



CURRICULUM ON MILITARY SUBJECTS

Strand M5: CACC Basics

Level 11

This Strand is composed of the following components:

- A. Background
- B. Cadet Responsibilities**
- C. Principles



ESSAYONS

Table of Contents

B. Cadet Responsibilities	3
Objectives	3
B1. Guard Duty.....	4
B2. Definition of Leadership.....	5
B3. Military Time	9
B4. Phonetic Alphabet	11
B5. Phonetic Numbers	12

B. Cadet Responsibilities

OBJECTIVES

DESIRED OUTCOME (Followership)

90% of Unit Cadets will be able to:

1. Discuss the responsibilities of guard duty and recite the three general orders
2. Recite the Definition of Leadership and explain its meaning
3. Give times using Military Time and convert from 12-hour to 24-hour clock and back
4. Recite the Phonetic Alphabet
5. Recite the Phonetic Numbers

B1. Guard Duty

Guard duty is established to protect equipment and areas which require **safeguarding** and care. There are two types of guard duty: Exterior and Interior.

An example of exterior (outside) guard duty is where you might have different things to check, such as a route to walk to check on security and safety issues. An example of interior (inside) guard duty is being a Fire Guard at night in a barracks; you are up in uniform, have certain checks to make, and are responsible to wake someone if there's an emergency.

The **chain of command** for guard duty is filled, usually on a temporary basis by a duty **roster**. Guards report to the Commander of the Relief (COR), who reports to the Commander of the Guard (COG), who reports to the Officer of the Day (OOD).



Guard duty is not as common in the military as it used to be, especially at home. But when a unit is **deployed** or in the field, soldiers still do guard duty much as their **predecessors** did. In many cases, there isn't a formal OOD, COG, or COR; the unit's chain of command performs those functions. But the guards do their duty! In the Cadet Corps, we still use guard duty as a learning tool, mainly at bivouacs (field exercises).



Guards are assigned to a specific post or shift. A guard shift should last no more than two hours. They work in teams of at least two Cadets. Cadets follow the three General Orders:

First General Order:

I will guard everything within the limits of my post and quit my post only when properly relieved.

Second General Order:

I will obey my special orders and perform all my duties in a military manner.

Third General Order:

I will report all emergencies, violations of my special orders, and anything not covered in my instructions to the Commander of the Relief.

Duties of a Guard

- Never leave your post until you are relieved.
- The guard is responsible for everything within the limits of the post.
- The guard must stop persons who have no authority to be in the area. These individuals are reported to the Commander of the Relief.
- The guard on duty has full control. A higher-ranking Cadet not assigned to guard duty has no authority to give orders to a guard.
- If a guard becomes sick, a relief must be assigned by the Commander of the Relief.
- Guards will pass on their instructions to their relief.
- During overnight guard duty, or if given instructions to do so, the guard must challenge all people entering their assigned limits. If the guard does not recognize an individual, the guard should ask the individual to identify him/herself. If the individual is not authorized in the area, the intruder is reported to the Commander of the Relief.
- A guard must report all violations or emergencies to the Commander of the Relief.

B2. Definition of Leadership

Leadership is the process of **influencing** and **directing** people by providing purpose, direction, and motivation while operating to accomplish the mission and improve the organization.

Let's break it down:

A process -

- Takes place over time, often slowly
- Can be learned, monitored, and improved
- A series of events
- Usually organized in some way

Of influencing –

- Getting people to do something they may not want to do
- You influence people by building trust, setting an example, and convincing them you know what is best
- Motivating people

And directing –

- Sometimes you have to make people do something you know is the right thing to do
- Taking charge means people clearly know you are “the boss”
- People follow you because they know you know what you are doing and will look out for their well being

People –

- Leadership is different from management
- Leaders direct people



Figure 1: General Colin Powell



Figure 2: General Norman Schwarzkopf, Jr

- Managers direct resources like time, money, and materials
- The people you lead will likely be Cadets...for now...but later in life you will hopefully lead many others



By providing purpose –

- Make sure your **subordinates** know WHY a mission needs to be accomplished
- A higher purpose may be more important than what you do or experience

Direction –

- People need to know where they're going if you expect them to get there
- Give subordinates an **end-state**, and let them figure out the route

And motivation -

- Encourage commitment to achieve shared goals
- Communicate ideas and common causes
- Build a team
- Get people to WANT TO DO what you want them to do

While operating to accomplish the mission -

- Getting the job done
- Knowing clearly your goal and focusing on reaching that goal
- People like following someone who helps them accomplish goals, especially hard-to-achieve goals

And improve the organization -

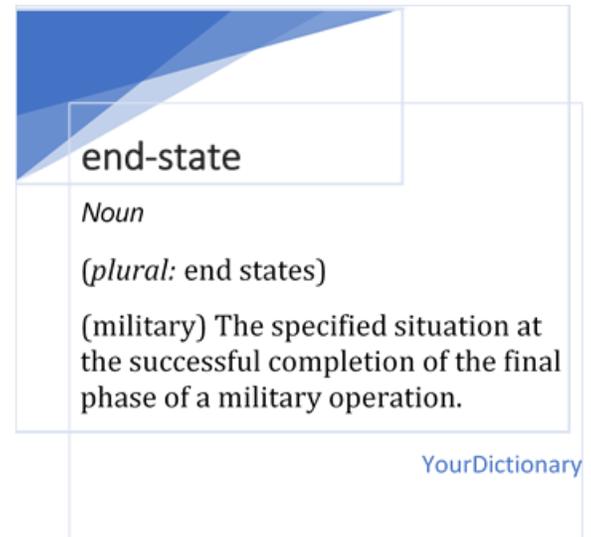
- The leader is responsible for developing individuals and improving the organization for the near and long term
- Use each mission to develop your subordinates
- Each mission builds the unit's **capabilities**
- Never lose sight of your longer-term goals

Leadership is **NOT**...

- ...simply ordering people around in a loud voice
- ...standing in the middle of the room and giving orders
- ...screaming louder when people don't listen the first time
- ...forcing people to do something against their will



Good leaders:



- Tell people the goal
- Help people see why the goal is important and how it can be achieved
- Work hard as part of the team that is trying to reach the goal
- Monitor the team to make sure the goal is being met
- Redirect the team when the work of the team is not helping reach the goal

How can you lead right now?

- Know exactly what your Cadet leaders expect you to accomplish—know the mission
- Set an example
- Learn as much as you can (about the Cadet program and in your academic classes) because the best leaders are very knowledgeable



Figure 3: Abraham Lincoln

A leader is someone who leads. Often, the leader is in a leadership position, so he/she steps up to the responsibilities they've been given. In that case, they are leading because of the position.

But you don't have to be in a leadership role to be a leader. A Cadet leads by example. Sometimes, Cadets with leadership potential who haven't yet been given a leadership role naturally perform functions of leadership. We call these 'emergent leaders' because they emerge – come out of – the ranks of followers.

Some people naturally have many of the skills of leadership. But almost everyone can develop those skills and learn to be a leader through training and education. That's what the California Cadet Corps provides!

Generally, you must learn how to follow before you can learn how to lead, though it's really just one smooth process. You move from Followership (also called Self-Mastery or Personal Leadership), where you're learning the basic skills you need to be a fully functioning member of the organization to Leadership, where you're playing an increasingly responsible part in training the Cadets who are followers.



As a junior leader, your responsibilities aren't as much as they will be as you become a more senior leader. A junior leader – usually at the Cadet through Cadet Corporal ranks – is still primarily engaged in learning how to be a cadet. But as you learn, you start setting the example for other Cadets. That's the first step in breaking away from the pack and picking up the mantles of leadership. Soon, you're a squad leader or platoon sergeant, and you're giving basic commands, inspecting uniforms, making sure Cadets are learning their memory work and how to drill. As you go up the ranks, you take on more responsibility, give more commands, participate in training and planning, and find that Cadets are following you because you know what you're doing and you can help them accomplish the mission.

The skills that a Cadet must learn before he/she takes on a leadership role are:

- how to properly wear the CACC uniform
- render customs and courtesies
- perform squad and platoon level drill and ceremonies as a squad member
- start learning the Cadet Corps memory work (CACC history, Core Values, Cadet Codes, Honor Code, Definition of Leadership, General Orders, 6 CACC Objectives, Chain of Command)

Once you can set the example in these areas, you are a squared away Cadet who is ready to lead!

What is responsibility?

- An obligation
- Something you must do because of your position
- A duty
- Ultimately, taking credit or blame for the job getting done correctly and completely or incorrectly



What is authority?

- Legal responsibility for getting a job done
- The formal "power" you are given in your job by the people who are "over" you
- In the Cadet Corps, the authority for Cadet NCOs and Officers actually comes from state law – The California Military and Veterans Code

Delegation of responsibility and authority:

- To delegate means to ask or direct someone in a lesser position to help accomplish the mission.
- You can delegate authority (legal power) to others to help you accomplish a mission, but you can never delegate responsibility.
- You are always responsible for what happens or fails to happen in your organization.

B3. Military Time

Military time, also known as a 24-hour clock, is a **concise** method of expressing time that is used by the military as well as emergency services such as law enforcement, firefighting and emergency medical personnel. Some countries around the world use the 24-hour clock instead of the 12-hour clock.

Military time operates on a 24-hour clock that begins at midnight, 0000, and the last minute of the day begins at 2359. Refer to Figure 4 for a graphic of a 12-hour to a 24-hour clock.

2400 may also be used to refer to midnight at the end of a given date – that is 2400 of the current day is the same point in time as 0000 of the following day.

The first twelve hours of the clock remain the same as with a 12-hour clock, though you'll see below we might phrase them a bit differently. 1:00 am is 0100, 10:30 is 1030, etc. After Noon, you add 12 to the time to get the time on a 24-hour clock. So 1:00 pm is 1300. 10:30 pm is 2230. To convert back from military time, you subtract 12 if the number is more than 12. You can refer to the chart below, or the clock above, to get the hang of it.



Figure 4: Graphic of 12- and 24-hour "Clock"



Figure 5: YouTube Video – “How To Tell Military Time”

To pronounce the time, you say the number-word for the hour followed by “hundred” with an optional “hours.” For instance, 1600 would be pronounced “sixteen hundred” or “sixteen hundred hours.” When you add the minutes in, you often drop the “hours,” but you don’t have to. The time 2030 is usually pronounced “twenty thirty,” but could be pronounced “twenty thirty hours.” The time 1805 is usually pronounced as “eighteen oh five.” In military time, a leading zero for the hours before 1000 may be pronounced either as “oh” or “zero” – as in “oh three oh five” or as “zero three zero five” for 0305.

Military Time Chart

Regular Time	Military Time	Regular Time	Military Time
Midnight	0000	Noon	1200
1:00 am	0100	1:00 pm	1300
2:00 am	0200	2:00 pm	1400
3:00 am	0300	3:00 pm	1500
4:00 am	0400	4:00 pm	1600
5:00 am	0500	5:00 pm	1700
6:00 am	0600	6:00 pm	1800
7:00 am	0700	7:00 pm	1900
8:00 am	0800	8:00 pm	2000
9:00 am	0900	9:00 pm	2100
10:00 am	1000	10:00 pm	2200
11:00 am	1100	11:00 pm	2300

When it comes to military matters, such as communications, training exercises, deployment, ship-movements, aircraft flights, etc., the military must often **coordinate** with bases and personnel located in other time zones. To avoid confusion of which time zone you’re in, the military uses the time in Greenwich, England, which is commonly called “Greenwich Mean Time (GMT).” The world is divided into 24 time zones. For each time zone a letter of the alphabet has been assigned. The time zone for

Greenwich, England has been assigned the letter “Z”. The US Military refers to this time zone as “ZULU TIME” and they attach the “Zulu” (Z) suffix, to ensure the time zone referred to is clear.

For example, a military message or communication might state, “The ship will cross into the area of operation at 1400Z.” That means the ship will arrive when it is 2:00 PM in Greenwich, England. The military **phonetic** alphabet for the letter “Z” is “Zulu.”

Even the military sometimes gets confused with using Zulu Time for local things, so they often will either use the local time zone (California is in the R, or Romeo, time zone), or just say “Local” after the time. So instead of saying “1430 Zulu”, they’d say “0630 Romeo” or “0630 Local”.

B4. Phonetic Alphabet

In a military or emergency situation, a message that isn’t understood correctly can have critical consequences, therefore the military and emergency services organizations rely on the phonetic alphabet to clarify communication. This is mostly used when using radio communications, because you sometimes can’t hear the speaker very clearly, and the phonetic alphabet allows you to say letters so they are clearly understood. The phonetic alphabet is a list of words used to identify letters in a message transmitted by radio or telephone. The phonetic alphabet used by the military is different from the one used by many police departments, and you’ll find differences depending on tradition. But the military has been using this for many years, and we use theirs.

Each letter in the alphabet has a word associated with it. For example, the word “Army” would be “Alfa Romeo Mike Yankee” when spelled in the phonetic alphabet.

A	B	C	D	E	F	G	H
ALPHA	BRAVO	CHARLIE	DELTA	ECHO	FOXTROT	GOLF	HOTEL
I	J	K	L	M	N	O	P
INDIA	JULIET	KILO	LIMA	MIKE	NOVEMBER	OSCAR	PAPA
Q	R	S	T	U	V	W	X
QUEBEC	ROMEO	SIERRA	TANGO	UNIFORM	VICTOR	WHISKEY	XRAY
	Y	Z					
	YANKEE	ZULU					

Figure 6: Phonetic Alphabet Chart

The use of the phonetic alphabet helps to prevent confusion between similar sounding letters, such as “m” and “n”, and to clarify communications that may be garbled during transmission. The current phonetic alphabet was adopted in 1957.

Here is how each of the letters is pronounced. The stress is on the capitalized syllable.

Alpha	Bravo	Charlie	Delta	Echo	Foxtrot	Golf	Hotel	India
AL-fa	BRAH-vo	CHAR-lee	DELL-ta	Eck-koh	FOKS-trot	Golf	hoh-TELL	IN-dee-ah

Juliet	Kilo	Lima	Mike	November	Oscar	Papa	Quebec	Romeo
Jew-lee-et	KEY-low	LEE-mah	Mike	no-VEM-ber	OS-cah	pah-PAH	keh-BEK	RO-mee-o

Sierra	Tango	Uniform	Victor	Whiskey	X-Ray	Yankee	Zulu
See-AIR-rah	TANG-go	YOU-nee-form	VIK-tah	WISS-key	ECKS-ray	YANG-key	ZOO-loo

B5. Phonetic Numbers

There is a similar military phonetic system for numbers. The chart below indicates how each of the numbers is pronounced. The stress is on the capitalized syllable.

Zero	One	Two	Three	Four	Five	Six	Seven	Eight	Nine
ZEE-roh	WUN	TOO	TREE	FO-wer	FIFE	SIKS	SEVEN	ATE	NINER

When you say numbers using phonetic numbering, you say the individual numbers. For example, twelve (12) becomes one-two (wun-too). Thirty-Seven (37) is three-seven (tree seven). 521 is five-two-one (fife-too-wun). You can use the terms “hundred” and “thousand,” which is pronounced “TAO-sand”. To insert a decimal, say the word “decimal.” For example, 2.45 would be “too decimal fower fife”.