



State of California – Military Department  
California Cadet Corps

# CURRICULUM ON MILITARY SUBJECTS

Strand L3: Leadership Roles

Level 11

This Strand is composed of the following components:

- A. Leadership Roles at the School Level
- B. Leadership Roles at the Brigade Level**
- C. Leadership and Management



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## B. Leadership Roles at the Brigade Level

**Standard #3: Cadets emerge as experienced leaders ready to succeed in college and career.**

### Objectives

#### **DESIRED OUTCOME (Followership)**

*Cadets who complete this section of the Leadership Roles Strand will be better prepared to work within the structure of the CACC Brigade and 10<sup>th</sup> Corps, and to serve successfully in staff and command positions within the California Cadet Corps.*

#### Plan of Action:

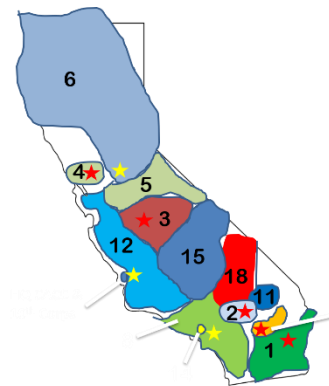
1. Define what a brigade is within the context of the California Cadet Corps.
2. Describe the roles of the Brigade Command Team, including the concepts of command climate and the requirements of senior leadership.
3. Describe the roles played by the Brigade Staff, including how they interact with the Battalion and Corps staff in their functional area.
4. Discuss communications as the key factor in the interaction between the Brigade Staff and the Battalion and Corps staffs.

## B1. What is a Brigade?

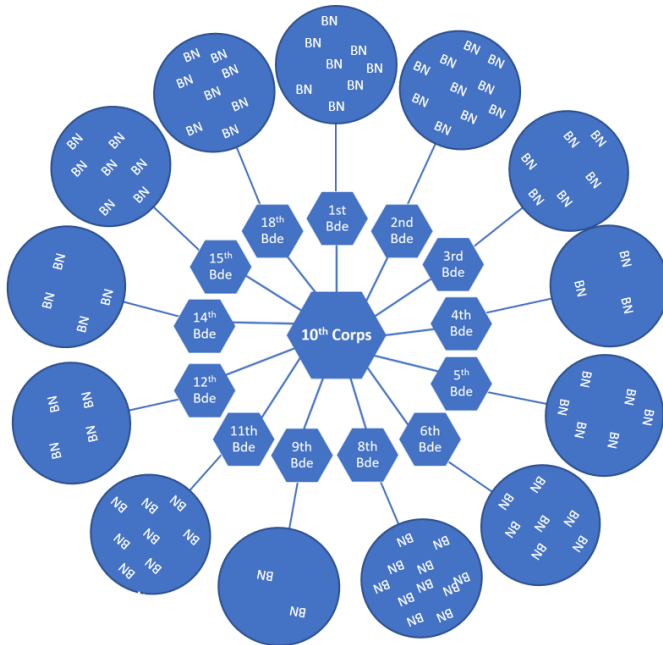


A brigade is a California Cadet Corps unit, staffed with a headquarters element, consisting of two or more battalions. In the Cadet Corps, the brigade combines the units within a geographic region under one headquarters for better command and control. The brigade oversees the functioning of its units, provides operational and logistical support, ensures a line of communications is open both up and down the chain of command, and manages the promotion of cadets at the senior NCO and cadet officer levels. The brigade is the next level in the chain of command between the school (battalion) and the state (10<sup>th</sup> Corps).

The Cadet Corps Brigade can take many shapes, sizes, and structures. It may be confined to a small geographic area - even a school district, or may be a stand-alone military institute if the school has more than one battalion. A brigade may be spread over many miles in a region where there are few Cadet Corps programs. Ideally, the brigade is not so spread out that it is difficult for its battalions to conduct combined events, but this is sometimes the case. In some brigades, schools rarely if ever work together directly, and the brigade staff conduct their business remotely via teleconference and email, with the schools that are closer to each other getting together for an event like a bivouac. But the typical brigade consists of numerous battalions, who occasionally get together for events such as parades, drill academies, command and staff schools, drill competitions, or individual major award competitions. The Brigade



Commander and Staff are drawn from throughout the brigade, and usually perform the brigade staff role in addition to the position they hold at their school.



Each Cadet Corps Brigade is part of the 10<sup>th</sup> Corps - the name we have for the entire state's cadet organization. The chain of command, as described in CR 3-22, flows from the 10<sup>th</sup> Corps Commander through the Brigade Commanders to the Battalion and Company Commanders, Platoon Leaders, and finally, to the cadet. This chain of command gives the cadet leaders an opportunity to practice their leadership, and mold the Cadet Corps into an organization that reflects the qualities, competencies, and style of its leaders. The more the Corps and Brigade Commanders and Staffs can work together to bring all Cadet Corps units into a coherent body aware of its disparate parts but working toward one goal, the better our program will be. Any cadet can work their way up the chain

of command as they gain experience as a leader, and seek to serve on their battalion, brigade, or corps staff. The top cadets in the state plan and execute the Cadet Corps Summer Encampment as the 10<sup>th</sup> Corps, and leave their mark on cadets and units throughout the corps and the organization itself.

But a brigade isn't just a level of organization. It is the sum of its individual units, the history and tradition that the schools within the brigade have developed over many years, the personalities of its leaders, and its standing in the schools and communities in which it serves. The brigade brings together units from a bunch of different schools, and gives them an identity. When a school competes at state level, they're competing for their brigade, not just their school. When a cadet develops into a senior leader, he or she has influence on the cadets throughout his/her brigade, and exercises his/her leadership in a much more significant way because of the wider audience he/she is able to reach. It's not just about numbers, but about bringing units together to discover their strengths and identities. Without the other units, a single unit in a school is not a part of anything bigger than themselves, and in that bigger organization, they become more than they would otherwise be. The brigade represents opportunity and unity within the Cadet Corps.



Army Brigade Formation; photo found at <https://goo.gl/images/dRICew>

## B2. The Brigade Command Team

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

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



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

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

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

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

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



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

motivated to support you. Earn their respect, and they'll follow you. Establish that you know what you're doing, and they'll respect you.

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

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

the brigade staff, and communicating to Battalion XO's. And the Command Sergeant Major ties in with Battalion CSMs, and overseeing and developing the brigade's NCO corps, who provide direct leadership to their cadets.

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

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

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

### B3. The Brigade Staff and Brigade Support Team

The brigade staff, like the battalion staff, consists of the S1 through S6, including staff assistants and NCOs. They oversee the functional areas listed below to accomplish the mission of the brigade. In a cadet brigade, the mission is to teach and develop leadership, citizenship, patriotism, encourage academic excellence and better wellness, using a military organizational model with military-style uniforms, military courtesies, and a rank-based promotion system. The functional areas consist of:

- S1: Personnel and Administration
- S2: Safety and Security
- S3: Operations and Training
- S4: Supply and Logistics
- S5: Civic, Public, and Military Affairs
- S6: IT and Communications



While the battalion staff focuses on day-to-day functioning of their staff areas, supporting the unit, the brigade staff's function is at a different level. In some ways, the brigade staff provides oversight and the next approval level for battalion actions. This occurs with the S1 in approval of certain promotions, awards, strength reports, and orders, and with the S2 in approval of Risk



Assessments. Where the military has a strict chain of command through functional areas, not all CACC processes work this way. For example, requests for supplies and uniforms go directly to State HQ through the adult system, bypassing the cadet chain of command. The brigade staff spends the majority of its time planning and executing brigade events. They should become experts on the Cadet Activity Planning Process (CAPP) outlined in CR 3-14.

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

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

In order for staff officers and NCOs to become experts in their field, they must be completely familiar with the regulations that govern their functional area. The key regulations for each functional area are listed below:

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

The brigade staff will work closely with the Brigade Support Team (BST), if there is one. These are the adults who support the brigade, working for the Brigade Advisor. Their role is to mentor the brigade staff, assist them in acquiring resources needed to support cadet events, and assist the commandants and brigade staff in mentoring the battalion staffs throughout the brigade. If the brigade doesn't have a BST, the Brigade Advisor and Commandants perform this role in addition to their normal duties.

#### B4. The Brigade as part of the 10<sup>th</sup> Corps

Our final look at brigade leadership roles will consider the role of the brigade within the 10<sup>th</sup> Corps.

The 10<sup>th</sup> Corps is the state-level cadet command for the California Cadet Corps. It consists of cadet leaders from throughout the state who are selected to work on the state staff in addition to their other assigned duties. Service on the 10<sup>th</sup> Corps staff is another opportunity for cadets to apply their leadership skills, practice leadership at a more strategic level, and actually have an impact on the cadet program offered by the California Cadet Corps. Cadets apply for command and staff positions on the 10<sup>th</sup> Corps Staff annually, and serve a one-year term in the position to which they are appointed.

The mission of the 10<sup>th</sup> Corps is to provide command and control, especially during state-level events (generally XTC, Marksmanship Competition, Drill Comp, IMAs, and Summer Encampment). They assist the CACC HQ Staff in planning for activities, and do the primary planning for the Summer Encampment. The 10<sup>th</sup> Corps Staff forms the nucleus for the Encampment Staff during the summer Leadership Encampment.

While the Cadet Corps program doesn't lend itself to true cadet command at the state level, the 10<sup>th</sup> Corps Commander does serve in a command role over each of the brigades during the school year. In this role, the 10<sup>th</sup> Corps Commander provides guidance and information to the brigades, and the staff coordinates with the brigades in order to execute state-level activities. In essence, the Brigade Commanders work for the Corps Commander.

For our system to work well, we need to develop communications channels between the 10<sup>th</sup> Corps, brigades, and battalions. This is best done at the functional staff level. The 10<sup>th</sup> Corps S1 should be in frequent communication with the Brigade S1s, who should be in frequent communication with the Battalion S1s. The same should be the case with the S2s, S3s, S4s, and S5s, along with the Commanders, XO's, and CSMs. If these communication channels are open, we can easily get announcements all the way down to unit level, have an open channel to ask questions about activities, solve problems, etc. Corps staff officers planning state-level events can recruit the HHC staff they need, publicize their events, and coordinate unit participation so that the event is more successful. If you're on a brigade staff, reach out to the 10<sup>th</sup> Corps staff member in your functional area and find out what they know!