



CURRICULUM ON MILITARY SUBJECTS

Strand M5: CACC Basics

Level 11

This Strand is composed of the following components:

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



ESSAYONS

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C. PRINCIPLES

OBJECTIVES

DESIRED OUTCOME (Leadership)

Cadets will be familiar with the Leadership Principles and Indicators that are part of every unit/leader relationship. These leadership fundamentals combine into a Leader's Code for Cadet leaders to embrace.

At the end of instruction, each Cadet will be able to:

1. Identify the Leadership **Principles**
2. Discuss the Leadership Indicators in relation to their unit
3. Recite the Leader's Code

C1. Leadership Principles

The dictionary defines “principle” as

- “an important underlying law or assumption required in a system of thought” or as
- “a standard of moral or ethical decision-making” or as
- “the basic way in which something works”
- “the primary source of something”

That means Leadership Principles

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

Principle 1: Know Yourself and Seek Self-Improvement

- Know your strengths and your weaknesses
- Constantly strive (try) to be better at your job and what you know and can do

Strengths and Weaknesses

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



Principle 2: Be Technically and Tactically Proficient

- **Proficiency** is being good at something
- **Technical proficiency** is knowing important *information* about your job
- **Tactical proficiency** is being good at *implementing or doing* your job

Technical and Tactical Proficiency

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

Important Ideas in These Two Principles:

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

Principle 3: Develop a sense of responsibility among your subordinates

- The idea is to help those whom you lead feel like they share in the responsibility to accomplish the mission
- They feel a sense of “ownership” in getting the job done



Responsibility

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

Principle 4: Make sound and timely decisions

- SOUND DECISIONS- good decisions based on common sense; decisions which help accomplish the mission and maintain the welfare of the Cadets.
- TIMELY DECISIONS - made quickly and communicated with confidence to the Cadets with whom you work

Principle 5: Train your Cadets as a team

- Be sure they see themselves as a group rather than as individuals
- By having them work collaboratively, they accomplish more results and do so more quickly

Teams...

- ...work toward a common goal
- ...get better at working together the more they “practice” being a team
- ...give people a sense of belonging

Principle 6: Set the Example

- In the way you act
- In the way you dress
- In the words you speak
- In the attitude you display
- In the way you treat other people
- **An example, good or bad...is emulated or copied by the people who witness it**
 - If Cadets see you looking and acting professionally, they will take you seriously
 - If Cadets see you acting foolishly or dressed sloppily, they will not listen to you



Principle 7: Train your Cadets in accordance with their capabilities

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

Training that is “just right”

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

More about training

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

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

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



Leaders who don’t U-S-A...

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

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

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

Cadet Welfare...

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

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

Principle 10: Keep Your Cadets Informed

- Make sure they know what is going on at the unit, at the Brigade, in the state
- Be sure they understand the reasons behind decisions
- Communicate with them regularly to tell them “the scoop” on everything you know about official CACC business (not gossip)

Ways to inform:

- Newsletters
- Daily briefings
- Bulletin boards
- Chalkboards/white boards with “announcements” sections
- Facebook/Instagram/Twitter



Principle 11: Seek Responsibility and Take Responsibility for your Actions

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

Review:

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

C2. Leadership Indicators

The Leadership Indicators are:

- Morale**
- Proficiency**
- Discipline**
- Esprit de Corps**

What is an “*indicator*”?

- “Something that points toward something else”
- In other words, a Leadership indicator is something that shows you if good leadership is present in an organization

- You can use the four indicators of leadership to tell whether a leader is a good leader and whether there is strong leadership in an organization

Indicator #1 – *Morale*

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

Ways to build morale:

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



Indicator #2 – Proficiency

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

How do you develop proficiency?

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



Indicator #3 - Discipline

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

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

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

How do you develop discipline?

- Obviously, you can be mean to people, but that’s not a good way to develop discipline
- It’s best to use techniques of motivation

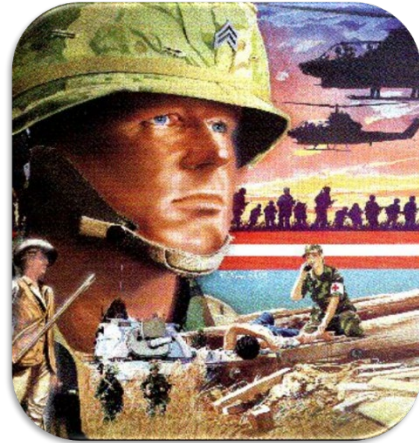
Motivating people to be disciplined...

- Help them believe they are capable of accomplishing the mission (this is called *efficacy*)
- Help them see the task as possible rather than impossible (level of difficulty)
- Help them understand what you want them to do and why

- Help them see both the benefits to them if they do it as you have asked AND the “costs” to them of not doing it as you ask (cost/benefit analysis)

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

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



Effective leaders lead organizations with:

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

C3. Leader’s Code

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



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

I become a Cadet leader by what I do

- My actions make me a leader, not the position I hold
- If I act like a leader, people will want to follow me

I know my strengths and my weaknesses

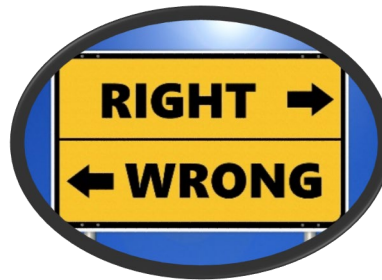
- What I am good at and what I am not good at
- What I need to improve upon and what I already do very well

And I strive constantly for self-improvement

- I am always trying to get better at the things I am not as good at
- I am always showing people that I do not know everything, but I am trying to get better

I live by a moral code

- I do not:
 - Lie
 - Cheat
 - Steal
 - Tell dirty jokes
 - Drink alcohol
 - Smoke
 - Do drugs
 - Etc.



I set an example that others can follow

- People see me and the way I act
- My behavior is exemplary and other Cadets can always count on me to behave properly

I know my job

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

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

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

An example of “spirit” and “letter” of orders

- I ask you to guard the front door of school for Open House to help guests and I tell you not to move from there, but
 - An older woman asks you to escort her to the office and you do so

*** The “letter” of the orders says do not move, but the “spirit” says it is OK to help ***

I take the initiative

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

...and seek responsibilities

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

I face situations with boldness and confidence

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

I estimate the situation

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

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

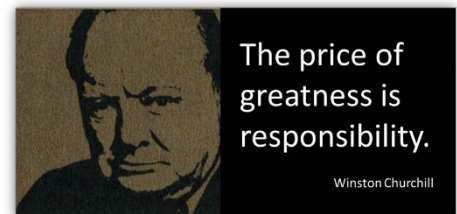
- I consider all the options
- I choose the best option and communicate my decision to others in a way that makes them know I mean business and I know what I am doing
- I consult with others who can give me information about things I need to make decisions on, but ultimately, I make the final decision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

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

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

...no matter what the results, I assume full responsibility

- I am the leader
- I am responsible for everything that happens or fails to happen under my command
- If the results are good, I share the glory with my Cadets
- If the results are bad, I accept full responsibility



I train my Cadets as a team

- I get them to work together so we accomplish the mission as a group
- I want them to think of themselves as part of a team



...and lead them with tact

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

...enthusiasm

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

...and with justice

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

I command their confidence and their loyalty

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

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

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



I make sure they understand their jobs

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

And follow through to ensure their duties are completed fully

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

I keep my Cadets informed

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



I make their welfare one of my prime concerns

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

These things I do selflessly

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



...in fulfillment of the obligations of leadership

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

...and for the achievement of the group goal

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