the leader earns it as a result of mastering something. A good cadet leader who has a strong base in cadet knowledge earns the respect of his/her peers, superiors, and subordinates.

L4C2: Indirect Leadership

As a Squad Leader, your job was simple. Build a team of cadets. It wasn't easy to do, because the responsibility for other cadets is a big one. If you did it right, you directly influenced the cadets in your squad – how they wore their uniform, whether they knew their memory work, how well they progressed toward promotion, how good they were at drill and ceremonies, and even just whether they showed up to class and activities on time. If you had that job now, as a cadet officer, it would be easy! But our program doesn't want to give you an easy job, we want to challenge you throughout your cadet career to push yourself to do your best, learn, advance, and grow. That means when you start to become good at one job, it's time to move to the next! As a Squad Leader, you didn't need to work through subordinate leaders to get the job done. You just had to work with a bunch of individual cadets and personally (directly) influence them to continue to learn and improve themselves.

As senior leaders, we have direct influence over few followers, and yet we influence more people than we did as junior leaders. How does this happen? Who do we influence as senior leaders? Certainly, we influence those followers who report directly to us as leaders. This is usually only 5-7 people. But if we're being the leaders we're supposed to be, we're indirectly influencing many more than just the few cadets who report to us.

We influence the people who report directly to those individuals as well, though not in as direct a way. As you follow the chain of command down, you influence more people, but not one-on-one. This is one reason communications is an important part of leadership. As a senior leader, how do you reach the people that you need to influence? We all know from the childhood game of "Telegraph" that a message quickly gets distorted as it passes from one person to the next. If you just depend on your subordinate leaders to pass on your message, from one person in the chain to the next, you can imagine how it's going to come out when it gets to the people on the other end of the chain! Do you try to gather everyone together to communicate directly? That's not usually possible, and certainly not practical. Do you put your message in writing, or in a video, to reach subordinates just as you drafted it? How do you know they'll see it? What messages are important for you to get down the chain of command? If you flood them with trivia, they won't be able to discern the important from the unimportant. In your position and organization, how you communicate with ALL your subordinates is something you have to consider. Don't be afraid to try new ideas, and don't give up! You need to communicate if you're going to influence your followers. As a senior cadet leader, you need to spend more time coordinating, thinking, and reflecting about what you are doing and how you are doing it. Develop clear policies and procedures to control and monitor execution of your plans and programs.

Who else do we influence as senior leaders? Other senior leaders? People outside the organization who are in a position to help the organization in some way? In the Cadet Corps, school administrators and teachers, local veterans groups, parents, and CACC units at other schools and the brigade and state staff are all outside elements you may influence as a cadet leader. How do you influence them? Consider the different bases of power and how they might help you have more influence over some of these groups or people. If you become an expert in your field, you may be able to wield expert power, or referent power. Are there ways you can use the different types of legitimate power to influence peers and competitors? Do you control information in a way that you can benefit from information power? You can see that power and influence definitely go together, and work better when you understand how they interrelate.

As a cadet officer, how do you wield your power and influence? It can be pretty straightforward within your battalion – but as a commander or battalion staff officer, your success depends on your ability to influence others. Have you started to work with other leaders in your brigade? You have the opportunity to influence your brigade leaders in ways that will improve the organization and make your brigade a more effective part of the Cadet Corps. Have you thought of being on 10th Corps Staff? Why would anyone want to do that? It can be a lot more work! But it's also an opportunity to influence leaders from other brigades and state level. Do you have ideas on how to make the Cadet Corps better? If you want to make changes, you need to influence others – and the way to do that is to work with them, develop your reputation as a forward-thinking leader, and put yourself in a position to propose your ideas to those who can support you. You may go from a good local leader to someone who has a lasting influence on the whole Cadet Corps program!

Indirect leadership is a lot harder than direct leadership, but has more of an effect on the organization as a whole. Your responsibilities as a senior cadet leader include:

- Build teams of teams with discipline, cohesion, trust, and proficiency
- Translate complex concepts into understandable plans and decisive action
- Develop programs and plans and synchronize your systems to execute your plans
- Convey your commander's intent
- Serve as a role model to cadets for the Cadet Code, Honor Code, and the CACC Core Values

- Instill pride in your organization
- Extend your influence to school leaders (adult and student), brigade, and corps
- Develop subordinates and empower them to execute missions and responsibilities
- Be active in getting your cadets to participate in activities outside the unit (Bde/State level)
- Set achievable standards
- Coordinate for resources to support your plans
- Lead by example
- Ensure shared understanding ; share as much information as possible
- Communicate openly and clearly with your Commandant and Staff
- Interact with the next-higher staff (brigade/corps) to understand plans and priorities
- Improve your unit – determine your goals (short and long term) and work toward them
- Recognize mistakes as opportunities to learn
- Create a culture of discipline within your organization

Part of indirect leadership is coaching and mentoring the leaders who report to you. The assistance you provide these leaders has great influence on your whole organization. It's not the same as the direct leadership you have learned to provide to cadets. Learn more about that in the next lesson.

L4C3: Coaching and Mentoring

Every leader does a certain amount of coaching and mentoring, but junior leaders, such as Squad Leaders or Platoon Sergeants, spend less of their leadership time on this. Senior leaders who have mid-level leaders reporting to them engage in mentoring as their primary leadership role.

In her book *Coaching, Mentoring, Managing*, Micki Holliday defines the management role as a mixture of coaching, mentoring, and counseling. For subordinates who are achieving average or higher performance standards, the leader's role is that of a coach. For subordinates exceeding the standards, you are a mentor. And for subordinates who are not meeting minimum performance standards, you engage more in counseling. (Holliday, 2001)

So how can you tell who needs what method, and what are the differences? Get to know the people who depend on you as a supervisor! Talk with them and observe them doing their job. You need to understand what motivates them, what problems they're encountering, and their goals. Holliday uses an assessment tool to recap a subordinate's potential after interviewing them:

Commitment to organization	1	2	3	4	5	6	7	8	9	10
Get along with people	1	2	3	4	5	6	7	8	9	10
Enthusiasm for position	1	2	3	4	5	6	7	8	9	10
Initiative Taker	1	2	3	4	5	6	7	8	9	10
Drive to excel	1	2	3	4	5	6	7	8	9	10
Willing to learn	1	2	3	4	5	6	7	8	9	10
Response to constructive criticism	1	2	3	4	5	6	7	8	9	10
Openness to change	1	2	3	4	5	6	7	8	9	10
Self-confidence/esteem	1	2	3	4	5	6	7	8	9	10
TOTALS										

Add the numbers in each column and total them.
A score of 27 or less probably indicates a need for counseling and/or coaching in several areas.
A score of 54 or less points to the likelihood of coaching in several performance areas.

A score of 63 or better indicates that greater results would come from mentoring.

Coaching. The key to coaching is motivation and interpersonal influence. As said before, your primary coaching targets are those subordinates who achieve average or higher performance standards. Your coaching helps them to improve their performance and go beyond 'just enough.' Coaching is a continuous process. Just as a football coach works with his team throughout the entire season, a leader works with his subordinates over a long period.

It's important to be involved with your team – talk with them, be present while the job is ongoing, make sure they know you're around and a part of what they're doing. Developing that relationship builds trust, and you'll need that trust in order to guide them along. Acknowledge your team members and the contribution they make to the mission. Motivate and encourage them to perform at high levels, and inspire them to exceed the minimum standards. You want to get them to own the mission – to be innovative about finding solutions to problems and better ways to do things. Support them and reward them. Free flow of communications is important – you want your subordinates to feel comfortable enough to come talk to you. Display your core values and encourage honesty and integrity as part of your unit culture. Finally, get buy-in when you talk to subordinates about changing how they're working, adding more to their plate, and improving their standards.

Mentoring. Mentoring is for your above average subordinates. They are the ones you want to groom to replace you, or at least to take on higher level leadership roles within the organization. Mentoring involves teaching new skills and developing the ability to consider different outlooks on how the organization operates. Mentoring is an opportunity to instill the organization's core values into an up-and-coming leader.

Mentoring involves the whole person, and is a much deeper process than coaching or counseling. A mentor is growth-oriented. A mentor teaches by giving advice, relaying stories of what has happened in the past, by sharing his/her wisdom. A mentor leads the mentee into learning situations, and lets them explore situations they will eventually deal with.

Mentoring is a time commitment involving trust and sharing. In addition to leading the mentee through new information and situations, it's important to share personal goals and feelings about the organization and work. It takes a lot of patience to provide this long-term leadership.

Counseling. With under-performers, a leader's approach is mostly through counseling. Counseling involves confronting and correcting people. You must be willing and able to talk with the person about the behavior or performance that is causing concern. You don't have to be confrontational about it – many people react aggressively to confrontation, but will admit they're wrongdoing when approached about it in a respectful way.

You may need to counsel subordinates regarding ongoing attitudes, not meeting performance standards or goals, or even negatively affecting others' performance goals (or disrupting the work environment). Some questions to consider are whether you (or someone else in the organization) have made clear what the standard is, whether the person is willfully disregarding the standards – maybe they're in the middle of a situation they can't control and need assistance with, and whether the behavior is ongoing or more of a one-time occurrence.

As a senior leader, you generally aren't counseling junior cadets unless the situation isn't solvable by your subordinate leaders. If you find yourself repeatedly needing to counsel a junior leader, you both may have to consider whether they are capable of carrying out the responsibilities of leadership they've taken on. One a cadet makes the transition from being a follower into the leadership ranks as an NCO or officer, they should be performing at higher levels.

You may have to counsel junior cadets if your junior leaders aren't able to do that themselves. This can be a good opportunity for coaching and mentoring your junior leaders, but you must also be careful they're ready to serve in the leader role. If your squad leader is not a cadet NCO in rank, he/she is probably not ready to counsel other cadets, even though he/she is in a leadership position.

There are four parts to counseling:
- Impart and receive information
- Agree on the performance standards
- Correct
- Refer

As you start the counseling process, you need to let the cadet know why he's being counseled – what brought about the decision to formally counsel him. This is also his opportunity to give his side of the story. It's important to give the cadet the chance to defend himself, and for you to listen to what he has to say. Once you have agreed on what happened, you can reinforce the standard that has been lacking. In the correction phase, which may or may not involve some type of punishment or corrective action on the cadet's part, you agree on a plan for a way forward that improves the performance. Finally, if needed, you refer the cadet to resources available to improve his performance. That may consist of other people who can train him in areas he's deficient, regulations or documents where he can learn procedures he doesn't know, or even a new situation in which he may be better capable of performing to standard.

A positive approach to counseling works better than 'chewing someone out.'
- Team approach – "we have a problem", not "you have a problem"
- Be positive and helpful
- Focus on the behavior or performance, not the person
- Use the opportunity to build great performance, not criticism
- Be specific
- Encourage cooperation
- Be human – we all are

L4C4: Improving Your Organization

In the corporate and military worlds, "continuous improvement" has floated around as a management ideal for the past thirty years or so. There are many systems that organizations use to improve. This lesson looks at the general concept of organizational improvement and how you can use it to improve your Cadet Corps unit.

To improve, you must have some idea of where you are and where you want to go, and have some type of measurement system in place that defines the continuum from poor to excellent. The Cadet Corps evaluates a unit by using our Annual General Inspection (AGI) program. The AGI may be a portion of your improvement plan, but improvement within a cadet unit should be so much more than just what the AGI measures.

Many improvement systems start with defining your organization in terms of strategic improvement. Does the unit have a vision statement (where you want to be)? Have you developed goals and objectives that will get you to your vision? In other words, have you defined what you want to improve? Who is managing the improvement, and how actively are you working on it? Have you communicated the improvement plan throughout the organization so all cadets are aware of the goals?

Any new commander coming into an assignment should look at his/her organization, ensure he/she understands its mission, its structure, and its personnel (and their strengths and weaknesses). In the Cadet Corps, our units change every semester (and have a lot of turbulence during the semester too), so improvement in a meaningful way is likely to occur at battalion level, not below. Of course, what the

companies do to meet the battalion goals are how you improve as a battalion, and using the motivation that inter-company competition can provide is an excellent tool to effect short-term improvement.

L4C5: Management Principles

Henry Fayol's 14 Management Principles (ManagementStudyGuide.com):

1. **DIVISION OF WORK**: Work should be divided among individuals and groups to ensure that effort and attention are focused on special portions of the task. Fayol presented work specialization as the best way to use the human resources of the organization.

2. **AUTHORITY**: The concepts of Authority and responsibility are closely related. Authority was defined by Fayol as the right to give orders and the power to exact obedience. Responsibility involves being accountable, and is therefore naturally associated with authority. Whoever assumes authority also assumes responsibility.

3. **DISCIPLINE**: A successful organization requires the common effort of workers. Penalties should be applied judiciously to encourage this common effort.

4. **UNITY OF COMMAND**: Workers should receive orders from only one manager.

5. **UNITY OF DIRECTION**: The entire organization should be moving towards a common objective in a common direction.

6. **SUBORDINATION OF INDIVIDUAL INTERESTS TO THE GENERAL INTERESTS**: The interests of one person should not take priority over the interests of the organization as a whole.

7. **REMUNERATION**: Many variables, such as cost of living, supply of qualified personnel, general business conditions, and success of the business, should be considered in determining a worker's rate of pay.

8. **CENTRALIZATION**: Fayol defined centralization as lowering the importance of the subordinate role. Decentralization is increasing the importance. The degree to which centralization or decentralization should be adopted depends on the specific organization in which the manager is working.

9. **SCALAR CHAIN (Chain of Command)**: Managers in hierarchies are part of a chain-like authority scale. Each manager, from the first line supervisor to the president, possess certain amounts of authority. The President possesses the most authority; the first line supervisor the least. Lower level managers should always keep upper level managers informed of their work activities. The existence of a scalar chain and adherence to it are necessary if the organization is to be successful.

10. **ORDER**: For the sake of efficiency and coordination, all materials and people related to a specific kind of work should be treated as equally as possible.

11. **EQUITY**: All employees should be treated as equally as possible.

12. **STABILITY OF TENURE OF PERSONNEL**: Retaining productive employees should always be a high priority of management. Recruitment and Selection Costs, as well as increased product-reject rates are usually associated with hiring new workers.

13. **INITIATIVE**: Management should take steps to encourage worker initiative, which is defined as new or additional work activity undertaken through self-direction.

14. **ESPIRIT DE CORPS**: Management should encourage harmony and general good feelings among employees. Pride in the organization and what it accomplishes motivates members to work harder and achieve more.

The principles of management are universal, and are applicable to all kinds of organizations - business & non business. They are applicable to all levels of management. They are flexible, dynamic guidelines and not static rules. They can be modified as per the requirements of the situation. The 14 principles of management are equally important. No particular principle has greater importance than the other. They are all required together for the achievement of organizational goals.

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

(Discussion of these is in the curriculum)

L5A3: Cadet Activity Planning Process

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

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 WARNORDRD:

- 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

L5B1: What is an AAR?

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.

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.

Introduction: Establish the ground rules and what the AAR will cover. Reinforce the purpose of the AAR. Set the atmosphere to get cadets to participate and share ideas.

Review of Objectives and Intent: After the introduction, the facilitator reviews the AAR's objectives.
- A restatement of the events, themes, or issues being reviewed.
- The mission and commander's intent (what was supposed to happen).

What was supposed to happen? Start by asking what the unit originally set out to do. Begin with the OPORD or other planning documents. Encourage details. You probably want to go through these same questions for each phase of the operation (i.e. Planning, Preparation, Execution).

Summary of Events (What Happened): The facilitator guides the review, using the chronological method to describe and discuss what <u>actually happened</u>. Again, address each phase of the operation separately. Facilitators avoid asking yes-or-no questions. They encourage participation and guide the discussion by using open-ended and leading questions.

Ask, "What went well and why?' Always start with the good points. Ask, "What were the successful steps taken towards achieving your objective?" or "What went really well in the project?" We should be seeking to build on best practice as much as we can, and identifying strategies to ensure that successful practices are built in to future work and repeated.

**Ask, "What can be improved, and how?"**
- Given the information and knowledge we had at the time, what could we have done better?
- Given the information and knowledge we have now, what are we going to do differently in similar situations in the future to ensure success?
- What would your advice be to future planners based on your experiences here?

Closing Comments (Summary): During the summary, facilitators review and summarize key points identified during the discussion. The after action review should end on a positive note, linking conclusions to learning and possible training.

L5C1: Organizational Improvement

Organizational improvement looks at the processes that make up what an organization does. That's why it's often called Process Improvement. They usually map the processes in some way to gain a better understanding and identify inefficiencies in each process. If you can improve your processes, you'll be more successful in accomplishing your mission. A big part of this is being able to measure the results and quantify what you do. Often, just mapping out the process – getting a visual look at what you're doing to accomplish a task - makes it clear why you're inefficient. But getting organizations to change the way they do things is VERY DIFFICULT. That's the way they've always done it!! The leadership of the organization has to be fully behind the process improvement and change. Unfortunately, many people don't like change, and a lot of them are in charge of organizations.

In process improvement, a common process used is called DMAIC (Duh-May-Ick). DMAIC is an abbreviation of the five improvement steps it comprises: Define, Measure, Analyze, Improve and Control. All of the DMAIC process steps are required and always proceed in the given order. (Unknown, 2017)

DEFINE   MEASURE   ANALYZE   IMPROVE   CONTROL
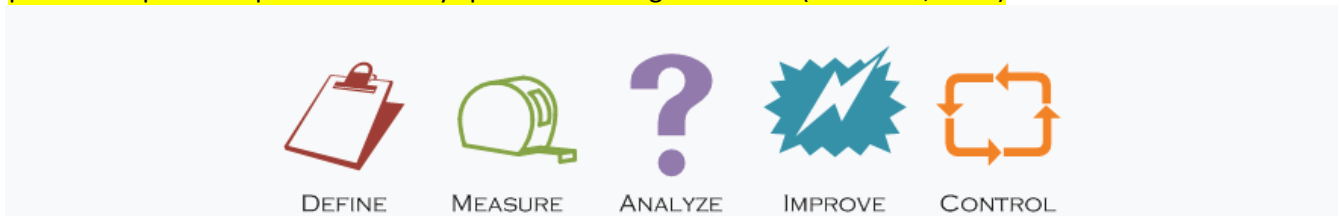
W2-C: Obstacles to Wellness

This section covers 11 Obstacles to Wellness:
- Stress
- Sedentary Lifestyle
- Malnourishment
- Depression / Suicide
- Sleep Deprivation
- Violence and Anger Management
- Bullying / Cyberbullying
- Tobacco / Nicotine (Smoking, Vaping, Chewing)
- Underage Drinking and Binge Drinking
- Abusing Drugs
- Sexual Orientation