

Study Material – CACC C/SGT Exam

The material in this document reviews what is covered in the C/SGT 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 cadet non-commissioned officers to understand. **Drill (M3 and M7) is not reviewed here. See CR 3-21.5 for that.**

You can find the CA Cadet Corps curriculum on the Cadet Corps website at https://cacadets.org/Curriculum			
The exam for Cadet Sergeant covers curriculum areas that a cadet non-commissioned officer should know, from the lessons listed below. For example, in M1, the strand covering Cadet Regulations, there are questions from Section A (Core CACC Regulations). From M2 (Uniforms), there are questions from Sections A and B). Most questions are taken from the lessons covering the Topics indicated below. The number of questions in the Question Bank is shown in the final column so you can judge the importance of the subject, but questions are randomly pulled.			
The exam has 50 questions from a larger question bank, so no test is the same. The test is closed book – you may NOT use notes or curriculum material while you’re taking the exam. You have a maximum of 50 minutes to take the exam. It is available online by request through your Commandant; You must attain a minimum score of 70% to pass the exam. If you need to retake it, you must wait one week.			
Military Subject Strands	Sections	Topics	Questions
M1 Regulations	A (Core CACC Regulations)	Reg Series by #; Common Cadet Regs (CR 1-1, 1-5, 1-8)	4
M2 Uniform	A, B (Class B & C Uniforms)	Uniform Rules; Class B & C Uniforms	9
M3 Individual Drill	A, B, C (Individual Drill/Drill w/Weapons/Drill Commander)	Intro, Rules for Commands; Drill Terms; Basic Individual Commands, Manual of Arms	15
M5 CACC Basics	A, B (Background & Responsibilities)	A: CACC History; CACC DUI; CACC Objectives; All of M5B	17
M6 Maps & Navigation	A (Map Reading)	Map Intro & Basics; Colors; Elevation & Terrain Features; Types of North	17
M7 Unit Drill	A, B (Squad & Platoon Drill)	Details on Movements; Manual of the Guidon	16
M8 Mil Courtesy	A (Military Courtesy)	Ranks (CACC & Army); Saluting; Chains of Command	16
Citizenship Strands	Section	Topics	Questions
C6 Flag	A (Flag Basics)	National Anthem; Flag Smarts; Flag History	5
Leadership Strands	Sections	Topics	Questions
L1 Character Development	A (Character in Leadership)	Character, Core Values, Honor Code	6
L3 Leadership Roles	A (Ldrshp Roles at School Level)	Intro to Leadership Roles; Basic Roles of Squad Leader thru Company Commander	4
L4 Leadership Skills & Theories	A (The Cadet)	Attitudes; Goal setting; procrastination; motivation; Role of the leader; conflict resolution	6
L6 Profiles in Leadership	A: (Historical Leadership Profiles)	Churchill, Eisenhower, Patton, Gandhi: <i>Leadership lessons we can learn from studying these leaders</i>	4
Wellness Strands	Section	Topics	Questions
W5 Fitness Training	A (Army Style Physical Training)	Extended Rectangular Formation; Preparation & Recovery Drills	6

A1. What are Regulations?

Already in your time as a cadet, you've no doubt heard cadets and your commandant refer to Cadet Corps Regulations. What are they talking about?!

The Merriam-Webster Dictionary defines **regulation** as:
A rule or order issued by an executive authority or regulatory agency of a government and having the force of law.

The California Cadet Corps has put together all their rules about how the cadet program is administered and what cadets are supposed to do. This includes rules for how to wear the uniform, earn awards, attend activities, and many other aspects of our program are compiled in the Cadet Regulations (CR).

These regulations are numbered for easier reference. We follow the basic system used by the U.S. Army and number our regulations according to their general subject matter:

CR 1 – Administration and Personnel



CR 2 – Safety and Security

CR 3 – Training and Operations



CR 4 – Supply and Logistics

CR 5 – Civic, Public, and Military Affairs



Most regulations are numbered with a number followed by a dash (-), then followed by another number. The first number is the area (listed above), the second number is the regulation. For example, CR 1-1 covers cadet decorations and awards; CR 1-2 covers the commandant code of ethics, etc.

All CACC regulations are listed in numerical order at the Cadet Corps website:

<https://cacadets.org/Regulations>. The site lists the regulation number, name, date of publication, and any changes published that affect the regulation. When new regulations are published, or when there is an update to a regulation, the website will send an announcement. To receive these announcements, sign up for the updates.

When the CACC needs to update a policy, procedure, or standard, the governing regulation is usually not rewritten. Instead, a change to the regulation is published. This new information supersedes the

original regulation. Always verify any changes when checking information in a regulation to ensure accuracy. Approximately every three years the CACC will completely update the regulation and incorporate the changes into the new regulation.

There are quite a few regulations. You will become familiar with them all as you spend time in the Cadet Corps. **As a new cadet, you should focus on the three most important regulations that affect you right now: how to properly wear your uniform (CR 1-8); how to earn awards (CR 1-1); and how to get promoted (CR 1-5).** Also important to understand are the sections of CR 1 regarding your Cadet Personnel Record, and CR 4-1 regarding your Clothing Record.

As you are appointed to cadet staff positions later in your cadet career, review the regulations that affect your role in the unit. Become an expert on what the regulations says about your staff function. You will be responsible to ensure your unit is following the correct procedures as outlined in the regulations.

There are some regulations that do not concern you, for example, the CACC regulations that tell commandants about their requirements. Unless you're just interested, you can ignore those regulations!

A1. The Rules for Wearing the Class B Uniform

All Cadets are expected to wear the uniform, properly and proudly. The uniform is an integral part of the CACC curriculum. Wearing the proper uniform will directly apply to being a leader. In learning to wear the uniform properly, Cadets learn attention to detail, pride, self-discipline, personal responsibility, and self-respect.

Cadets, who wear the uniform, even as Recruits, are representing an organization much bigger than themselves, and the values that the Cadet Corps stands for. Your uniform is the first thing people see – make a good impression about yourself and the California Cadet Corps!

Cadets have a responsibility to keep their uniform neat, clean, and in good repair.

Keep control of your uniform items – you need to turn them back in at the end of the year. You are responsible for the return of all issued uniform items.

Uniform rules are fully explained in CR 1-8. <https://cacadets.org/sites/default/files/Regulations/CR%201-8%20Cadet%20Uniforms%201%20Aug%202019.pdf>

Some Military Uniform Traditions:

- All buttons are kept buttoned unless actively accessing contents in a pocket
- Remove all 'strings' from the uniform, especially at seams and buttonholes
- Headgear is always worn outside unless specifically designated otherwise, and removed upon entry to a building
- When in uniform, a cadet must be in a complete uniform. Do not mix civilian clothes with uniform items unless specifically authorized (i.e. with the Blue Windbreaker).
- Boots and shoes should be kept clean and shined
- Earrings are NOT worn in utility uniforms (Class C). Only one earring is authorized per ear, and only stud-type, no more than ¼-inch in diameter. Hoop type earrings are not authorized. Nose and tongue rings are not authorized.
- Uniform SOPs may vary at school, where certain aspects of uniform wear can be waived by the Principal or Commandant. Such waivers (at school only) may include wear of hats, earrings, hair restrictions for

males or females, school-specific uniforms or insignia, etc. These waivers are not authorized when participating in events above brigade level. Cadets participating in state-level events will wear the prescribed CACC uniform per CR 1-8, with hair either within military standard or pinned up.

Uniform Tips:

- Get your uniform ready the night before you wear it
- Trim loose strings from buttons, pockets, and seams
- Use spray starch when ironing your shirt (not pants)
- Put white cardboard behind your ribbons and badges
- Check your appearance in a mirror
- Keep a small cloth with you to dust your shoes and brass
- Check your gig line – often!
- Keep your hands out of your pockets
- Keep your back pocket buttoned
- Avoid leaning against anything when you're in uniform
- Keep to pathways or sidewalks and off the grass if you can
- Ask your buddy to double-check your uniform and return the favor
- Take pride in your appearance and what your uniform represents

Haircut: The California Cadet Corps is a type of military organization, though clearly, we're not in the US military. We are part of the California Military Department and take pride in that. Cadets are not, by our regulations, required to maintain military haircuts when wearing the CACC uniform unless they attend a school or activity where that requirement is part of the school rules. Still, we encourage Cadets to have a military haircut when in uniform, especially if they are representing their unit or the Cadet Corps in public.

Cadets should be clean shaven and have clean faces and hands.

In military grooming standards, male hair is not to touch the shirt collar and is **tapered** and neat. It should not measure more than 2 inch from the top of the head. Sideburns should not fall below the bottom edge of the ear opening. **Extreme** haircuts, like mohawks or non-natural colors are not authorized.

Female hair, if short, should not fall below the bottom edge of the shirt collar. If long, it should be worn up in a tight bun with any loose bangs tucked behind the ears, or tied in braids or a ponytail that may not fall below the bottom of the shoulder blades.

The goal is for males to have their hair off the collar and not touching the ears, and not bulky or long on top. Females' hair may touch the ears and collar, but not fall below the bottom edge of the collar. Hair falling below the collar should be pinned up (male or female) neatly.



You can and should wear the uniform when it is part of the training schedule. Take pride in how well you wear it, and make a goal of earning the *Superior Uniform Inspection Ribbon*. You may wear your uniform at school when appropriate, at all Cadet Corps activities, and when representing your unit or the Cadet Corps on some type of approved business (e.g., Color Guard, parades, presentation about CACC to the School Board or Rotary Club, etc.).

Note: You may NOT wear your uniform when it would not be appropriate. Some examples of this are when you're engaging in activities counter to the Cadet Corps values, at political events, or when engaging in business not approved by your Commandant for uniform wear.

M2A2. Class B Uniform

The Class B Uniform is fully described in CR 1-8, Chapter 2. You should download and read through the regulation, so you fully understand all the rules and regulations on how to wear the uniform properly.

This lesson will cover the most significant aspects about the Class B Uniform and how to wear it properly and look your best.

We'll cover it from head to toe!

Headgear: There are several types of hat you might wear:

- Baseball-style Cap
- Red Beret (Survival program graduates)
- Black Beret (Encampment/10th Corps Leaders)
- Garrison Cap
- Drill Instructor Hat (qualified Drill Instructors)
- Service Cap (Cadet field grade officers)

Hats and caps are worn squarely on the head – not tilted in any direction, with the hatband parallel to the ground. Insignia, when added to the cap, is placed as described in CR 1-8, Chapter 7.

Hair, as covered in Lesson A1 (pages 4 and 5), is neat. Cadets are not, in normal circumstances, required to maintain a military haircut but are encouraged to do so.

Rank is worn on the **epaulets**, and called **Shoulder Mark insignia**. You slip the shoulder mark insignia over the epaulet, with the smaller end toward your head. If you're a Cadet Recruit, you don't need to wear blank shoulder mark insignia; you can just leave the epaulets blank and work on studying to become a Cadet! However, if you are a Cadet recruit you may wear blank Shoulder Mark insignia.

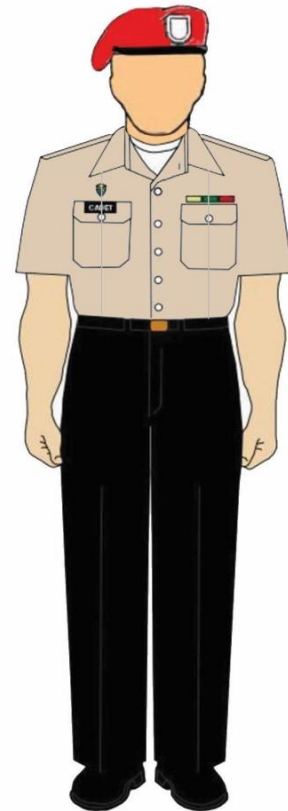
The Class B Shirt is a short-sleeved khaki shirt or long or short-sleeved Army or Navy certified pattern white shirt. The most current and preferred Class B shirt is the khaki, but the older white shirt is still authorized. It has two breast pockets with pocket flaps and an open collar forming a V-neck. Class B shirts are always tucked into your trousers. When you tuck it in, pull it down as tightly as possible (some people wear 'shirt stays' which are elastic that connect to the top of your socks and the bottom of your shirt to keep it tight). Gather the excess material in a 'tuck' by folding the excess material on the sides of your back. The shirt must be ironed with military creases. Military creases are either sewn into the shirt by the manufacturer or made using an iron. Don't sew or glue them in place!

(1) Iron a **crease** down the middle of each sleeve, centered on the middle of the epaulet. If you have patches on your shirt, do not put a crease through the patch – start the crease below the patch.

(2) Shirt front. Two vertical creases; one on each side of the shirt; centered on the pockets.

(3) Shirt back. Three vertical creases; equally spaced horizontally, between the side seams of the shirt. Creases should extend from the yoke seam (horizontal seam) to the shirt tail (bottom of the shirt).

Figure 3: Class B Uniform



You must wear a **white crew-neck T-Shirt** with your Class B Uniform. Get a white T-Shirt; don't wear a white shirt that has a design or writing on it—it often shows through the uniform shirt, or the design peeks out near your collar!

We used to wear **patches** on the Class B Uniform shirt, but are transitioning away from that. If you have a shirt with patches, don't take them off. But don't sew patches onto a new shirt! The patches should be centered on the epaulet and ½" from the seam. The CACC patch goes on the left sleeve, and the brigade patch goes on the right sleeve.



Figure 5: Class B Uniform

If you are on a team that authorizes you to wear a **shoulder cord**, make sure you know on which shoulder to wear it. This is covered in CR 1-1, Chapter 5 and CR 1-8, paragraph 9-16. The Brigade Staff Cord, Color Guard/Flag Detail Cord, Academic Excellence Cord, and Citizenship Cord are worn on the Right shoulder. The Drill Team Cord, Superior Uniform Cord, and Regimental/Battalion Staff Cord may be worn on the Left shoulder. The Commandant may designate a cord for achieving criteria they specify. It is only worn locally at the unit. Single-color unit cords are worn on the left shoulder, two-color cords on the right shoulder. Only one cord is worn on each shoulder at any one time. You only qualify to wear the cord while you're on the team or position that qualifies. Cords are described in detail in CR 1-1, Chapter 5.

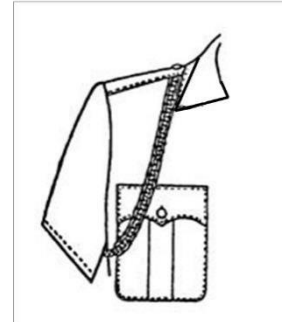


Figure 4: Shoulder Cord Wear

An optional black necktie may be worn. Females may wear the male tie or a female Army-style neck tab.

A **black nameplate** with the Cadet's last name engraved in **block style** white letters is worn on the upper right pocket flap just below the seam and centered horizontally between the left and right edges of the pocket flap. The CACC **Distinguished Unit Insignia** (DUI) is worn ¼" above the pocket and centered or centered and above unit awards unless the CACC patch is still being worn on the left shoulder.

Ribbons are broken into two categories: Unit Awards and Individual Awards. Unit award ribbons are worn above the right pocket. Individual award ribbons are worn above the left pocket. You can wear rows of 3 or 4 (if you have more ribbons, go to rows of 4; otherwise, we suggest rows of 3). Ribbons must be worn in the order of precedence listed in CR 1-1, Appendix A. Ribbons are worn with no space between rows. The top row may have fewer ribbons than the other rows, and ribbons on the top row may either be centered or worn to the wearer's left, especially if they're covered by the coat lapel. You should cut out cardboard to put behind your shirt to stabilize the ribbons and make them lie flat.



The **web belt** is worn with the **buckle** and **tip** shined to a high polish. The tip extends to the wearer's left so that no black part of the web belt will be exposed between the buckle and the belt tip, and so you can't see the buckle behind the tip. The **GIG LINE** is straight (shirt edge, buckle edge, and edge of the pant "fly"). Female Cadets wear the same gig line as males since the uniform is unisex.

The class B **Trousers** are black. The design is the certified Army low-rise trouser pattern for a plain-front trouser. There are two front pockets on the side seam, and two back pockets, slit style. Trousers are worn fitted at the waistline. They will be worn so that the front crease will reach the top of the instep, touching the top of the shoe at the shoelaces. **Trousers** must be ironed with a crease starting below the pockets down to the pant bottoms.

Note: for females a **black skirt** is authorized to wear with the Class B Uniform as an optional item. Skirts are not issued by CACC and should be from an approved vendor. CACCHQ will have a list of authorized styles and vendors.

Figure 6: Class B Uniform

Shoes are ideally military low quarters or black combat boots, shined, and worn with black socks. If you don't have military shoes, you may wear black combat boots, black civilian dress shoes, or black tennis shoes, in that order.

A black windbreaker or fleece jacket may be worn in cold weather.



Figure 7: Gig Line

Figure 8: Low Quarter Shoes

M2B1. The Coyote Brown Class C Uniform

Introduction:



Figure 1: Coyote Brown Class C Uniform

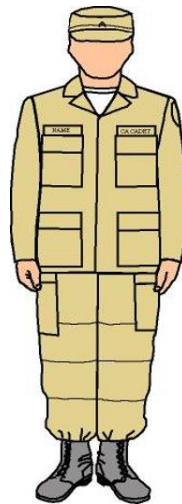


Figure 2: Khaki Class C Uniform

The Class C, or Utility Uniform, is fully described in CR 1-8, Chapters 4 (Coyote Brown Class C) and 5 (Khaki Class C). Though the Coyote Brown uniform is newer, either may be worn. The Coyote Brown uniform is the preferred choice, but schools that don't have enough uniforms, or the correct sizes, may issue the Khaki uniform until they're able to obtain what they need. The Khaki Class C may also be used as a field uniform in order to preserve the longevity of the Coyote Brown uniforms. You should download and read through the regulation so you fully understand all the rules about how to wear the uniform properly.

This lesson sums up the most important things about Coyote Brown Class C Uniform that you need to know. We'll cover it from head to toe!

Headgear: A cap must be worn with this uniform. The basic cap is the CACC baseball-style cap. If you have completed training and received orders authorizing the or black beret or the drill instructor hat, you may wear those as well.



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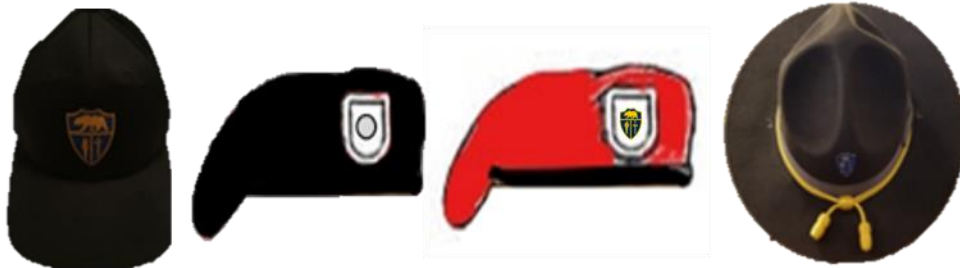


Figure 4: Caps Worn with the Coyote Brown Class C Uniform

All types of caps are worn with the headband straight across the forehead, one inch above the eyebrows. The beret flash is positioned over the left eye. The right side of the beret is draped toward or over the right ear. The DI Hat chinstrap is normally worn behind the head.

No rank is worn on the baseball-style cap. The CACC Distinctive Unit Insignia (DUI) or cadet officer rank insignia is worn centered on the beret flash.

You wear a **black crew-neck T-Shirt** with your Class C Uniform. You may wear the CACC PT Shirt, but don't wear black T-Shirts with other than CACC designs on them. The T-Shirt will be tucked into the pants.

When worn, ensure all buttons and Velcro are fastened, and the coat zipper is zipped up, leaving the collar lying flat.

Cadets wear various patches and badges on the Coyote Brown Class C coat:

- The brown on black **nametape** is affixed by Velcro above the right pocket, with the cadet's last name only
- The **CA Cadet Corps nametape** is affixed by Velcro above the left pocket
- The **CACC Patch** (subdued) is affixed by Velcro, centered on the bottom of the left sleeve pocket
- Up to 3 **achievement tabs** may be worn above the CACC Patch on the left sleeve pocket
- The **California Patch** is affixed by Velcro, centered on the top of the right sleeve pocket

- The **duty patch** or a **brigade or unit patch** may be affixed by Velcro below the California Patch on the right sleeve pocket
- **Rank insignia** is affixed by Velcro, centered between the top of the pocket flaps.
- The **Cadet Medic Badge** may be pinned above the CACC nametape (above left pocket).
- The **Cadet Drill Instructor Badge** may be pinned centered on the right pocket, parallel to the ground.

The utility uniform is designed to fit loosely; alterations to make them fit snugly are not authorized. A tight fit reduces the airflow needed for ventilation and cooling. The coat is worn outside the trousers. The coat will not extend below the top of the cargo pocket on the pants and will not be higher than the bottom of the side pocket on the pants.



When the sleeves of the coat are rolled up, the button cuff will remain exposed. Cadets will roll the sleeves neatly above the elbow, no more than 3 inches above the elbow.

Coats are worn buttoned, with the exception of the top button to allow the collar lapel to lie open and flat in front of the neck. All pockets are worn buttoned, except when accessing the pocket. Start by turning the sleeve inside out, with the cuff by the shoulder seam. Fold up the bottom twice, as smoothly as possible. Then turn the cuff down on top of the folded material. Practice the spacing so it works for your arms.



Figure 6: Rolled

Sleeve

Cadets will wear **tan or brown military "rigger belt"**. The belt is worn so that the free end of the belt passes through the buckle to the wearer's left. The end will extend beyond the end of the buckle by no more than about four inches and will not wrap around the cadet's waist to their back. If this is the case, get a smaller belt, or consider cutting the excess part of the belt



Figure 7: Class C Belt

off (the end needs to be cauterized by melting). Check with your commandant before altering your belt!

Cadets will wear the boots fully laced up with **trousers bloused**, using the draw cords or blousing bands, or tuck the trousers into the boots. Sewn-in or laced-in zippers are not authorized. Boots may be black leather or tan or 'coyote' suede. Cadets will not wrap the trouser leg around the leg tightly enough to present a "pegged" appearance. Cadets will not blouse the boots so that the trouser leg extends down to the ankle area. When bloused, the trousers should sit right above the boot, and should be at the same height. Boot laces should not hang loose. They may be tucked into the boot, or tied around the boot or ankle, with no loose ends. The preference is for black socks, but commandants may authorize other colored boot socks to be worn. If other than dark colored socks are worn, boot blousing method should not allow the socks to be seen. Socks should be at least the weight of athletic socks to provide cushioning for the feet, and must extend above the boot top (ideally by 4-6 inches).



Figure 8: Blousing the Boots

M5A1. History of the California Cadet Corps

The California Cadet Corps was founded as the California High School Cadets as part of the California Military Department on **April 5, 1911** by the California State Legislature and **Brigadier General Edwin Alexander Forbes**. Forbes is the “**Father**” of the **Cadet Corps**. He was the Adjutant General of the State of California in 1911, and started the cadet program to train officers for upcoming wars. In 1935 the name was changed to the California Cadet Corps.

M5A3. The Colors and Symbols on the Cadet Corps Distinctive Unit Insignia

The Cadet Corps patch, or distinctive unit *insignia* (DUI), is a crest in blue and gold (colors of California) with a grizzly bear, the torch of learning, and a sword:



The **grizzly bear** represents the state animal of California.

The **torch of learning** represents the fact that the Cadet Corps is a school program

The **sword** represents the military aspects of the Cadet Corps.

A6. Objectives of the California Cadet Corps

The California Cadet Corps is a school-based applied leadership program conducted within a military framework and is designed to provide maximum growth and leadership opportunities for Cadets from the Elementary through High School levels and stresses six objectives:

- To develop **LEADERSHIP**
- To engender **CITIZENSHIP**
- To encourage **PATRIOTISM**
- To foster **ACADEMIC EXCELLENCE**
- To teach **BASIC MILITARY KNOWLEDGE**
- To Promote **HEALTH, FITNESS, & WELLNESS**

M5B1. Guard Duty

Guard duty is established to protect equipment and areas which require *safeguarding* and care. We still use guard duty during some field training to teach cadets responsibility. It also gives them a context for 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.

M5B2. 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

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.

M5B3. 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.



Figure 3: Graphic of 12- and 24-hour "Clock"

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.

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”.

M5B4. 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 4: 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”.

M6A1. Introduction to Maps



Figure 1 Historical Map

A map is a graphic representation of a portion of the earth’s surface drawn to scale, as seen from above; it uses colors, symbols, and labels to represent features found on the ground.

There are many types of maps, and they have evolved over a couple thousand years from maps that were more drawings to maps that scientifically convey information, and maps that portray what the ground looks like to maps that show information about a topic or area.

Map Types

Some types of maps are a Globe, City or State Road Maps, Geographic Maps/Atlases, and Topographical Maps.

A globe is an actual representation of the earth or other **celestial** body (such as a moon or planet). It is 3-dimensional, and shows the earth, at a very small scale, as it actually is. Globes don't have to deal with the problem of making a **spherical** world flat, so they show shapes and distance as they actually are. But you can't fold up a globe and put it in your glove compartment, and it's inconvenient to have a globe that's big enough to show the type of detail we want on maps, so globes aren't the best type of map to use most of the time.



Figure 2 Globe



Figure 3 Road Map

A **road map** or **route map** is a map that primarily displays roads and transport links rather than natural geographical information. It commonly includes political boundaries and labels, and points of interest, major features such as airports or **prominent** buildings, parks, hotels, etc. Road maps can be printed or they can be on your computer, phone, or display screen in your car.

When we're trying to convey information that relates to a specific or different areas, we often use **geographical maps**. Geographical maps convey information in ways related to both physical geography and culture or size. They may not be to scale, and may not truly represent the shape of the actual area depicted. They help us put what might otherwise be dry, uninteresting information into a type of picture that makes it more interesting.

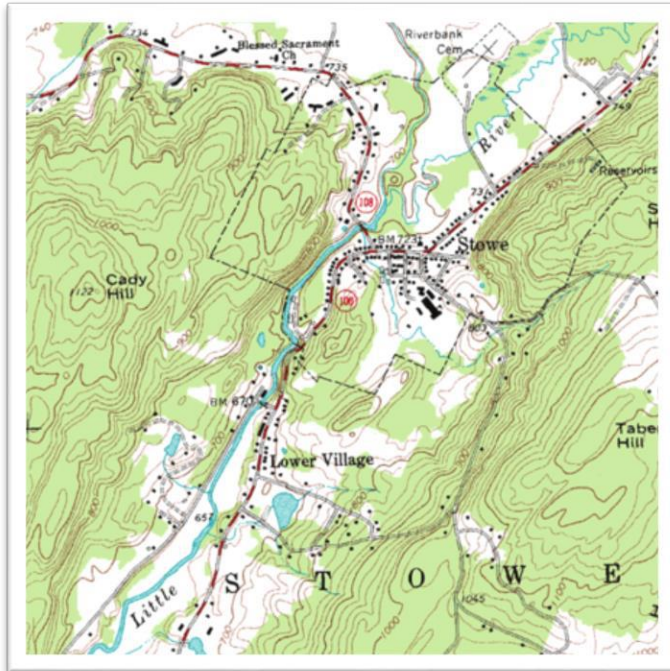


Figure 5 Topographic Map

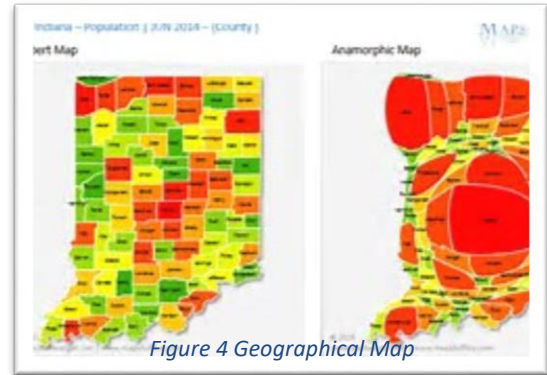


Figure 4 Geographical Map

In modern mapping, a **topographic map** (also called a "topo map") is a type of map characterized by large-scale detail and quantitative representation of relief, usually using contour lines, but historically using a variety of methods. Traditional definitions require a topographic map to show both natural and man-made features.

Map Projections.

The Earth is more or less **spherical**, which makes it hard to recreate on a flat map. Any attempt to convey the earth's features on a flat map will have some distortion. Map Projections are different ways to portray the spherical earth on a plane (flat surface). Over the past few centuries, mapmakers have

come up with different ways to deal with the distortions. Some have **innovative** ways of cutting out the parts of an area that don't have important information to show, and the pattern of the map helps keep the important areas together and more accurate. Others sacrifice accuracy in one area, like size and shape of a continent, for better accuracy in another, like **navigational** angles. You can select the type of map projection that best conveys what you need from the map, but it's best to know what type of information on your map isn't shown accurately.



Figure 6 Sample World Map Projection

Scale.

Map scale is the extent of reduction required to display a portion of the Earth’s surface on a map. Scale determines the informational content and size of the area being represented. The scale of a map is the ratio of a distance on the map to the **corresponding** distance on the ground. Map scales may be expressed in words (a **lexical** scale), as a ratio, or as a fraction. Examples are:

Table 1 Scale Examples

Lexical Scale	Ratio	Fraction
One centimeter to one hundred meters	1:10,000	1/10,000
One inch to one mile	1:63,360	1/63,360
One centimeter to one thousand kilometers	1:100,000,000 or 1:100M	1/100,000,000 or 1/100M

The smaller the number on the right, the **larger** the scale of the map.

Small Scale Maps have a scale of 1:1,000,000 and smaller. These maps are used for general planning and strategic studies. The standard small scale map is 1:1,000,000.

Medium Scale Maps are maps of scales that are larger than 1:1,000,000 but smaller than 1:75,000. In the military, these maps are used for operational planning. The standard medium scale map is 1:250,000.

Large Scale Maps are larger than 1:75,000. The standard large scale military map is 1:50,000, but 1:24,000 or 1:25,000 are popular as well.

Figure 7 shows the same location with different map scales:

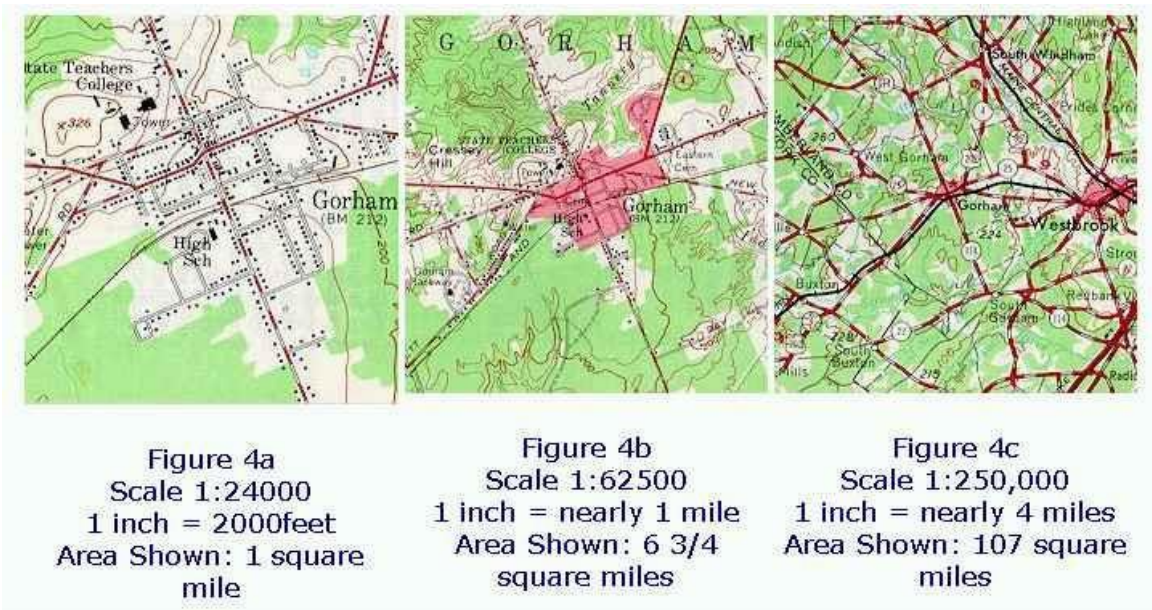


Figure 7 Various Scale Maps

Scale is also depicted graphically in the marginal information on a map. Map readers can measure a distance on the map and use the map scale to determine what it is.

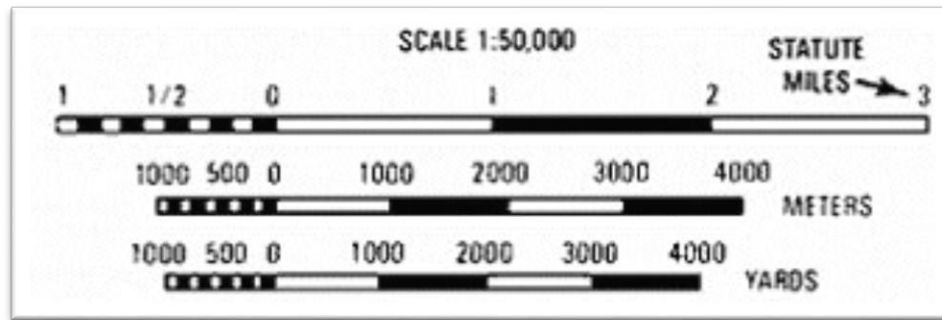


Figure 8 Map Scale

Latitude and Longitude.

Longitude lines (also called **meridians**) are **perpendicular** and **latitude** lines (also called **parallels**) are parallel to the equator. A geographic **coordinate** system is a **coordinate** system that enables every location on the Earth to be specified by a set of numbers or letters, or symbols.

Some of the significant lines of latitude or longitude have names:

The Arctic Circle is at Latitude 60° North.

The Tropic of Cancer is just over Latitude 23° North, the most northerly circle of latitude where the sun can be overhead (on the June solstice).

The Equator is at Latitude 0°.

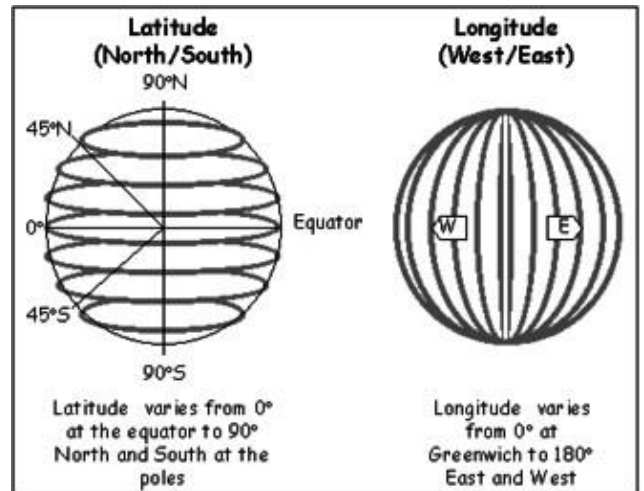


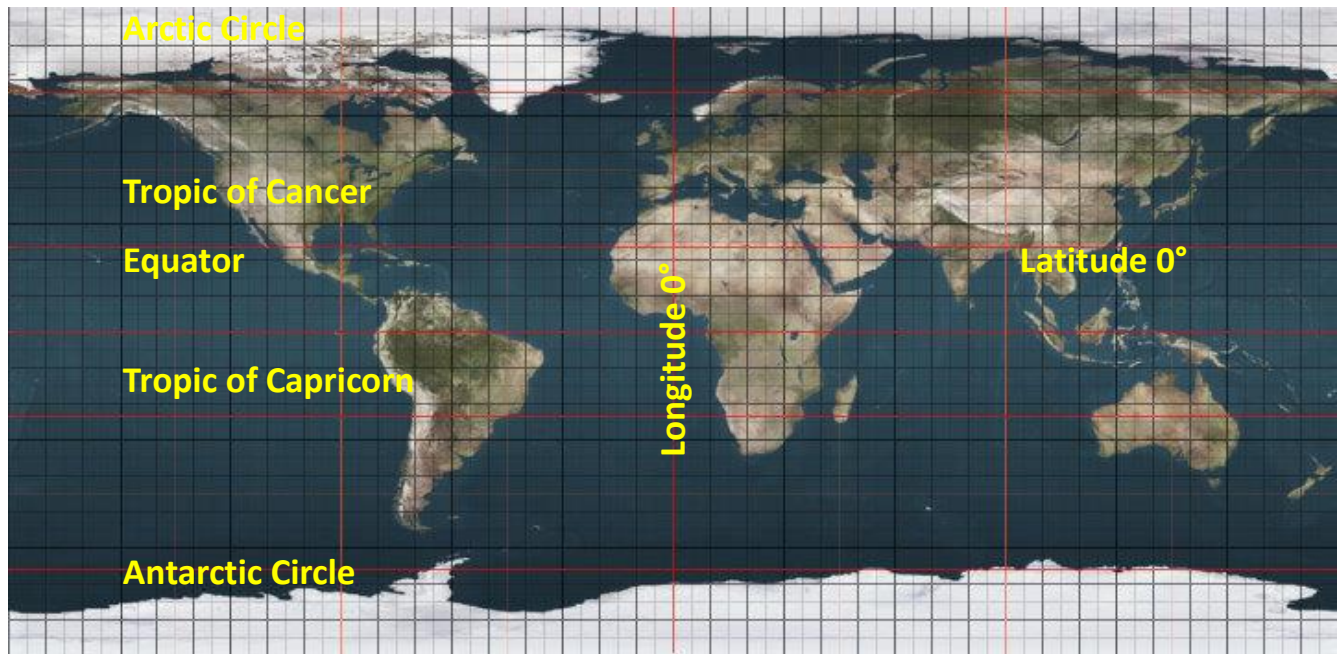
Figure 9 Latitude and Longitude Lines

The Tropic of Capricorn is just over Latitude 23° South, the most southerly circle of latitude where the sun can be overhead (on the December solstice).

The Antarctic Circle is at Latitude 60° South.

The North Pole is at Latitude 90° North, and the South Pole is at Latitude 90° South (not shown on this map projection).

The Prime Meridian is at Longitude 0° and passes through Greenwich, England



Latitudinal and Longitudinal coordinates can specify any point on earth. Latitude and longitude are expressed in degrees ($^{\circ}$), minutes ($'$) and seconds ($''$) (For Example: $N 34^{\circ}- 17' 52'' W 115^{\circ}- 27' 24''$) but may also be described in degrees ($^{\circ}$), minutes ($'$) and decimals (For Example: $N 34^{\circ}- 17.87' W 115^{\circ}- 27.43'$) . The two examples above are the same spot on earth, but the seconds are converted to decimals of minutes by dividing by 60. These are the two most common ways to display lat/long coordinates.

The length of one degree of latitude is 60 nautical miles, which equals 111 kilometers, or 69 **statute miles**. There are 60 minutes in a degree and 60 seconds in a minute.

Longitude is harder to measure, since longitudinal lines are not parallel to each other – they merge at the North and South Poles. At the Equator, a degree of longitude is the same length as a degree of latitude – about 111 km, or 69 miles. At 60° , a degree of longitude is 55.8 km, or 35 miles. Some examples of geographical coordinates are:

Los Angeles, Ca	Lat/Long: N $34^{\circ} 03.1338'$ W $118^{\circ} 14.6208'$
Riverside, Ca	Lat/Long: N $33^{\circ} 57.2009'$ W $117^{\circ} 23.7694'$
London, UK	Lat/Long: N $51^{\circ} 30.0091'$ W $0^{\circ} 07.5742'$
Beijing, China	Lat/Long: N $39^{\circ} 54.4500'$ E $116^{\circ} 23.8338'$
Sydney, Australia	Lat/Long: S $33^{\circ} 52.0710'$ E $151^{\circ} 12.4392'$

Who Uses Latitude and Longitude?

In the US Military, aviation and naval forces typically use latitude and longitude. Ships, boats, and airplanes travel at speeds called knots. 1 knot = 1 nautical mile per hour. 60 nautical miles = 1 degree of latitude. This makes it very easy to chart boat and airplane positions on sea charts and aviation charts.

M6A2. Topographical Map Basics

The feature that most distinguishes topographic maps from maps of other types is the use of contour lines to portray the shape and elevation of the land. Topographic maps render the three-dimensional ups and downs of the terrain on a two-dimensional surface.

Topographic maps usually portray both natural and manmade features. They show and name works of nature including mountains, valleys, plains, lakes, rivers, and vegetation. They also identify the principal works of man, such as roads, boundaries, transmission lines, and major buildings.

Around the margins of a topographical (and most other types of) map, there is a lot of information that helps you read and interpret the symbols on the map. This is called, for obvious reasons, marginal information. Marginal information on a military map includes:

- **Sheet Name.** Like a title, in the center of the top margin. Also in the lower left margin.
- **Sheet Number.** Listed with the Sheet Name. Used as a reference number for the map sheet.
- **Adjoining Map Sheets Diagram (Figure 10).** Shows the 8 map sheets **adjacent** to this sheet, with their sheet number (at the same map scale).
- **Special Notes.**
- **Declination Diagram.** Indicates the direction and relationship of True, Grid, and Magnetic North, the G-M Angle, and how to convert grid to magnetic and magnetic to grid.
- **Scales.** Gives the scale used on the map. Graphically depicts distance in miles, meters, and yards.
- **Contour Interval.** Tells you what the vertical distance between contour lines is on this map.
- **Unit Imprint.** Tells you who made the map.
- **Grid Reference Box.** Tells you the 2-digit Grid Zone Designators, and where the boundaries are between grid zones on the map.
- **Legend (Figure 11).** Gives the effective date of the map data and defines the symbols used on the map.

Map Colors

A topographic map uses certain colors to help tell you what a graphic or symbol is. The colors on a topographic map are:

Black - on a map is the work of humans: buildings, railroads, bridges, boundaries, names ...

Blue - always means water: lakes, ponds, rivers, streams, water well, marshes ...

Brown - symbols are used for relief features - contour lines and elevation ...

Green - indicates forest, woodlands, orchards, and other areas of heavy vegetation.

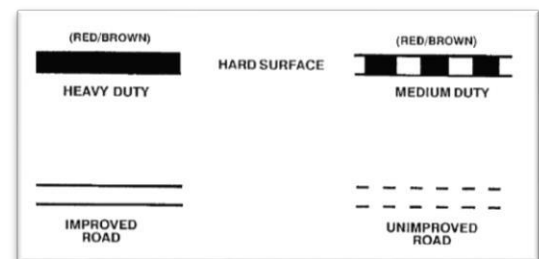
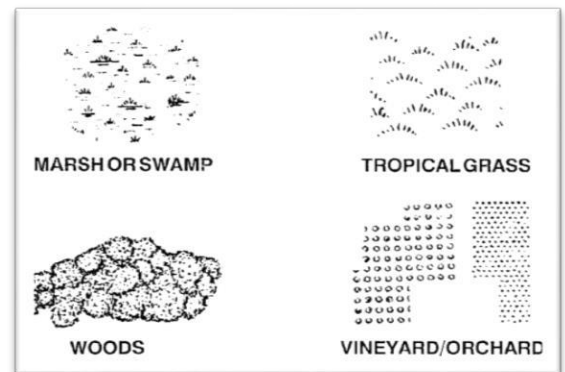
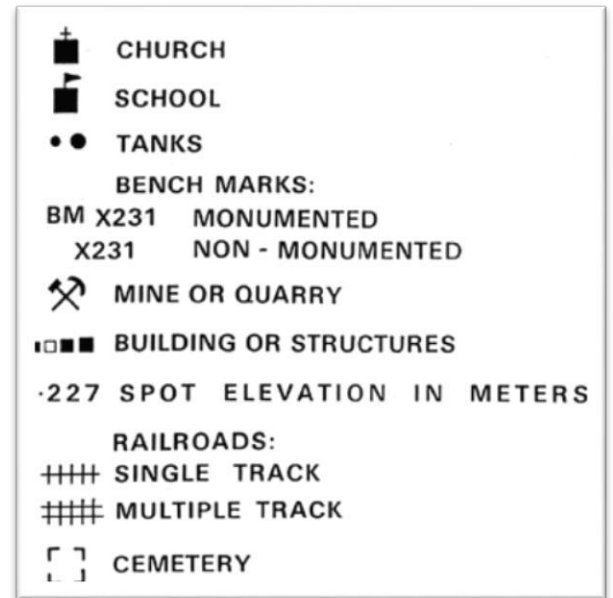
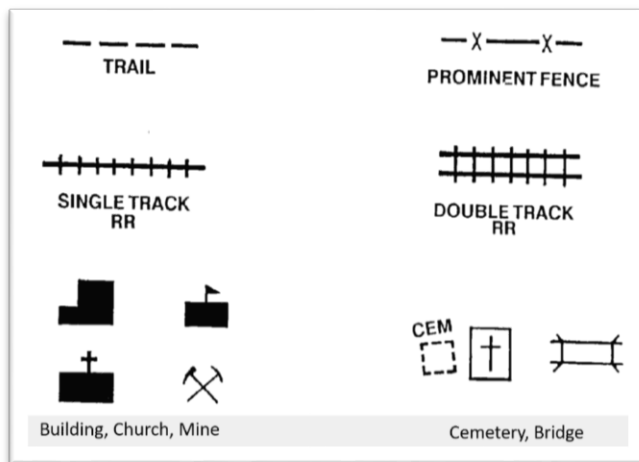
Red - is used for larger, more important roads and surveying lines.

Purple - is for overprinting: Revisions added from aerial photographs but not yet field-checked, or planned additions.

White - is mostly clear of trees: fields, meadows, rocky slopes, and other open country.

Map Symbols

The symbols used on a map are generally shown in the marginal information. These include roads, rivers, manmade objects like buildings or mines, and even sometimes the type of building, like a church or a school. Some sample symbols are shown here:



M6A3. Elevation and Terrain Features

Contour Lines

Relief is the representation of the shapes of hills, valleys, streams and other features of the earth's surface. It can be represented by colors for different elevations (called layer **tinting**), form (dashed) lines to show the basic shape of land, and shading (where the darker the color, the steeper the land).

Most often, relief is shown by **CONTOUR LINES**. **Contour** lines are what makes a map the equivalent of 3D. They are lines that connect points of equal elevation on the earth's surface, and are used to illustrate topography, or relief, on a map. On American maps, they are usually in feet. For example, numerous contour lines that are close together indicate hilly or mountainous terrain; when far apart, they represent a gentler slope.

There are three types of contour lines. **Index** lines are the HEAVY or DARK colored contours, generally every fifth contour line; they show an elevation number. Four **intermediate** contour lines fall between the index contours and do NOT show their elevation. **Supplementary** contour lines are generally DASHED lines that show one-half the contour interval. They are often used on maps where the contour interval is large, and the terrain somewhat featureless overall.

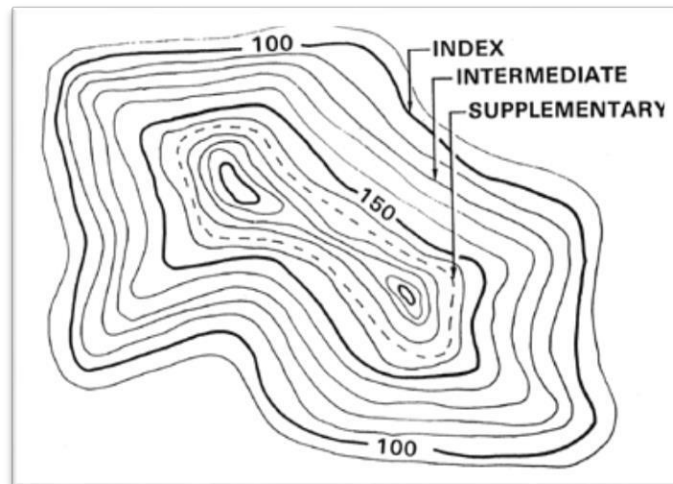


Figure 18 Contour Lines

Contour Interval

A contour interval is the vertical distance between two contour lines. The contour interval measurement, given in the map's marginal information, is the vertical distance between **adjacent** contour lines. The numbered Index contour lines, which are circled in red in *Figure 19*, give that particular line's elevation.

If every contour line was numbered on a map, it might look like the example in *Figure 20*. Instead, you find an Index contour line to get a reference point for elevation, and then count up or down using the contour interval. Contour interval isn't the same on all maps. When there is a lot of change in elevation on a map, and the slopes are steep, the contour interval tends to be bigger – otherwise there would be too many lines, and they would blend together too much. So the mapmakers increase the contour interval, and instead of 10 feet, it might be 20 or 50 between each contour line.

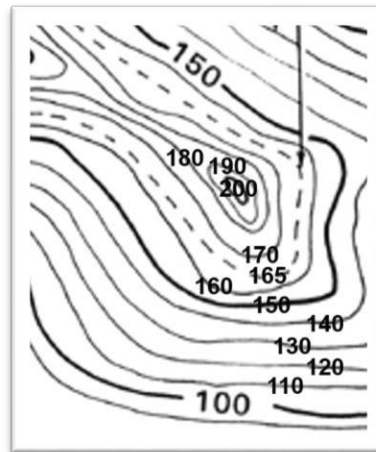
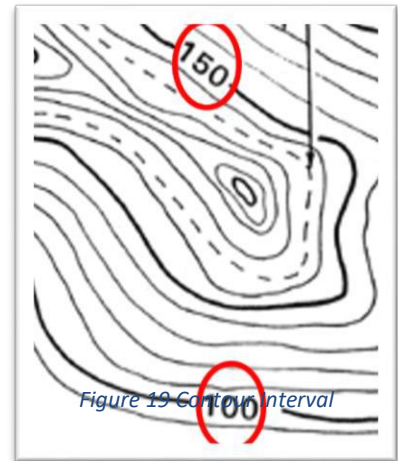


Figure 20 Why Each Contour Line is not Marked

To determine an elevation for a point on the map,

- 1. Find the contour interval on the marginal map info*
- 2. Find the nearest INDEX contour and its elevation*
- 3. Determine if you are going lower or higher to the point you are concerned about*
- 4. Count up or down to determine the correct elevation, using the contour interval*

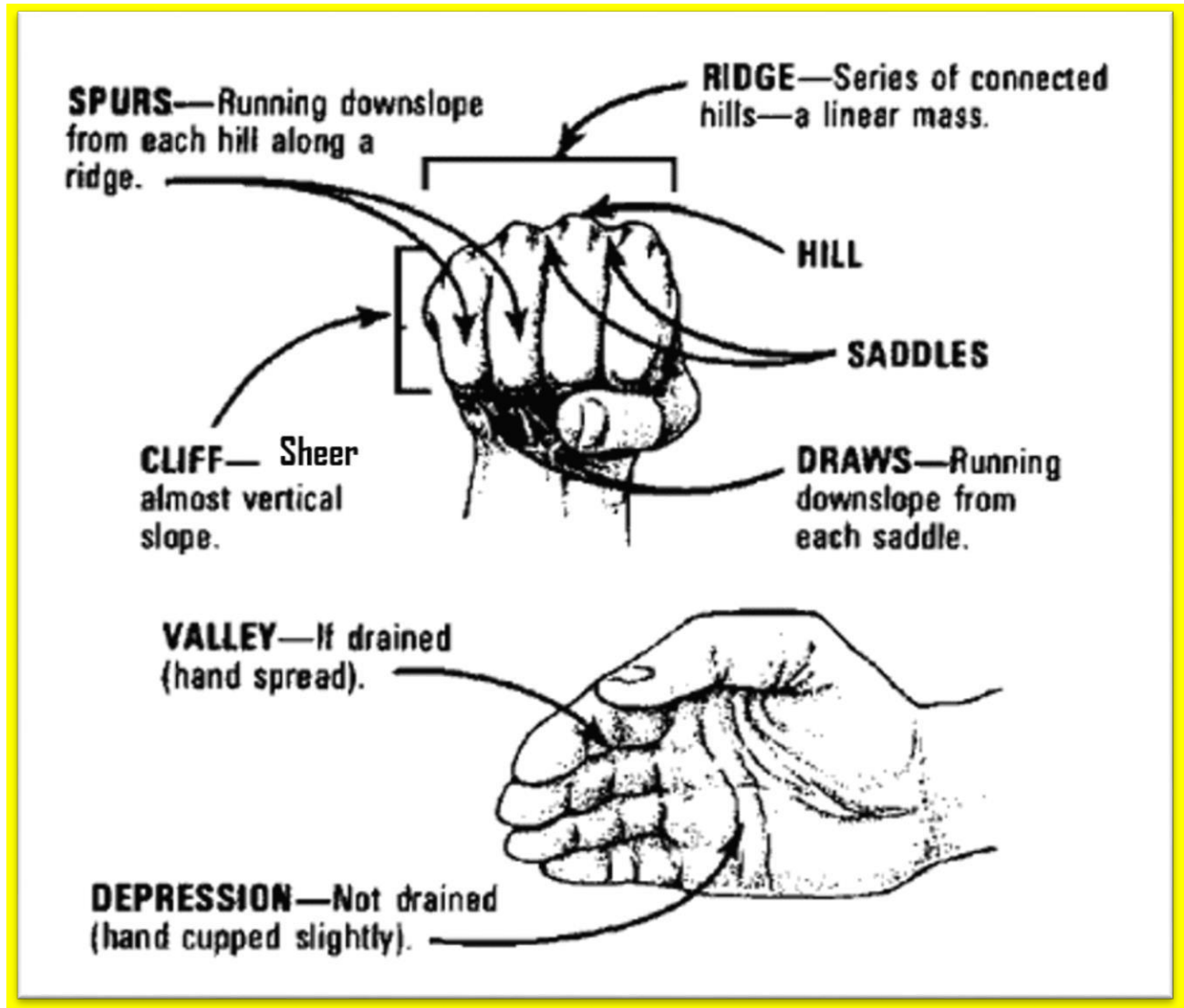
Terrain Features

Terrain features are identified in the same manner on all maps, regardless of the contour interval, but you must realize that a hill in the Rocky Mountains will be much bigger than one in south Florida. You must be able to recognize all the terrain features to locate a point on the ground or to navigate from one point to another.

The five major terrain features are: Hill, Ridge, Valley, Saddle, and Depression. The three minor terrain features are: Draw, Spur and Cliff.

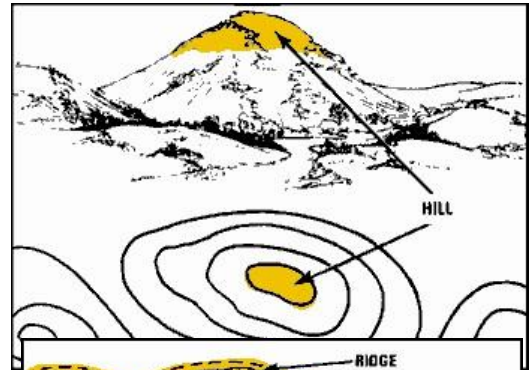
The two supplementary terrain features are: Cut and Fill.

Terrain features can be learned using the fist or hand to show what each would look like on the ground:

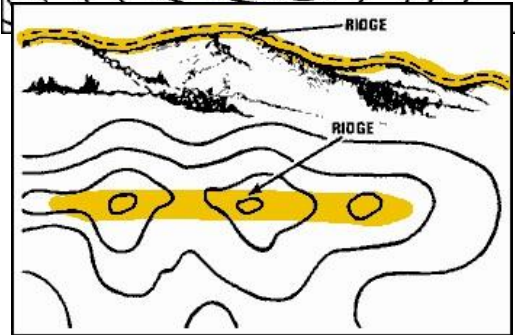


How to Remember Terrain Features

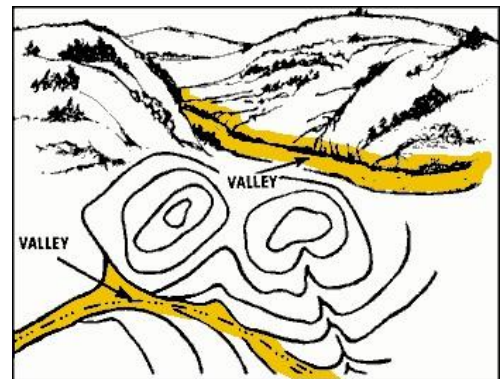
A **HILL** is a point or small area of high ground. When you are on a hilltop, the ground slopes down in all directions.



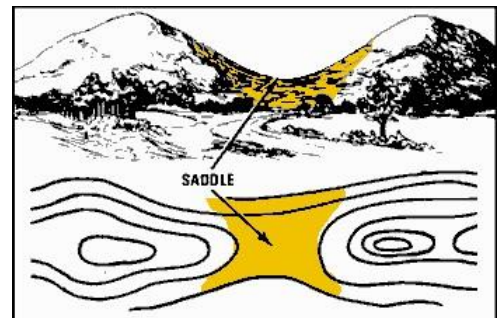
A **RIDGE** is a line of high ground with height variations along its crest. The ridge is not simply a line of hills; all points of the ridge crest are higher than the ground on both sides of the ridge.



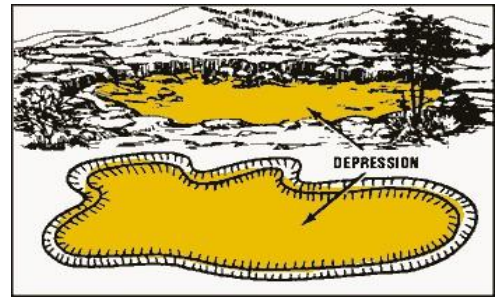
A **VALLEY** is reasonably level ground bordered on the sides by higher ground. A valley may or may not contain a stream course. Contour lines indicating a valley are U-shaped and tend to parallel a stream before crossing it.



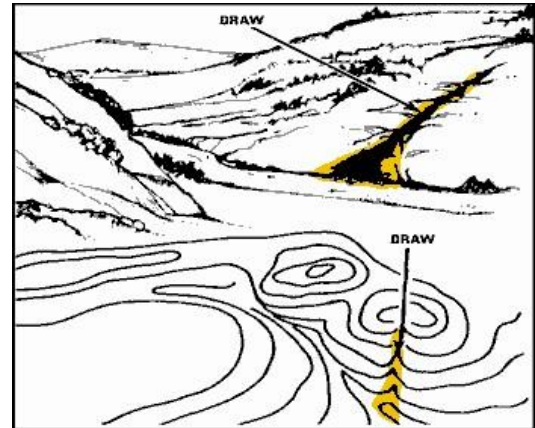
A **SADDLE** is a dip or low point along the crest of a ridge. A saddle is not necessarily the lower ground between two hilltops; it may be a break along an otherwise level ridge crest.



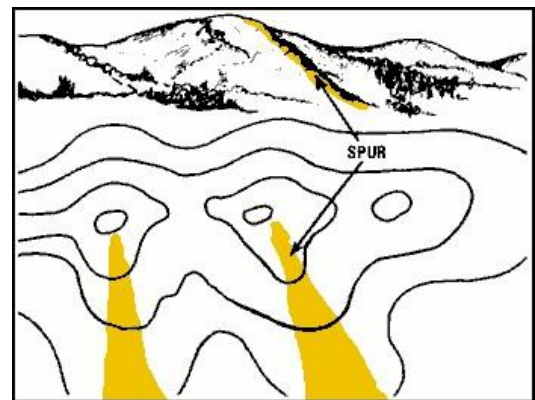
A **DEPRESSION** is a low point or hole in the ground, surrounded on all sides by higher ground.



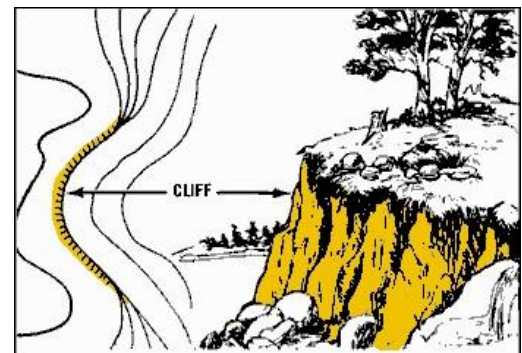
A **DRAW** is similar to a valley, except that it normally is a less developed stream course in which there is generally no level ground and, therefore, little or no **maneuver** room. The ground slopes upward on each side and toward the head of the draw.



A **SPUR** is a usually short, continuously sloping line of higher ground, normally jutting out from the side of a ridge. A spur is often formed by two thoroughly parallel streams cutting draws down the side of a ridge.

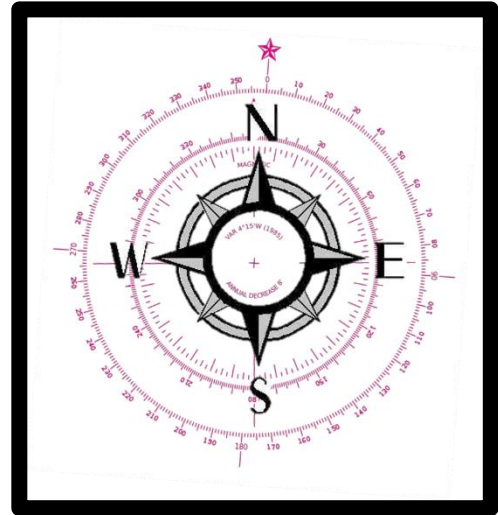


A **CLIFF** is a vertical or near-vertical slope. A cliff may be shown on a map by contour lines being close together, touching, or by a ticked "carrying" contour line. The ticks always point toward lower ground.



A6. Direction

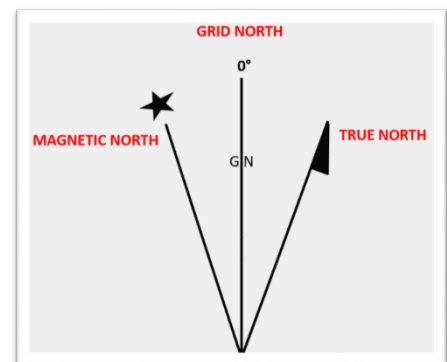
Direction – a course along which someone or something moves – is usually expressed in map reading as a **degree** or **azimuth**, or as a variant of **North, South, East, and West**. From any point on a plane, there are 360 degrees leading out from it in a circle. In almost all coordinate systems, north is portrayed at 0 degrees.



True North is a line from any point on the earth's surface to the North Pole. All lines of longitude are true north lines. True North is usually symbolized in marginal information with a star.

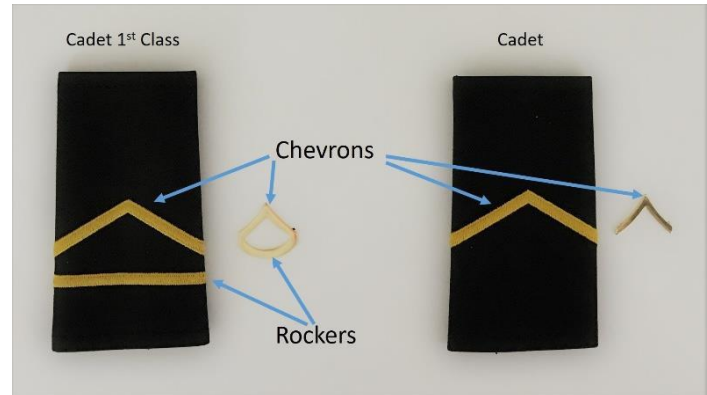
Magnetic North, as shown by the compass needle, points to the north magnetic pole, which is not the same as the geographic North Pole. It is shown in marginal information as a half-arrow.

Grid North is the north that mapmakers put on a map, dependent of the map projection used. It is shown in the marginal information by the letters GN on a vertical line.



M8A2: Cadet Corps and Army Ranks

In the Cadet Corps, cadets, sergeants, and senior sergeants closely follow “enlisted” soldiers in the US Army. Similarly, chevrons are used to identify classes of ranks. One stripe (chevron) denotes a Cadet, two stripes denote a Corporal, and three stripes denotes Sergeant. Rockers, which are the straight lines on Class-A or Class-B shoulder marks, or u-shaped lines on Class-C, metal, pin on rank are displayed underneath chevrons and indicate various levels of each of the three classes. Thus, a Cadet First Class, has one chevron plus one rocker and a Staff Sergeant, which is the first rank after Sergeant, has 3 chevrons plus one rocker.



Cadet Ranks:



CDT: Cadet



CFC: Cadet First Class



C/CPL: Cadet Corporal



C/SGT: Cadet Sergeant



C/SSG: Cadet Staff Sergeant



C/SFC: Cadet Sergeant First Class



C/MSG: Cadet Master Sergeant



C/1SG: Cadet First Sergeant



C/SGM: Cadet Sergeant Major



C/CSM: Cadet Command Sergeant Major



C/OC:
Cadet Officer Candidate



C/2LT:
Cadet Second Lieutenant



C/1LT:
Cadet First Lieutenant



C/CPT:
Cadet Captain



C/MAJ:
Cadet Major



C/LTC:
Cadet Lieutenant Colonel

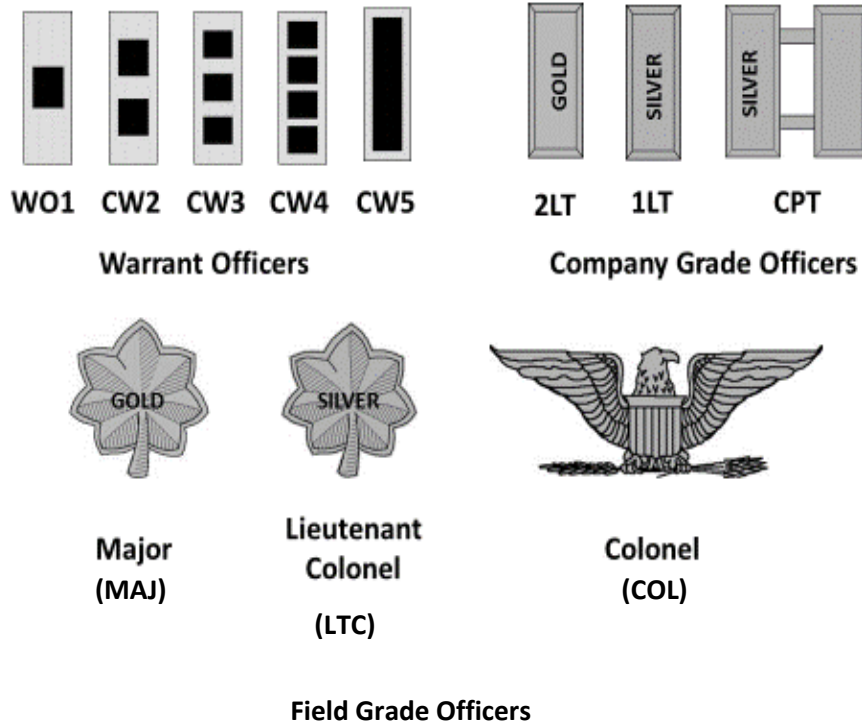


C/COL:
Cadet Colonel

Enlisted Army Ranks

E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9	Senior Enlisted Advisor		
no insignia											
Private E-1 (PV1)	Private E-2 (PV2)	Private First Class (PFC)	Corporal (CPL) Specialist (SPC)	Sergeant (SGT)	Staff Sergeant (SSG)	Sergeant First Class (SFC)	Master Sergeant (MSG)	First Sergeant (1SG)	Sergeant Major (SGM)	Command Sergeant Major (CSM)	Sergeant Major of the Army (SMA)

Warrant Officer and Officer Ranks in the Adult CACC and Army:



M8A4. Saluting



The salute is a gesture of respect and trust among cadets. Remember, the salute is not only prescribed by regulation, but is also recognition of each other's commitment, abilities, and professionalism.

Some historians believe the hand salute began in late Roman times when assassinations were common. A citizen who wanted to see a public official had to approach with his right hand raised to show that he did not hold a weapon. Knights in armor raised visors with the right hand when meeting a comrade. This practice gradually became a way of showing respect and, in early American history, sometimes involved removing the hat. By 1820, the motion was modified to touching the hat, and since then it has become the hand salute used today. You salute to show respect toward an officer, flag, or our country.

The salute is widely misunderstood outside the military. Some consider it to be a gesture of servility since the junior extends a salute to the senior, but we know that it is quite the opposite. The salute is an expression that recognizes each other as a member of the profession of arms; that they have made a personal commitment of self-sacrifice to preserve our way of life. The fact that the junior

extends the greeting first is merely a point of etiquette-a salute extended or returned makes the same statement.

How to Salute

In saluting, turn your head and eyes toward the person or flag you are saluting. Bring your hand up to the correct position in one, smart motion without any preparatory movement. When dropping the salute, bring your hand directly down to its natural position at your side, without slapping your leg or moving your hand out to the side. Any flourish in the salute is improper.

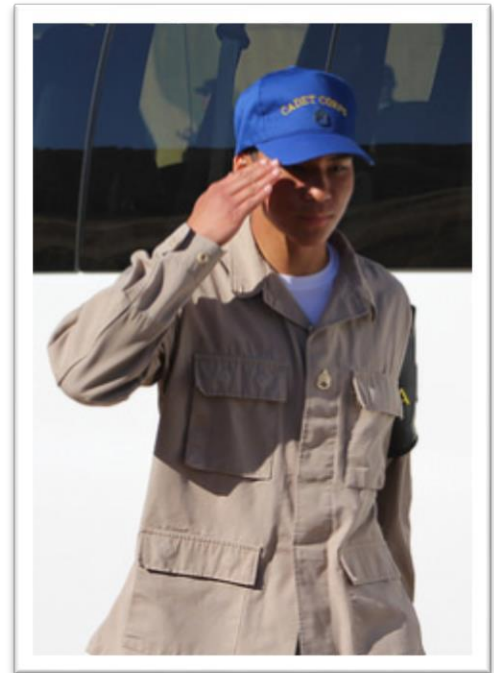
The junior person shall salute first. Accompanying the rendering of the hand salute with an appropriate greeting such as, "Good Morning, Sir" or "Good Morning, Ma'am" is expected.



The proper way to salute when wearing the beret, garrison cap, or without headgear is to raise your flat right hand until the tip of your forefinger touches the outer edge of your right eyebrow (just above and to the right of your right eye).

When wearing headgear with a visor, the forefinger touches the right front corner of the visor. Your fingers are together, straight, and your thumb snug along the hand in line with the fingers, and not across your palm. Your hand, wrist, and forearm are straight, forming a straight line from your elbow to your fingertips. Your upper arm (elbow to shoulder) is horizontal to the ground.

- All junior CACC personnel will salute an officer senior to them.
- Salutes should be rendered approximately 6-paces away.
- When passing an officer from behind, you salute and say "By your leave, sir/ma'am".





Salutes are also rendered to officers or the flag when carrying rifles, sabers and guidons (under arms) by bringing the rifle, saber, or guidon to Present Arms position. Details on these positions are further described in the Drill and Ceremonies Strand.



Tip: Rendering a salute is not required when arms are encumbered. However, one should always extend a verbal greeting or respond to one. (Note: You should always salute a senior officer even if his/her hands are full and can't salute you back.)

Saluting in Groups (Not in a Formation)

If in the company of a senior officer and a junior officer approaches, salute at the same time as the senior. If you outrank the approaching officer, hold your salute until the senior officer drops his or her salute. If the approaching officer is of higher rank than you are, drop your salute after the approaching officer drops his or her salute.

When in the company of a senior officer and a more senior officer approaches, tactfully ensure the first officer is aware of the senior's approach. When the first officer salutes, salute at the same time. If in the company of a senior officer who is unaware of a junior's salute, do not interrupt by rendering a salute to the junior.

When a senior officer approaches, the first individual noticing the officer calls the group to attention (Group, ATTENTION). All members face the officer and salute. If the officer addresses an individual or the group, all remain at attention (unless otherwise ordered) until the end of the conversation, at which time they salute the officer.

California Cadet Corps Standard Greeting

Time of Day	Greeting
0000-1159:59	"Good Morning Sir/Ma'am/Sergeant"
1200-1659:59	"Good Afternoon Sir/Ma'am/Sergeant"
1700-2359:59	"Good Evening Sir/Ma'am/Sergeant"

When in uniform at public gatherings, such as sporting events, meetings, or when a salute would be inappropriate or impractical, salutes between individuals need not be rendered. If you can't salute, you should still attempt to render a respectful verbal greeting.

Any cadet, NCO, or officer recognizing a need to salute or a need to return one may do so anywhere at any time. When in doubt, salute!

A good rule of thumb is this: if you are outdoors and it is practical to salute, do so. Outdoors includes theater marquees, shelters over gas station pumps, covered walkways, and other similar shelters that are open on the sides.

Dress	Situation	Correct Response
OUTDOORS		
Uniform	US flag is raised or lowered *Note: Accompanied by <i>Reveille</i> or <i>Retreat</i> or <i>National Anthem</i> being played	Stop, stand at attention, face the flag and <u>salute</u> until flag is finished being raised or lowered or last note of music is played.
Uniform	US Flag passes by	Stop, stand at attention and <u>salute</u> until flag is 6 paces away
Uniform	Pass by an officer	Salute and greet him/her 6 paces away, continue walking without stopping
Uniform	Pass an officer from behind	Salute and greet with "By your leave, Sir/Ma'am" and continue walking without stopping
Uniform	Reporting to an officer	Salute and say "Sir/Ma'am, Cadet (include your rank and name) reporting as ordered."
Uniform	Reporting to an NCO	Stand at Parade Rest and say "Sergeant (or First Sergeant or Sergeant Major), Cadet (include your rank and name) reporting as ordered."
Uniform	Reciting the <i>Pledge of Allegiance</i>	Salute and recite the pledge
Civilian	US flag is raised or lowered *Note: Accompanied by <i>Reveille</i> or <i>Retreat</i> or <i>National Anthem</i> being played	Stop, stand at attention, put your hand over your heart, and face the flag until it is finished being raised or lowered or last note of music is played.
Civilian	US Flag passes by	Stop, stand at attention until flag is 6 paces away
Civilian	Pass by an officer	Greet him/her 6 paces away, continue walking
Civilian	Pass an officer from behind	Greet with "By your leave, Sir/Ma'am" and continue walking without stopping
Civilian	Reporting to an officer	Stand at attention and say "Sir/Ma'am, Cadet (include your rank and name) reporting as ordered."
Civilian	Reporting to an NCO	Stand at parade rest and say "Sergeant (or First Sergeant or Sergeant Major), Cadet (include your rank and name) reporting as ordered."
Civilian	Reciting the <i>Pledge of Allegiance</i>	Place your hand over your heart and recite the pledge
Uniform	US flag is raised or lowered	Entire Formation Salutes at "Present, Arms" Command
Uniform	An officer passes by	Formation's leader salutes on behalf of the unit, continues marching without stopping. If at Parade Rest or At Ease, the formation is called to Attention.
Civilian	US flag is raised or lowered	Entire formation stands at attention and salutes
Civilian	An officer passes by	Formation's leader greets officer on behalf of the unit, continues marching without stopping. If at Parade Rest or At Ease, the formation is called to Attention

IN DOORS		
Uniform or Civilian	Reciting the <i>Pledge of Allegiance</i>	Stand at attention, place your hand over your heart and recite the Pledge
Uniform or Civilian	Reporting to an officer	Salute and say "Sir/Ma'am, Cadet (include your rank and name) reporting as ordered."
Uniform or Civilian	Reporting for a Board	Salute the Board President and say "Sir/Ma'am/Sergeant Cadet (include your rank and name) reporting for board."
Uniform or Civilian	Reporting to an NCO	Stand at parade rest and say "Sergeant (or First Sergeant or Sergeant Major), Cadet (include your rank and name) reporting as ordered."
Uniform or Civilian	Pass by an officer or passing from behind	Greet officer
Uniform or Civilian	US Flag passes by; National anthem is Sung	Stand at attention and place your hand over your heart (If in civilian clothes)

What/Who to Salute



Flag of the United States:

- As it's being raised or lowered
- As it's passing by in a parade
- As you are passing by it in a parade
- As you are pledging allegiance outdoors (CACC only)

Commander in Chief:

- President of the United States
- Governor of the State of California



Cadet Officers in the CACC

Officers in the military:

- Army
- Navy
- Air Force
- Marines
- Coast Guard
- Space Force
- California State Military Forces
- Officers of Foreign countries
(If you recognize them)

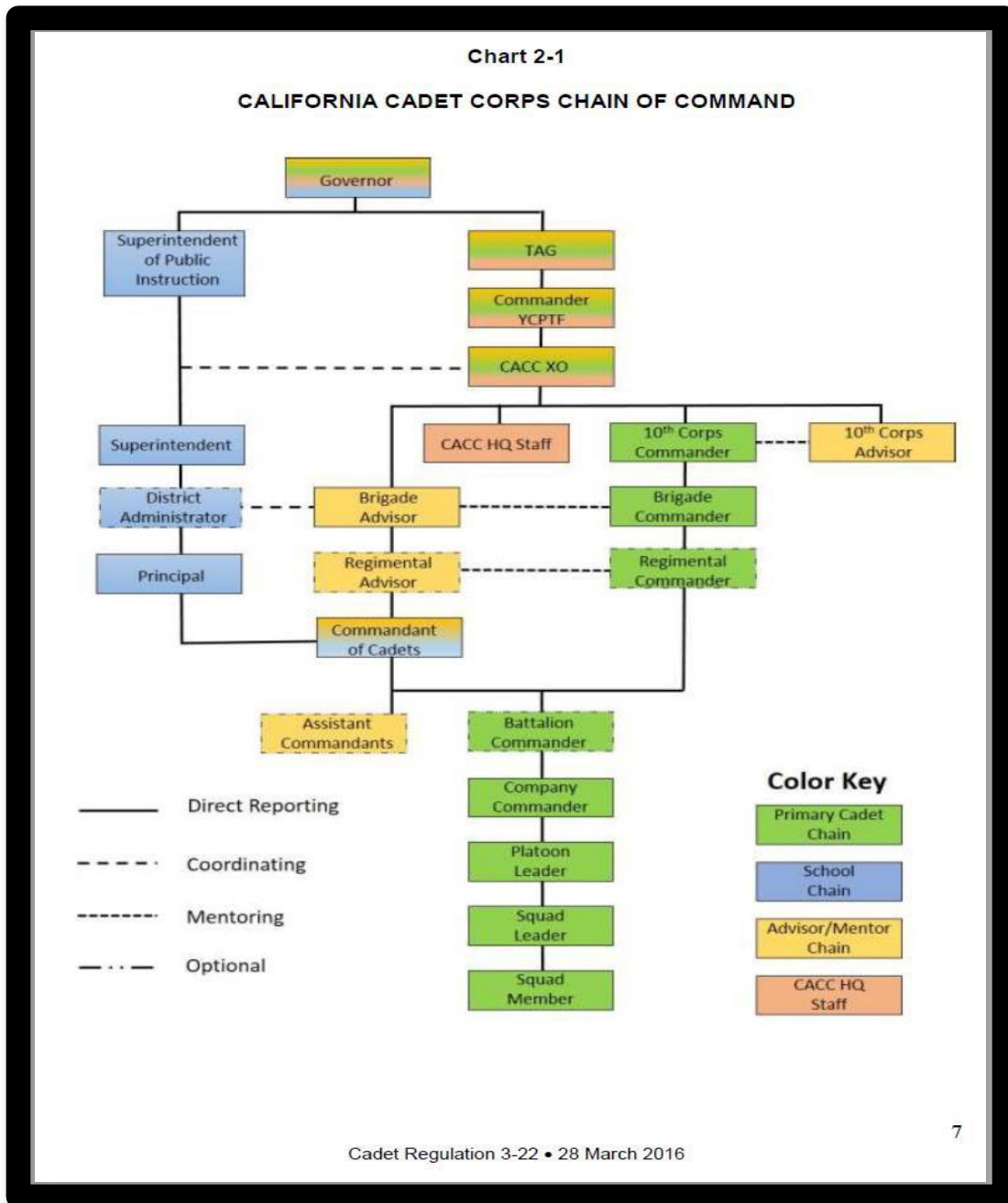
O-1	O-2	O-3	O-4	O-5	O-6	O-7	O-8	O-9	O-10	SPECIAL
ARMY										
Second Lieutenant (2LT)	First Lieutenant (1LT)	Captain (CPT)	Major (MAJ)	Lieutenant Colonel (LTJG)	Colonel (COL)	Brigadier General (BG)	Major General (MG)	Lieutenant General (LTJG)	General (GEN)	General of the Army (GA)
MARINES										
Second Lieutenant (2ndLt)	First Lieutenant (1stLt)	Captain (Capt)	Major (Majr)	Lieutenant Colonel (LtCol)	Colonel (Col)	Brigadier General (BrigGen)	Major General (MajGen)	Lieutenant General (LtGen)	General (Gen)	
NAVY										
Ensign (Ensign)	Lieutenant Junior Grade (LTJG)	Lieutenant (LT)	Lieutenant Commander (LCDR)	Commander (CDR)	Captain (CAPT)	Rear Admiral Lower Half (RADM)(L)	Rear Admiral Upper Half (RADM)(U)	Vice Admiral (VADM)	Admiral (ADM)	Flag Admiral (FADM)
AIR FORCE										
Second Lieutenant (2d Lt)	First Lieutenant (1st Lt)	Captain (Capt)	Major (Majr)	Lieutenant Colonel (LT Col)	Colonel (Col)	Brigadier General (Brig Gen)	Major General (Maj Gen)	Lieutenant General (Lt Gen)	General (Gen)	
COAST GUARD										
Ensign (ENSN)	Lieutenant Junior Grade (LTJG)	Lieutenant (LT)	Lieutenant Commander (LCDR)	Commander (CDR)	Captain (CAPT)	Rear Admiral Lower Half (RADM)(L)	Rear Admiral Upper Half (RADM)(U)	Vice Admiral (VADM)	Admiral (ADM)	



Congressional Medal of Honor Winners (of any rank)

M8A14: Chains of Command

- **Primary Cadet Chain (Green):** Up through cadet leaders – Squad, Platoon, Company, Battalion, Regiment, Brigade, 10th Corps
- **School Chain (Blue):** Up through cadet leaders at that school to Commandant, Principal, Superintendent, Superintendent of Public Instruction
- **Advisor/Mentor Chain (Gold):** Up through cadet leaders at that school to Commandant, Brigade Advisor, XO, Commander of the Youth & Community Programs Task Force, The Adjutant General



W5A2: EXTENDED RECTANGULAR FORMATION

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

PLATOON ASSEMBLY

The PT leader will position a platoon-size unit in a line formation so that the unit is centered and five paces away from the PT platform or PT leader after they have assumed the rectangular formation. Refer to Figure 7-

1. The PT leader gives the following commands:

- **"Extend to the left, MARCH."** Cadets in the right flank file stand fast with their left arm extended sideward with palm down, fingers and thumbs extended and joined. All other Cadets turn to the left and double-time forward. After taking the sufficient number of steps, all Cadets face the front and extend both arms sideward with palms down, fingers and thumbs extended and joined. The distance between fingertips is about 12 inches and dress is to the right.
- **"Arms downward, MOVE."** The Cadets lower their arms smartly to their sides. Cadets in the right flank file lower their left arms to their sides.
- **"Left, FACE."** Cadets execute the left face.
- **"Extend to the left, MARCH."** Cadets in the right flank file stand fast with their left arms extended sideward with palm down, fingers and thumbs extended and joined. All other Cadets turn to the left and double-time forward. After taking the sufficient number of steps, all Cadets face the front and extend both arms sideward with palms down, fingers and thumbs extended and joined. The distance between fingertips is about 12 inches and dress is to the right.
- **"Arms downward, MOVE."** Cadets lower their arms smartly to their sides. Cadets in the right flank file lower their left arms to their sides.
- **"Right, FACE."** Cadets execute the right face.
- **"From front to rear, COUNT OFF."** The front Cadet in each column turns his head to the right rear, and then calls off, "ONE," and faces the front. Successive Cadets in each column call off in turn "TWO," "THREE," "FOUR," and so on. The last Cadet in each column will not turn his head and eyes to the right while sounding off.
- **"Even numbers to the left, UNCOVER."** Even-numbered Cadets side step to the left squarely in the center of the interval, bringing their feet together. (See Figure 7-2.)

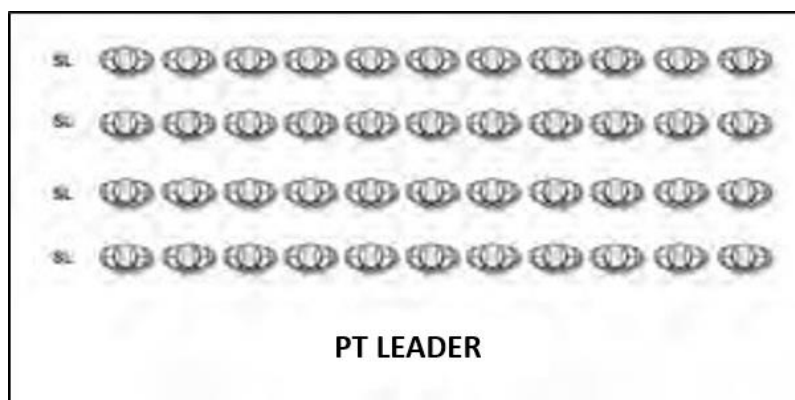


Figure 7-1. Platoon rectangular formation



Figure 7-2. Platoon rectangular formation extended and uncovered

PLATOON REASSEMBLY

To reassemble the formation, the PT leader commands:

“Assemble to the Right, MARCH.” All Cadets double-time to their original positions in the formation (Figure 7-1).

W5A3: PREPARATION DRILL

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

Table 8-1. Preparation drill

1. Bend and Reach	5-10 repetitions, slow
2. Rear lunge	5-10 repetitions, slow
3. High jumper	5-10 repetitions, moderate
4. Rower	5-10 repetitions, slow
5. Squat bender	5-10 repetitions, slow
6. Windmill	5-10 repetitions, slow
7. Forward lunge	5-10 repetitions, slow
8. Prone row	5-10 repetitions, slow
9. Bent-leg body twist	5-10 repetitions, slow
10. Push-up	5-10 repetitions, moderate

W5A5: RECOVERY DRILL

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

Table 8-3. Recovery Drill

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

Don't forget to review CR 3-21.5, the Cadet Corps Drill & Ceremonies Manual, or Curriculum strands W3 and W7, to review the curriculum on Drill and Ceremonies. The C/SGT Exam covers Individual, Squad and Platoon Drill, the Manual of Arms, the Drill Commander, and Manual of the Guidon. We're not going to repeat that manual here.

C6A2. The National Anthem

**Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched, were so gallantly streaming.
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?**

If there is anything taken more seriously than the US flag, it's possibly the national anthem. The Star-Spangled Banner accompanies just about every major American function, and at major sporting events a significant honor is bestowed on those asked to sing what is probably the best known national anthem in the world.

But, listen to the words and it tells of a moment in US history when the war with the British was being fought and of one man's relief in seeing the US flag still flying after a vicious bombardment.



The War of 1812 had been a particularly nasty conflict with the British. They had burned down the Capitol and White House in Washington, and were set on taking the port of Baltimore, which was protected in part by Fort McHenry. After an initial land attack had been thwarted, 16 ships of the British fleet positioned themselves for a massive attack on the fort.

Who was Francis Scott Key and why was he there? Before the British fleet came within canon range of Fort McHenry, two Americans, Colonel John Skinner and a lawyer and part-time poet by the name of Francis Scott Key, had gone out to one of the British ships. They had come to negotiate the release of Dr. William Beanes, a friend of Key who had been seized following the attack on Washington. The British agreed, but all three had learned too much about the forthcoming attack and were detained by the British on board the frigate *Surprise* until it was over.



The attack started on September 12th, 1814, and continued for the next two days. Skinner, Beane and Key watched much of the bombardment from the deck and, through the nights of the 12th and 13th they caught glimpses of the star-shaped fort with its huge flag – 42 feet long, with 8 red stripes, 7 white stripes and 15 white stars. It had been specially commissioned to be big enough that the British could not possibly fail to see it from a distance.

C6A3. Flag Smarts

Are there laws about proper care and display of the United States flag? **ABSOLUTELY.** **United States Code Title 4, Chapter 1** is all about proper care and display of the American flag. *Public Law 94-344 94th Congress* sets rules for the display and use of the flag.

June 14, 1777 Congress adopts resolution

- Flag with 13 stripes, alternating red and white, and with a blue canton or “union”, with 13 stars. Though it is not written in the law, tradition tells us that:

White signifies Purity and Innocence

Red - Hardiness and Valor

Blue - Vigilance, Perseverance and Justice

- 13 Stars and 13 Stripes** symbolize the 13 original colonies
- 5 Pointed Stars:** Unity, independence, and parts of a nation. **Stars are added for each state of the Union** and only on July 4th following admission to the Union.
- Flags were often different until 1912, when Congress specified the pattern of stars

That's why June 14th is Flag Day, as established by Congress!

It is the universal custom to display the national flag from sunrise to sunset on buildings and on stationary flagstaves in the open on all days that weather permits, but especially on national and state holidays and other days that may be proclaimed by the President of the United States. On Memorial Day, fly it at half-staff till noon.

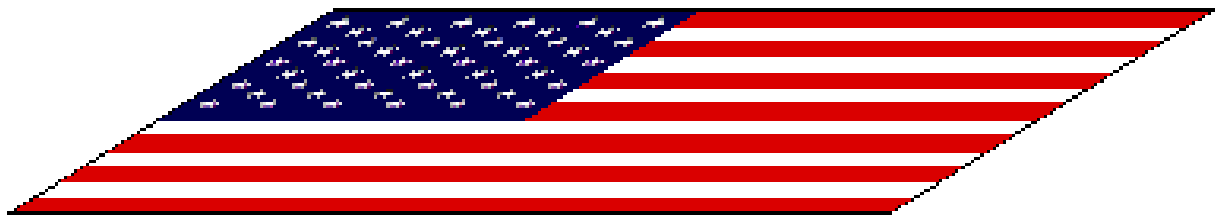
- The U.S. flag may be displayed 24 hours a day if properly illuminated during hours of darkness
- Always hoist the U.S. flag briskly. Lower it ceremoniously.
- The U.S. Flag always leads in procession
 - On the marching right (flag's own right)
 - In front of the center of a line of flags
- Saluting
 - When a national flag is raised or lowered as part of a ceremony
 - Passes by in a parade or in review
 - All persons, except those in uniform, should face the flag and stand at attention with the right hand over the heart. Males - remove hats with right hand and hold over left shoulder, the hand being over the heart.
 - Those in uniform should give a military salute
 - The flag should be saluted 6 paces prior and held until you or the flag has passed 6 paces
 - Citizens of other countries stand at attention, but need not salute
- Display
 - Always to the speaker's right. Left of audience.
 - On wall or speaker's platform
 - Above and behind the speaker
 - Blue field should be in the upper left-hand corner as the audience faces the flag
 - Center and at the highest point if displayed with a group of flags or the position of honor (flag's own right) the extreme left as the flags are viewed
 - With other flags against a wall from crossed staffs, should be on the U.S. flag's own right, and its staff should be in front of the staff of the other flag
 - Outdoors with other flags, the position of honor for the U.S. flag is the U.S. flag's own right, which is normally the extreme left position as the flags are most frequently viewed
 - On a pole from a building, the union of the flag should be placed at the peak of the staff unless the flag is at half-staff
 - Suspended from a rope extending from the building on a pole, the flag should be hoisted out union first from the building
 - With other nations' flags:
 - Flown at same height in peacetime
 - Equal size
 - From the same halyard:
 - U.S. Flag is always at the peak
 - Hoisted first and lowered last
 - No flag may fly above or to the right of the U.S. flag
 - Half-staff (mast):
 - Hoisted to peak for a moment and then lowered
 - Raise to peak before lowered for the day
 - Referred to as half-staff on land, half-mast at sea (on ships)
 - Covering a casket:
 - Placed so the union is at the head and over the left shoulder
 - Do not lower the flag into the grave or allow it to touch the ground
 - As a Patch on a Uniform:
 - A patch may be affixed to uniforms of military personnel, firefighters, police officers and members of patriotic organizations. It will be worn with the Union (blue field) forward.

Important Don'ts:

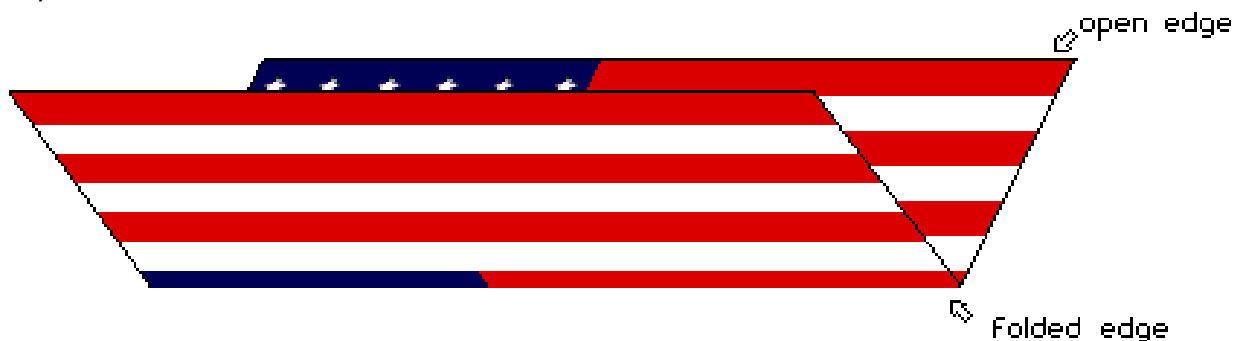
- It is generally not desirable to fly the flag outdoors when the weather is particularly bad because exposure to wind and rain may damage the flag or the pole on which it is displayed
- Never in any way should disrespect be shown the U.S. flag. The U.S. flag should never be dipped to any person or thing
- The flag should never be displayed with the union down except as a signal of distress in instances of extreme danger to life or property
- The flag should never touch anything beneath it - ground, floor, water, or merchandise.
- Always allow the flag to fall free
- Never use the flag as wearing apparel, bedding, or drapery
- Never use the flag as a covering or drape for a ceiling
- Never place anything on the flag
- The flag should not be embroidered on such articles as cushions, handkerchiefs, nor printed on anything that is designed for temporary use
- Never use any part of the flag as a costume or athletic uniform
- When the flag is in such condition that is no longer a fitting emblem for display, it should be destroyed in a dignified way, preferably by burning
- Never display the flag from a float except from a staff or so suspended that its folds fall free as though staffed

C6A4. Folding the Flag

1. To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.



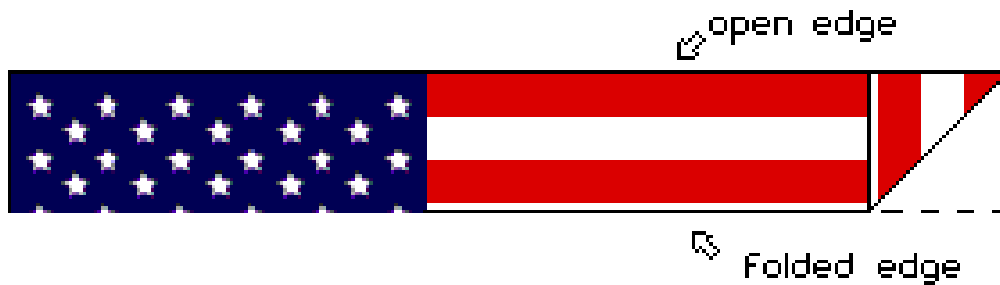
2. Fold the lower half of the stripe section lengthwise **over** the field of stars, holding the bottom and top edges securely.



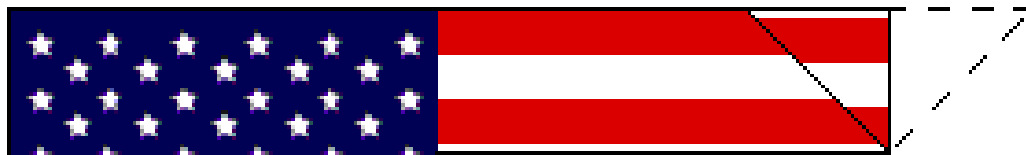
3. Fold the flag **again** lengthwise with the blue field on the **outside**.



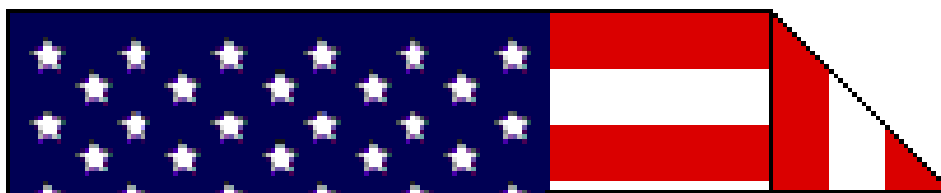
4. Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag.



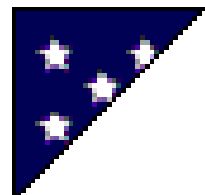
5. Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.



6. The triangular folding is continued until the entire length of the flag is folded in this manner.



7. When the flag is completely folded, only a triangular blue field of stars should be visible.

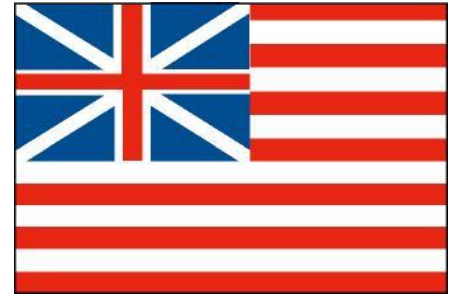


C6A5. History of the US Flag

US Flag Origins

Flags are almost as old as civilization itself. Imperial Egypt as well as the armies of Babylon, Chaldea, and Assyria followed the colors of their kings. The Old Testament frequently mentions banners and standards.

The Grand Union flag represented the new united colonies in their fight against England. It was raised over the Continental Army at Cambridge, Massachusetts on 2 January 1776. It had thirteen stripes of red and white and a blue square with the crosses of St. George and St. Andrew from the British Flag.



Continental Army Flag, 1 Jan 1776



5th US Flag, 14 Jun 1777

Birth of the Stars and Stripes

The Stars and Stripes was born on 14 June 1777, two years to the day after the birth of the United States Army. On that day, Congress resolved that the flag should be 13 stripes of red and white and that the union be 13 stars, white in a blue field, representing a "new constellation". The flag was first raised over Fort Stanwix, New York on 3 August 1777.

Evolution of the Flag

Between 1777 and 1960 Congress passed several acts that changed the shape, design and arrangement of the flag and allowed stars and stripes to be added to reflect the admission of each new state.

When Vermont and Kentucky joined the union, they added stripes to the flag but eventually realized that would make the flag look bad as many more states were added, so Congress passed a law in 1818 to add a star for each new state, but to keep the original 13 stripes.

Shortly before the Civil War, the Stars and Stripes became the National Color.



L1A1. Character Defined

Webster's Dictionary defines character as an attribute or feature that makes up and distinguishes an individual. More specifically, a person's 'character' refers to their moral and ethical qualities. Your character helps determine how you behave – whether you're honest or tell lies, whether you cheat on tests or do your own work, whether you steal or respect other peoples' property. Character is the link between your VALUES and your BEHAVIOR.

What is right? Generally, a person will do what they believe to be the right thing. If you think it's okay to cheat, you'll probably cheat. If you think it's wrong, you probably won't. You determine the 'right thing' by using your value system.

Character is a core element in leadership. A leader's character is his/her license to lead. People don't follow leaders who they think are bad people (unless the followers want to be bad people too). A good leader **leads by example**, and actions are more important than words. By showing that the team's needs come before his/her own needs, a leader gains the trust of his/her followers.

So what are some of the character traits we look for in leaders?

- Selfless service
- Integrity – doing what's right even when no one is looking
- Respect for other people, property, ideas, and differences
- Honor - Not lying, cheating, or stealing
- Courage - Facing fear, danger, adversity, and criticism with a willingness to proceed
- Loyalty to country, the CACC, your unit and cadets
- Perseverance - Commitment to fulfill responsibilities
- Empathy – acknowledging the needs and feelings of others
- Taking care of subordinates
- Self-discipline
- Expertise and professionalism; valuing education and schooling
- Commitment to the team
- Promptness and good attendance
- Not being a quitter
- Patriotic spirit; defending the US Constitution
- Bearing – how you carry yourself
- Courage – physical & moral
- Decisiveness – make timely decisions
- Dependability – people count on you
- Judgement – clear headed, critical thinker
- Justice – treating others fairly
- Tact – show respect and be polite

So if you have all these traits, you'll be a good leader, right? It's not as easy as that! But most good leaders do have these traits, so it's a place to start. But traits are about what you ARE. Leadership is more about what you DO.

Leaders:

- Choose the hard right over the easy wrong
- Resist the temptation to act unethically
- Making choices rooted in a set of core values
- Being willing to stand up against those who want to “go with the flow” of the “popular society”
- Setting high goals, planning to achieve them, and working toward them
- Problem-solving and decision-making

L1A2. Core Values

What are Core Values? Core Values are the most important ideas we embrace as an organization. All CACC members are expected to display the Core Values. We prioritize our Core Values over other values. Core Values help define who we are as an organization and as individuals.

The Core Values of the California Cadet Corps are:

- Selfless Service
- Integrity
- Respect

SIR!

We made them spell out “Sir” so you can remember them better, and to emphasize the respect that comes with the word “Sir”.

L1A3. Honor Code

The California Cadet Corps Honor Code states:

A cadet will not lie, cheat, steal, or tolerate those who do.

L3A1. Introduction to Leadership Roles and Responsibilities

The California Cadet Corps program’s primary objective is teaching leadership. We do that through our leadership curriculum and emphasis on military knowledge, citizenship and patriotism, academic excellence, health and fitness. Most leadership learning in the Cadet Corps is experiential - you learn by doing. After two or three semesters in Cadet Corps, cadets have the foundation to lead. Not as if a switch is turned on and you become a leader, but a long process that involves learning, developing skills, embracing values, and transforming from a taker (one who takes orders or receives instruction from others) into a giver (one who gives orders, provides task, purpose and motivation to others). As you become an experienced leader the academic aspects of leadership are introduced – theories and models about different styles and types of leadership. A good leader learns about leadership not just by doing, but by



studying what experts have learned over the years. We develop our leaders in many ways, one of which is experience by serving in leadership and staff positions where leadership skills are practiced.

Common Staff Procedures

There are certain common procedures that all staff officers (NCOs) use to coordinate staff actions. These include visits and inspections, meetings, briefings, reports, and staff coordination within the unit. **Staff coordination is the process of making certain that all pieces of a staff action fit together.** Each staff section examines the plan from their functional point of view and makes adjustments to the plan ensuring their adjustments fit within the overall plan.

L3A3. Squad Leader

A good Squad Leader is responsible to their Platoon Leader/Sergeant for the appearance, conduct, training and discipline of their squad. Working with the Assistant Squad Leader, they ensure that each squad member learns and does what is expected and maintains high standards of behavior.

L3A4. Platoon Sergeant

The Platoon Sergeant is the primary assistant and advisor to the Platoon Leader, with the responsibility of training and caring for Cadets. A platoon is composed of at least two squads. Squad Leaders report to their Platoon Sergeant. The Platoon Sergeant is tasked with platoon readiness, drill and ceremonies, and accountability.

L3A5. Platoon Leader

The Platoon Leader has a platoon of cadets for whom they are directly responsible. The job is primarily one of leadership, training, and discipline. Platoon Leaders also have the opportunity and privilege to be a role model, coach, and counselor.

L3A6. First Sergeant

The First Sergeant serves as the senior enlisted advisor of a company and has command leadership responsibilities. The First Sergeant handles the leadership of Cadets, specifically the NCO development.

L3A7. Company Executive Officer

The Executive Officer at the company level is responsible for managing the staff. They report to the Commanding Officer and are in charge of ensuring the Commander's message is communicated clearly and properly to the command staff. The XO is typically responsible for the management of day-to-day activities, freeing the Commander to concentrate on strategy and planning the unit's next moves.

L3A8. Company Commander

A Company Commander exercises full command and control over the unit and may exercise authority over unit personnel. A company command is considered a prestigious assignment. The Commander is ultimately responsible for the safety, efficiency, and training of everyone under their command. While a commanding officer retains the right to delegate responsibility, they retain responsibility of everyone in their charge. The Commander is held accountable for the actions of their Cadets. They oversee the moral leadership of Cadets by presenting themselves as a positive dominant moral influence.

L4A2. Attitude & Discipline

What is Attitude? Let's define it as **the state of mind that lies behind everything a person does – what you THINK or how you FEEL about something**. You have an attitude about small things (i.e. how you feel about after-school drill practice), and you often display an overall attitude about things in general (i.e. your attitude about being a Cadet). We often characterize attitudes as positive or negative, and often they're quite complex.

How can you tell someone's attitude, if it's all in their mind? **We show our attitude to the people around us with our facial expressions, gestures, posture, tone of voice, and what we say.** How a cadet wears her uniform is a sign of her attitude toward the Cadet Corps, or toward her unit and leaders. Can an attitude affect others? How about the attitudes that a leader has? Does that influence his/her followers to adopt the same attitude?

If the 1st Squad Leader is in a bad mood, and goes through an inspection by yelling at cadets, dressing them down for minor errors, and showing disrespect to the cadets, does that affect the squad? How will cadets feel about that leader, or about the Cadet Corps? Will they want to participate in more activities, or not participate at all? Does the Squad Leader's attitude and actions change THEIR attitude?

If the 2nd Squad Leader is cheerful and supportive, works with her cadets to improve their uniform and drill and helps them do their best while establishing a high standard of performance, does that have an effect on the squad? Which unit would you prefer to be in? Which leader would you prefer to follow? Can your attitude affect your decision-making? Are you aware of it when it does?

You can't escape attitudes, but you can work at ensuring you display a positive attitude, especially when you're a leader. **Attitudes are contagious** – you can catch them just like you catch the flu – by being around them. As a leader, your attitude is particularly contagious. Your subordinates will pick up on your comments and body language. If you say one thing while exhibiting an attitude that shows disdain for what you're saying, you're really sending a mixed message that will confuse your subordinates.

Attitudes often are a result of understanding a situation. If you know WHY your leader wants you to do something, you not only understand the end result better and can therefore reach it easier, you have more opportunity to buy into the reasoning and make it your own. This will improve your attitude about the task, and make it easier for everybody. That's a major reason that a leader's job is to communicate the task and purpose to their subordinates. Do you know why we do some of the things we do in the Cadet Corps? Why do we wear a uniform? Why do we drill? If you understand the reasons behind these cadet skills, you are a step further in taking pride in them and excelling as a cadet.

L4A3. Personal Goal Setting

Make your goals "**SMART**". (Hyatt, 2017)

- **Specific**—your goals must identify exactly what you want to accomplish in as much specificity as you can muster.
 - Bad: Write a book.
 - Good: Write a book proposal for *The Life Plan Manifesto*.
- **Measurable**—as the old adage says, "you can't manage what you can't measure." If possible, try to quantify the result. You want to know absolutely, positively whether or not you hit the goal.

Bad: “Earn more this year than last.”

Good: “Earn \$5,000 more this year than last.”

- **Actionable**—every goal should start with an action verb (e.g., “quit,” “run,” “finish,” “eliminate,” etc.) rather than a to-be verb (e.g., “am,” “be,” “have,” etc.)
Bad: Be more consistent in blogging.
Good: Write two blog posts per week.
- **Realistic**—A good goal should stretch you, but you have to add a dose of common sense.
Bad: Qualify for the PGA Tour.
Good: Lower my golf handicap by four strokes.
- **Time-bound**—every goal needs a date associated with it. When do you plan to deliver on that goal. It could be by year-end (December 31) or it could be more near-term (September 30). A goal without a date is just a dream. Make sure that every goal ends with a *by when* date.
Bad: Lose 20 pounds.
Good: Lose 20 pounds by December 31st.

L4A5. Avoiding Procrastination.

Why is procrastination bad? As long as it gets done, right?! But doing things at the last minute is much more expensive than just before the last minute. Procrastinators suffer a lot more stress and mental health issues when they’re up against deadlines. It can add to the stress of the people around you in the workplace, family, and friends, especially for those who have to deal with the consequences of you not meeting important deadlines.

There are three basic reasons people procrastinate. (Overcoming Procrastination, 2017)

1. It’s an unpleasant task, and you’re avoiding it
2. You’re disorganized
3. You’re overwhelmed

You can overcome these!

To motivate yourself to do unpleasant tasks, it helps to force yourself to tackle them head-on. Resolve to accomplish the top unpleasant task on your list first thing every morning. Reward yourself in some way for accomplishing the unpleasant tasks you really don’t want to do.

To get organized, maintain a To Do List, using a style that works best for you (see A4). Until it becomes habit, concentrate on only doing tasks within your system. Whether you prioritize by A-B-C, A-1, A2, B1, etc., or the Eisenhower Method of breaking tasks into important and urgent quads, stick to that method and work rigidly off your To Do List. Teach yourself to prioritize and manage your tasks.

If you’re overwhelmed, take a look at what you’re trying to accomplish. If you can, do you need to delegate more? Can you eliminate some of the low priority work? Can you adjust your suspense calendar to give yourself more time to get things done? Do you need to hire or get assistance?

Delegation is a great time management tool, when done correctly, and can help you avoid procrastination. You can accomplish a lot more with help from others. As a cadet leader, you have to decide who among your

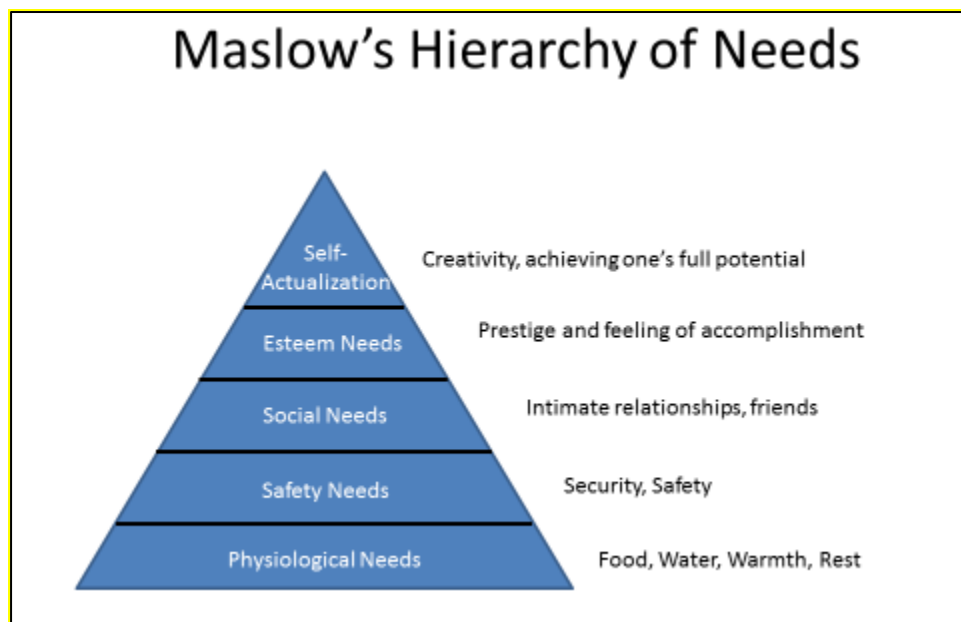
subordinates can handle delegated tasks. Delegation to the right people can be wonderful. Delegation to a “flake” can be very stressful and not worth the trouble.

Delegation is not ‘dumping’. Grant authority to the person to accomplish the task; ultimately it is still your responsibility, but have them feel as though they are responsible to you. Set a concrete goal, deadline, and consequences. Give all the credit to the person who does the work! This is a great way to challenge people.

L4A6. Motivation.

Motivation is why you do something. It also encompasses your enthusiasm for doing it. There are two types of motivation – extrinsic and intrinsic. Extrinsic motivation is based on motivators outside of you – you act because you receive something tangible in return. Intrinsic motivation is based on motivators inside of you – you do something because of how it makes you feel, because you like doing it.

Abraham Maslow was a psychologist who developed a theory that says we all have certain needs, which he put in order (into a “hierarchy”) in a pyramid. The most basic needs, on the bottom of the pyramid, outweigh all the needs above them, and so on up the list. Maslow said we have to fulfill our most basic needs before we can fulfill less critical needs.



L4A8. Conflict Resolution.

Conflict is a part of life—it can be a positive part of life, an instrument of growth. Conflict can be good or bad depending on how we learn to deal with it. Every time we interact with someone there is a potential for conflict because people’s needs and expectations may not be the same. We can even feel conflicts within ourselves and may displace these onto others unless we are careful. Small conflicts should be dealt with as soon as possible, so they don’t grow. Try to identify possible hidden conflicts. Disagree with ideas or behavior, not people.

As a leader, sometimes you will need to resolve conflicts between two or more of your followers. And sometimes you'll find yourself in conflict with others. Use your conflict resolution skills to address and resolve the situation!

Conflicts involve at least two people (how they are relating to each other) and an issue. In this context, some conflict styles are:

- Avoiding—when the issue and relationship both are insignificant.
- Accommodating—when the relationship is more important than the issue.
- Forcing—when the issue is more important than the relationship.
- Compromising—when cooperation is important (give a little, get a little).
- Collaborating—when the relationship and issue are both important (takes more time).

When analyzing your conflict style in a particular situation, ask the following questions:

- How is this conflict style working for you?
- What are your needs, and are they being met?
- What outcome could using this conflict style lead to?
- Are you satisfied with the outcome of this conflict style?
- Are there situations in which you change your conflict style?
- Are conflict styles situational?
- What would it take for you to change your conflict style?
- How would using a new style affect the outcome?

There are basically four possible outcomes: Win-Win, Win-Lose, Lose-Win, and Lose-Lose. If you can resolve a conflict so that both parties win, that's good! But it's not always possible.

When in conflict, the following will help you come to a resolution:

- Take time to cool off
- Think about the person as a person – empathy
- Know your aim – what do you want to get out of this?
- Try to understand what the other person is saying
- Find something you can agree on
- Be specific when you introduce a gripe
- Ask for and give feedback on major points
- Never assume you know what the other person is thinking
- Forget the past and stay with the present

Some strategies to use in resolving conflict are:

- Identify the true nature of the problem
- Listen to other parties with empathy, and try to understand the opposing view
- Frame your thoughts from the “I” point of view, not the “YOU” point of view
- Keep the issues separate from the people

So it's good to start by cooling off. If emotions are high, don't jump into a conflict resolution session if you don't have to. Separate the parties and let them cool down. If you have to address it then and there, have them breathe deeply and calm down. Insist they actively listen to each other. A good way to do this is to have them restate what the other person said. Insist they use "I" in their statements, not "YOU". Try to draw from them what they want to resolve the situation on their part, and seek compromise that both can accept.

L4A12. The Role of the Leader – What Leaders Do.

CADET OFFICERS

Cadet Officers are essential to the Cadet Corps to provide senior cadet leadership, command units, teach, train, and supervise junior cadets, plan and execute activities, and demonstrate the highest levels of achievement within the Corps of Cadets. They manage the cadet program within their battalion, coordinate between battalions to execute effective training at the brigade level, and set the example by living the Cadet Code, Honor Code, and Core Values. They serve at all levels, from focusing on unit operations to leading change at the strategic levels. Command makes officers responsible and accountable for everything their command does or fails to do.

Serving as a cadet officer differs from other forms of leadership by the quality and breadth of expert knowledge required, in the measure of responsibility attached, and in the magnitude of the consequences of inaction or ineffectiveness. Enlisted leaders execute the training and provide leadership to their subordinates, but cadet officers own the mission. Our cadet officers identify, plan, and execute missions, and have a tremendous impact on the Cadet Corps itself. The distinction between cadet officers and NCOs establishes a different expectation for disciplined initiative. Officers maintain the momentum of operations. They must possess the courage to deviate from standing orders when required and be willing to accept the responsibility for their actions. While officers depend on the counsel, technical skill, maturity, and experience of subordinates to translate their orders into action, the ultimate responsibility for mission success or failure resides with the officer in charge.

As with all Cadet Corps leaders, the CACC Core Values guide officers in their daily actions. These values manifest themselves as principles of action. As a cadet and leader of cadets, a cadet officer adheres to the Cadet Creed and the Honor Code. A cadet officer's responsibility is first to lead by example with a sense of integrity, respect, and selfless service, and then to the unit and cadets. As a senior leader within the Cadet Corps (less than 2% of cadets become cadet officers), the cadet officer is obligated to be competent and stay abreast of changing requirements. The Cadet Corps expects cadet officers to live the Core Values as leaders of character.

CADET NONCOMMISSIONED OFFICERS

The Cadet Corps relies on Cadet NCOs capable of conducting daily operations and making intent-driven decisions. Cadets look to their NCOs for solutions, guidance, and inspiration. Cadets count on leaders they trust and admire. Cadets can relate to NCOs since NCOs advanced through the junior enlisted ranks. They expect them to convey information and provide day-to-day guidance to get the job done. To answer the challenges of the leadership laboratory environment, NCOs must train cadets to cope, prepare, and perform regardless of situation. In short, the Cadet Corps NCO is a leader of strong character, comfortable in every role.

NCO leaders are responsible for setting and maintaining high-quality standards and discipline. They are standard-bearers and role models critical to training, educating, and developing subordinates. NCOs are accountable for caring for cadets and setting the example for them.

While training cadets, NCOs stress military knowledge and excellence. The NCO knows that the tools provided by technology will not reduce the need for mentally and physically fit cadets. Success in the classroom and workplace relates directly to the cadets' level of training, as well as their attitude and resiliency. Taking care of cadets ensures they are prepared for whatever challenges lie ahead.

NCOs have roles as trainers, mentors, communicators, and advisors. NCOs are still in a learning environment, continuing to develop their own leadership skills. When choosing the path to be an NCO, cadets should remain open to further progress in the cadet program as a cadet officer. Particularly for cadets who are in the Cadet Corps program for four or more years, being an NCO is not necessarily the final position they should hold. If a cadet rises to the rank of C/CSM, he/she should serve and learn in that position for a year or two (at battalion and brigade levels), then look at entering the cadet officer corps and continuing to develop their skills with the goal of promoting to C/COL.

Commanders at all levels have senior enlisted advisors who are an important source of knowledge and discipline for all enlisted matters. At the highest level, the 10th Corps Command Sergeant Major is the 10th Corps Commander's personal advisor who recommends policy to support cadets throughout the Cadet Corps, provides senior NCO leadership at state level activities, and encourages the growth of leadership among cadet NCOs throughout the state.

L6A9. Winston Churchill

Sir Winston Churchill was a British political leader known for his leadership of the United Kingdom during World War II. He was the man who gave hope to Britain during the darkest days of World War II, and was instrumental in turning the tide of battle against the Axis Forces in Europe.

LEADERSHIP LESSONS FROM WINSTON CHURCHILL:

1. Strengthen your weaknesses

In his youth, Churchill had a speech impediment which took several years to overcome. Churchill never accepted that he couldn't overcome this obstacle and worked diligently to improve himself. In his later years he became a great public speaker, inspiring hope in millions through his speeches, and rallying many more during his political campaigns.

If you have a weakness in your personality or skillset, remember that it only takes perseverance and effort to overcome it. If you are afraid to speak to large crowds, you can take a training course to improve your public speaking. If you are afraid of conflict, you can learn conflict management techniques so that you are better equipped to deal with such situations. Remember that it took Churchill time and effort to strengthen his weaknesses. Persevere and continue working to improve yourself!



2. Your words can have a great impact

During the darkest hours of World War II, Churchill's speech rekindled the belief that Britain could win the war despite most of Europe being under the control of the Axis forces. Remember that Churchill had no hard facts or basis for his statement — it was his simple faith and inspiring words that moved a whole nation to fight back.

As a leader, remember that what you say to your team or organization can have an important impact. It can raise morale. It can inspire and motivate. It can instill courage to fight harder to reach your goals. You too can become a leader who makes an impact — first by having faith in your vision, and then using the right words to instill that same faith in your team.

3. Great leaders never stop learning

Churchill was always working on some aspect of himself, be it his writing, his oratory skills, or even his painting (he was an amateur painter). Although he was not formally educated beyond high school, Churchill nonetheless saw the importance of constant, self-directed learning. As a result of his self-education, he often looked at problems from a different perspective than his formally-educated colleagues.

In your own leadership journey, don't forget the importance of continuous learning. Whether it's reading the biographies of great leaders, practicing new presentation techniques, or studying new developments in your field, aim to learn something new every day.

L6A11. Dwight D. Eisenhower

Dwight D. Eisenhower was the World War II Allied Forces Supreme Commander in Europe who commanded the Allied Forces in the invasion against the Nazis. It was his superb leadership, planning and commanding ability that contributed to Allied success in World War II. He was also the 34th President of the United States, serving two terms of office from 1953 to 1961.



LEADERSHIP LESSONS FROM DWIGHT EISENHOWER:

1. Planning is part of success

As a military leader, Eisenhower never underestimated the importance of planning and preparation. His experience taught him that war is chaotic and unpredictable, and that the way to victory was to be prepared for as many eventualities as possible. If you want to succeed in what you do, planning is crucial. Plan schedules, deadlines and contingencies so that you will always be focused and purposeful in your execution. Your team will be more willing to trust and respect you if you have a well-thought out plan.

2. Lead by persuasion

Eisenhower won the respect of his subordinates and allies because of the diplomatic nature of his leadership. He led by persuasion instead of using his position to force people to do things out of fear. Using persuasion can be a very effective style of leadership. People follow and help you because they *want* to, not because they *have* to.

Ask yourself what the other person can get by helping you achieve your goal, and help them realize this conclusion. Your team will achieve common goals thanks to their passion and sense of responsibility, and you will reap far better results.

3. Don't let anger cloud your judgement

Eisenhower famously said, "Anger cannot win. It cannot even think clearly." It was his mother that changed the way he looked at anger, after an outburst he had as a ten-year old child. His mother told him that hating or being angry at someone only hurt one's self; that often the other person didn't care or even know about the anger. After reflecting on this, Eisenhower resolved to rid himself of this useless vice, and save his energy for thinking clearly.

If your decisions are clouded with anger or negative thoughts, it might help to try one of Eisenhower's anger management techniques, such as 'the drawer': "I used to follow a practice—somewhat contrived, I admit—to write the man's name on a piece of paper, drop it into the lowest drawer of my desk, and say to myself: 'That finishes the incident, and so far as I'm concerned, that fellow.'" Books about Dwight Eisenhower

L6A12. George S. Patton

George Smith Patton, Jr. was a United States Army officer best known for his leadership as a general during World War II. He successfully defeated Nazi Germany on many battle fronts through his unique blitzkrieg military strategies.

LEADERSHIP LESSONS FROM GEORGE S. PATTON:

1. Courage

George S Patton exemplifies courage in his military strategies. Fear leads to paralysis in anybody, including leaders. Patton overcame his fear of the German army by making decisive, swift actions that surprised and crushed the enemy.



Decisiveness and action in the face of uncertain and perilous situations will make you an outstanding leader. Where others are paralyzed by fear or uncertainty, making a decision to give your team a direction to focus will provide them much needed leadership in that moment.

2. Discipline

During the Second World War, it was his implementation of discipline through the ranks of the soldiers that turned the morale of the soldiers around. He implemented strict rules like wearing helmets at all times, and making sure every soldier shaved.

Although these things did not gain him popularity, it gained him respect and his men began to trust him. Instilling discipline might mean that your followers might not like you; because it seems you're making life hard for them, but they will begin to respect you if you practice what you preach. In the same way George S Patton's regimental methods of discipline turned the tide of battle for the Allies, having discipline in your organization will ensure that everyone becomes successful and productive as well.

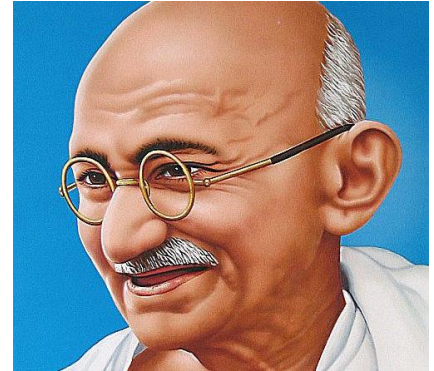
3. Persistence

Patton was tenacious in battle. He prepared his units for all eventualities, then was ready to react depending on what the enemy did. He pushed his units to lean forward, be aggressive, push ahead, and drive until they reached victory.

When you have a goal or mission, focus on its accomplishment. Never give up. If you fail, find another way you might be able to accomplish it.

L6A24. Mohandas Gandhi

Mahatma Gandhi was the primary leader of India's independence movement and also the architect of a form of non-violent civil disobedience that would influence the world. His life and teachings inspired activists including Martin Luther King Jr. and Nelson Mandela. (Biography.com Editors, 2019)



LEADERSHIP LESSONS FROM MAHATMA GANDHI:

Transformational Leadership consists of four components, which Gandhi exemplified (LaFond, 2011):

1. Individual Consideration is where the leader develops people. He treats people as individuals who are their own unique person, and mentors them. Gandhi respected his followers and significantly influenced the people around him. He caused people to believe in themselves and he was open to new ideas and opinions from his followers.

2. Intellectual Stimulation requires the leader to challenge followers to really think. Gandhi proposed simple concepts and challenged the world to embrace them. His arguments for the rights of the common people in both India and South Africa, and his willingness to endure hardship to get people to follow him opened both his adherents and his opponents to new ideas.

3. Inspirational Motivation calls on the leader to express confidence in the team and encourage its members to become better than they think they can be. Gandhi inspired followers and his enemies alike to be better people. His virtue frustrated his opponents because it's difficult to oppose a "saint." He inspired millions of Indians toward independence and unity, though he failed to overcome the hatred and fear that existed between the Hindus and Muslims. For his followers, Gandhi was an inspiration, and they would have done anything for him.

4. Idealized Influence is another way to say "leadership by example." Gandhi certainly evidenced this most important of all leadership characteristics. He followed a simple regimen of non-violence, fasting, meditation, and vegetarianism, and he was enormously disciplined in sticking to his beliefs. He was also a great advocate, and was often able to convince his opponents by the weight of his argument alone. He talked the talk, and he walked the walk.

There are specific characteristics a person must show in order to be a transformational leader, and Gandhi possessed them. "Transformational leaders are inspirational, trustworthy, and charismatic role models who lead by example" (The Pachamama Alliance). They are those who inspire team members to give their best, which greatly motivates them, and increases the chances of succeeding. Finally, they have a strong vision,

which guides them in the process of making a change. Gandhi led his followers greatly by example, and being humble: by living in poor conditions, just like millions of people in India. They could relate to him, and this inspired them to give their best effort in order to make a difference. (Reynafarje, Accessed AUG 2020)

A transformational leader makes other people feel confident and powerful, which wasn't the case of the Indians, since they were under the rule of the British. Gandhi empowered all these people to believe in themselves and feel influential in the change they were trying to create. India's independence couldn't have happened with one person; everyone had to be a part of it. Gandhi encouraged them to believe in themselves in order to cause this great change in their country. At the same time, he was open to new ideas and opinions from his followers, and some of these were implemented in his campaigns. Without being humble and empowering, Gandhi's change wouldn't have been that influential. Transformational leaders are those who work together with a group of people, to make a difference, as well as leaving a legacy of that change. (Reynafarje, Accessed AUG 2020)

This Study Guide was updated on 21 NOV 2021.