

A Guide to Being a **CADET OFFICER** at The Citadel



2017



From the Commandant:

Congratulations on becoming seniors. This is a special year, one that is the culmination of your cadet experience, but it is also one that comes with the greatest responsibility in helping to shape the Corps of the future. This is the year where you will leave your imprint on the college, a year where you will be expected to be the role model for the cadets that look up to you and want to be just like you. The greatest privilege afforded to seniors at The Citadel is that of leading other cadets. You have earned this privilege. Nurture it. Safeguard it. Enjoy it. Build on it. This leadership journey has been one of learning and growing, one of training your replacement and taking care of your people, regardless of the position or rank you hold now, or have held in the past. You have observed those that have gone before you and watched their successes and failures. You have already, and will continue to encounter new challenges, new experiences, and have successes and failures just as they did. Learn from those, and know your position and the expectations that come with being a senior cadet in the Corps. No single source will give you all the answers you will need, but this “Guide to Being a Cadet Officer at The Citadel” will help get you started.

**Geno Paluso
CAPT U.S. Navy (Retired)
Commandant of Cadets**

TABLE OF CONTENTS

Introduction	2
Chapter 1 General roles, responsibilities, and areas of expertise and authority	3
Chapter 2 Leading responsibilities	16
Chapter 3 Training responsibilities	24
Chapter 4 Caring responsibilities	29
Chapter 5 Specific duty positions and responsibilities	36
Chapter 6 Selected duty position certifications	63
Afterword	67

Introduction

A Guide to Being a Cadet Officer at The Citadel builds on *A Guide for the Leader Development Program*, *The Citadel Training Manual*, and *How to Train at The Citadel* to provide specific guidance for how a cadet officer implements the principles contained in those documents. It is designed to serve as the reference text for the Officer Academy that cadets participate in as they transition from being juniors to seniors, and it is the sister manual to *A Guide to Being a Cadet Non-Commissioned Officer at The Citadel*.

A Guide to Being a Cadet Officer at The Citadel has six chapters. Chapter 1 is “General roles, responsibilities, and areas of expertise and authority.” This chapter explains the principle differences between being a cadet officer and a cadet NCO and highlights the key learning outcomes for the firstclass year in the military pillar as listed in *A Guide for the Leader Development Program*. It identifies what is traditionally considered as “Officer Business” relative to “NCO Business” and explains in general terms how officers and NCOs achieve unity of effort within this division of labor.

Chapter 2 is “Leading responsibilities.” Chapter 3 is “Training responsibilities.” Chapter 4 is “Caring responsibilities.” Each of these chapters discusses the particular responsibility, in many cases using Citadel examples and providing insights into best practices.

Chapter 5 is “Specific duty positions and responsibilities” and it provides a brief description of the expectations for each officer position within the South Carolina Corps of Cadets. Chapter 6 is “Selected duty position certifications,” and it provides a certification checklist for three of those positions to be used as a guide for creating similar checklists for the other positions.

CHAPTER 1

General Roles, Responsibilities, and Areas of Expertise and Authority

Officer ranks at The Citadel are filled by firstclass cadets, and your officer experience will differ from your NCO experience in terms of:

- the quality and breadth of expert knowledge required,
- the measure of responsibility attached, and
- the magnitude and consequences of inaction and ineffectiveness.¹

As officers, you will make less use of technical skills and more use of conceptual ones. Your leadership style will become less direct as you increasingly lead other leaders and expand your span of control. You will be expected to not only obey orders but to exercise the discretionary initiative necessary to maintain the momentum of operations and to use the commander's intent to resolve moral dilemmas. Your perspective will expand beyond the individual and to the unit, and beyond the near- term to include the mid- and long-terms as well. You will depend on the counsel, technical skill, maturity, and experience of subordinates to translate your orders into action, but the ultimate responsibility for mission success or failure will reside with the commissioned officer in charge. You will be holistically responsible for every cadet under your care, and you will be held strictly accountable for your actions, including your adherence to the core values of The Citadel. Officers and NCOs operate on a continuum with overlapping and

1 FM 6-22, *Army Leadership*. Washington, DC: Headquarters, Department of the Army, 2006, 3-2.

complementary expertise, responsibilities, and consequences, but as an officer you hold a special trust and confidence that is based on the highest expectations of loyalty to The Citadel, moral courage, fidelity, effort, and ability.

According to *A Guide for the Leader Development Program* (GLDP), the leader development stage for the firstclass year is “command.” The intent is that even though only a handful of cadets will actually fill commander billets, all firstclass cadets will develop the capabilities associated with such positions.

1.1 GLDP Key Tasks. The GLDP key tasks in the military pillar for the firstclass year are:

- Create command climate for standards and regulations compliance
- Establish and assess a training environment that develops people
- Lead people to achieve standards, develop a team, and exhibit resiliency of self and the team
- Create and assess a state of personal and collective resiliency in the unit.²

1.1a. Create command climate for standards and regulations compliance. Organizational climate involves how members feel about the organization. It comes from shared perceptions and attitudes about the organization’s daily functioning. Generally it is a short-term experience, depending on a network of personalities in an organization. It changes as people come and go. Additional information about this key task is covered in Chapter 4, Caring responsibilities.

2 *A Guide for the Leader Development Program*, Charleston, SC: The Citadel, 2015, 13.

1.1b. Establish and assess a training environment that develops people. Developing people involves first assessing their developmental status and needs, and then training them based on their developmental strengths and weaknesses. Training involves perfecting performance through repetition of the task. It is standards-based and performance-oriented. Additional information about this key task is covered in Chapter 3, Training responsibilities.

1.1c. Lead people to achieve standards, develop a team, and exhibit resiliency of self and the team. Teams are interdependent organisms that combine the talents and abilities of their members in order to create something greater together. Teams develop trust through cooperation, identification with other team members, and contribution to the team effort. Teams develop in stages such as “forming, storming, norming, and performing” or “formation, enrichment, and sustainment.” Additional information about this key task is covered in Chapter 2, Leading responsibilities.

1.1d. Create and assess a state of personal and collective resiliency in the unit. Resiliency is the elasticity, durability, and adaptability that make it possible to recover quickly from change, hardship, or misfortune. It is more than just “toughing it out.” Resilient people show an openness to learning that allows them to grow from disappointment as well as success. Additional information about this key task is covered in Chapter 4, Caring responsibilities.

1.2. Command and Control.³ Command and control (C2) is the exercise of authority and direction by a properly designated commander over the cadets assigned to him or her in the accom-

3 The doctrinal discussion of command and control in this section comes from FM 5-0, *The Operations Process*, and FM 6-0, *Mission Command: Command and Control of Army Forces*.

plishment of a mission. While commanders are the focus of C2, they generally cannot accomplish the task alone, so they exercise C2 through a C2 system that provides the coordinated application of personnel, information management, knowledge management, procedures, and the equipment and facilities essential for the commander to plan, prepare, execute, and assess operations. Staffs perform many functions that help commanders exercise C2.

1.2a. Command. The **art** of command is the creative and skillful exercise of **authority** through timely **decision-making** and **leadership**.

1.2a(1). The art of command. As an “art,” command requires the use of judgment. Commanders constantly use their judgment for such things as delegating authority, making decisions, determining the appropriate degree of control, and allocating resources. Although certain facts may influence a commander, they do not account for the human aspects of command. A commander’s experience and training also influence his or her decision-making, and, for example, help him realize that not all cadets progress through the four stages of leader development outlined in the GLDP in the same way or at the same time.

Proficiency in the art of command stems from years of schooling, self-development, and operational and training experiences. The cadet commander should have the self-awareness to appreciate his or her own level of development with the art of command and draw on resources such as TACs, mentors, and other cadets for help. Subordinates do not expect their commanders to be experts on everything, but they do expect authenticity, humility, and efficiency. A self-aware commander may recognize that he or she needs support from an assistant or guidance from a superior. It is simply good business practice to draw on such resources and asking for help shows that the com-

mander has the self-confidence to be open and honest with the team.

1.2a(2). Authority. “Authority” refers to the right and power to judge, act, or command. It includes responsibility, accountability, and delegation. Command authority within the Corps of Cadets is vested in cadet officers appointed by the Commandant with the authority of the President.⁴ TAC officers and TAC NCOs serve as Commandant’s Representatives to teach, advise, and coach cadets as they develop into principled leaders and as they lead and command the South Carolina Corps of Cadets. Cadet officers must understand that their authority to lead and command is derived from and dependent on these sources. Broad left and right limits are articulated in college regulations and the Blue Book, but part of the “art of command” for a cadet officer is having a purposeful discussion with his or her TAC to gain added clarity about both the limits and freedom of the commander’s action.

Cadet commanders operate under the traditional military concept that “the commander is responsible for everything the unit does or does not do.” As explained in the Citadel Training Manual (CTM), this “responsibility” for a task that is extrinsically assigned to the commander by virtue of the position, also comes with the “accountability” that encompasses intrinsically taking ownership for the task and with it the consequences that come from success or failure.⁵ Commanders can delegate to subordinates some of their authority to accomplish a certain task, but they cannot

4 The Blue Book Regulations. Charleston, SC: The Citadel, 2016, 19.

5 The Citadel Training Manual. Charleston, SC: The Citadel, 2016, 5.

delegate their responsibility for it.

Command responsibilities fall into three major categories: mission accomplishment; the health, welfare, morale, and discipline of subordinates; and the use and maintenance of resources. In most cases, these responsibilities do not conflict; however, the responsibility for mission accomplishment sometimes conflicts with the responsibility for subordinates. In an irreconcilable conflict between the two, the cadet commander should consult with his or her TAC, but the general rule is that the mission must be accomplished.

1.2a(3). Decision-making. Decision-making refers to selecting the course of action that is the one most favorable to accomplishing the mission. It includes understanding the consequences associated with deciding. Cadet commanders do not have to consider the consequences associated with national security or human life that military commanders do, but cadet commanders face their own unique consequences. These include the complicated social dynamic associated with peer leadership and barracks life, the competing demands placed on cadets from all four pillars, and the limits of their authority and experience. The science of the military decision making process (MDMP) is covered in Chapter 1 of *How to Train at The Citadel*. That part of C2 is largely provided by staff officers, but much of the art of decision-making rests with the commander.

1.2a(3). Leadership. Command is personal. It is the work of an individual rather than an institution or group. Therefore the impact of that individual is magnified. Both in the military and at The Citadel, companies tend to take on the personalities of their commanders. Larry Senn describes this phenomenon by saying that organizations be-

come “shadows of their leaders.”⁶ Obviously all cadet officers, especially commanders, want to cast as positive and purposeful a shadow as they can. They begin this process by articulating a compelling and understandable vision of a future state to provide direction, purpose, and identity and then developing a strategy that provides the structure and process necessary to implement the vision. These and other components of the role of leadership will be discussed in Chapter 3, Leading responsibilities.

1.2b. Control. Command provides the basis for control, and staffs provide much of the control function. They coordinate, synchronize, and integrate actions, keep the commander informed, and exercise control for the commander. The XO is largely responsible for ensuring the staff performs this function.

Control is more science than art. The science of control includes detailed systems and procedures to improve the commander’s understanding. It relies on objectivity, facts, empirical methods, and analysis, and demands an understanding of those aspects of operations that can be analyzed and measured. This includes a realistic appreciation for the time and other planning factors required to initiate certain actions.

Some pieces of data readily available to help cadet staff officers control are:

- Class absence reports
- Diagnostic CPFT scores
- Mid-term GPAs
- Training schedules.

6 Senn, Larry and John Childress. *The Secret of a Winning Culture*. Los Angeles, CA: The Leadership Press, 1999, 55. John Maxwell calls this the “Law of the Lid: leadership ability determines a person’s level of effectiveness.” See Maxwell, John. *The 21 Most Powerful Minutes in a Leader’s Day*, Nashville, TN: Thomas Nelson, 2000: p. 1.

Other data a staff officer would need to collect might not be available in such handy reports, and would require creating some new process to gather it. An example would be the surveys, interviews, and room visits the Human Affairs Teams often use to gather information about the social climate in the company and the health and welfare concerns of individual cadets.

1.3. Officer Business. Officers and NCOs work together as a team, but they gain efficiencies by each having particular areas of expertise, focus, and responsibility. “Officer Business” and “NCO Business” seamlessly interact to support mission accomplishment and create unity of effort. The traditional business of an officer is that he or she:

- Commands
- Concentrates on collective training which will enable the unit to accomplish its mission
- Is primarily involved with unit operations, training, and related activities
- Concentrates on unit effectiveness and unit readiness
- Pays particular attention to the standards of performance, training, and professional development of officers as well as NCOs
- Creates conditions— makes the time and other resources available— so the NCO can do the job
- Supports the NCO ⁷

7 Malone, Dandridge. *Small Unit Leadership: A Common-sense Approach*. Novato, CA: Presidio Press, 1983, 53.

1.3a. Commands. Having a designated commander and a specified chain of command allows the organization to achieve unity of effort and enables commanders to use their subordinate units with maximum flexibility. Commanders have the ability to task organize, exercise administrative control over, assign geographic positions to, and establish priorities for all units organic or attached to them. Based on guidance from the Commandant, unit commanders at The Citadel establish policy, plans, and programs that direct the work of the SCCC.

1.3b. Concentrates on collective training which will enable the unit to accomplish its mission. The mission of The Citadel is “to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment.”⁸ From this mission, each cadet company derives four mission-essential tasks:

- a. Produce principled leaders in the academic pillar.
- b. Produce principled leaders in the military pillar.
- c. Produce principled leaders in the moral-ethical pillar.
- d. Produce principled leaders in the physical effectiveness pillar

An officer’s collective training responsibilities occur more naturally in a military unit that has a collective tactical mission such as attack or defend, but cadet companies and battalions also use their Mission Essential Task Lists (METL) to develop policies, training, cultures and climates, and systems that facilitate mission accomplishment in these areas. Officers establish an organizational climate that includes the proper ESP environment in order to promote cadet development in the academic pillar. They develop a

8 GLDP, 2.

policy for the conduct of MRIs that promotes cadet development in the military pillar. They administer the Honor System that is part of the moral-ethical pillar. They plan the morning PT sessions that promote cadet development in the physical effectiveness pillar.

1.3c. Is primarily involved with unit operations, training, and related activities. The officer operates primarily at the unit level. This is not to say that officers are not vitally concerned with the individuals in the unit. Of course they are. However they focus their primary attention on how those individuals function as a larger group while NCOs focus their primary attention on how the individuals function as individuals and members of smaller groups. So the officer is concerned with how the company as a whole performs during a SMI. NCOs are more involved in how a particular cadet's room looks. Officers are interested in the parade as a whole. NCOs ensure each cadet can successfully perform the rifle manual of arms.

1.3d. Concentrates on unit effectiveness and unit readiness. The officer's main tool in assessing unit effectiveness and readiness is the METL. He or she assesses each METL task as being trained, needing practice, or being untrained, and plans, prepares, and executes training based on this assessment. Refer to *How to Train at The Citadel* for more information on the METL process.

1.3e. Pays particular attention to the standards of performance, training, and professional development of officers as well as NCOs. Leaders are responsible not only for achieving results, but also for developing people. This requirement is represented by Step 5 of CTM: "work for growth in others." Officers help develop junior officers and NCOs by ensuring they are properly trained, by giving them appropriately challenging responsibilities, and by assessing their performance and providing feedback. Even if an NCO is responsible for conducting a block of training, the officer is still present to assess both the training and the per-

son conducting it. That is not to say the officer must attend every training event or remain on site for the entire event, but he or she does sample enough training to be able to assess the training and the trainer. He or she regularly counsels junior officers and NCOs on their performance and potential.

1.3f. Creates conditions– makes the time and other resources available– so the NCO can do the job. Officers use the mission analysis process described in Chapter 1 of *How to Train at The Citadel* to decide on courses of action. As part of this process, they analyze both top-down guidance from their higher headquarters and bottoms-up inputs from their subordinates. Because of their intimate knowledge of the individuals in the unit, NCOs provide officers important recommendations that impact COA development. These include time requirements, need for guidance or intent, and assessment of current individual and small team readiness.

1.3g. Supports the NCO. The Officer-NCO dynamic in the military is different than that at The Citadel, because in the military, officers are appointed to their positions after completing some sort of commissioning program whereas NCOs work their way up the ranks after enlisting. The result is that a new officer is often better educated than his or her NCO counterpart, but decidedly less experienced. At The Citadel, NCOs are largely of the junior class and officers are seniors. Officers at The Citadel have advantages over their NCO counterparts in both education and experience. For this reason, NCOs in the military play a much larger role in the development of officers than cadet NCOs at The Citadel are able to do.

In spite of this significant difference, the cornerstone of the Officer-NCO relationship in the military and at The Citadel is mutual support and teamwork. While there is traditional Officer Business and traditional NCO Business, the individual Officer-NCO team must determine its own division of labor based on the specific situ-

ation, to include each other's strengths and weaknesses, that results in a seamless unity of effort.

Generally speaking, the division of labor between officers and NCOs looks something like:

- Officers focus on planning. NCOs focus on execution.
- Officers prepare for future operations. NCOs conduct the unit's daily business.
- Officers are intimately aware of the unit. NCOs are intimately aware of the individuals in it.
- Officers give guidance to NCOs. NCOs give advice to officers.
- Officers, specifically commanders, have authority to issue specified levels of punishment. NCOs have authority to issue corrective training.
- Officers rely more on indirect leadership. NCOs rely more on direct leadership.
- Officers require more conceptual skills. NCOs require more technical skills.
- Officers are responsible for collective training. NCOs are responsible for individual and small team training.
- Officers assess training and readiness. NCOs conduct training and ensure readiness.
- Officers establish standards. NCOs enforce standards.

As explained in Chapter 2 of the *Citadel Training Manual*, officers focus on telling NCOs what needs to be done, rather than on how to do it. By emphasizing results rather than methods, they give the

NCO the freedom of maneuver and flexibility he or she needs to be successful in the specific situation. This is perhaps the overarching way that officers support NCOs. They create the conditions for NCOs to do their job, they trust them to do it, and they use participative leadership and situational awareness to help the NCO respond to unexpected developments.

CHAPTER 2

Leading Responsibilities

A key task in the military pillar for firstclass cadets is to “Lead people to achieve standards, develop a team, and exhibit resiliency of self and the team.”⁹

In order to begin the process of leading people to achieve standards, the officer must articulate a vision for where he or she would like the organization to go. In order to develop a team, the officer must understand the forming–storming–norming–performing model of group development and the “law of the niche” that places the right people in the right places on the team. In order to exhibit resiliency of self and the team, the officer must understand the proper relationship between challenge and support, and must use his or her presence to provide a good measure of that support.

2.1. Vision. Because officers must be forward thinking, they adopt a leadership approach that “begins with the end in mind.”¹⁰ To do so, they communicate a compelling and understandable vision of a future state to provide direction, purpose, and identity.¹¹ Vision and mission are two separate things. Visions are aspirational. They are about “seeing with the mind’s eye what is possible in people, in projects, in causes and in enterprises.”¹² The vision might never be completely achieved. In fact, if it is, it is time to develop a new vision. Missions, on the other hand, are

9 GLDP, 13.

10 Stephen Covey, *The 8th Habit*. NY: Simon & Schuster, 2004, 152.

11 *Strategic Leadership Primer* (Carlisle, PA: United States Army War College, 1989), 21.

12 Covey, 2004, 65.

more practical and close-ended and must be accomplished in order to be successful.

James Kouzes and Barry Posner write that “Visions are about ideals... They’re about the strong desire to achieve something great. They’re ambitious. They’re expressions of optimism.”¹³ Thus, the direction visions provide is toward a desired *ideal* end state that serves as a goal for organizational and member effort. As a goal, it represents something to be striven for and not something necessarily expected to be achieved in its entirety. Nonetheless, having a desired end state is what allows progress to be measured toward achievement of that goal.¹⁴

This collective direction gives purpose to organizational and individual activity. Kouzes and Posner consider that “the most important role of vision in organization life is to give focus to human energy.”¹⁵ That energy *de facto* exists and will be used for something, but without a vision, it can quickly become diffused based on the personal agendas of various team members.¹⁶ On the other hand, a “common purpose binds people into cooperative effort.”¹⁷

Visions provide identity by connecting the past, present, and future.¹⁸ Values help establish this identity by embodying what the organization believes is important and providing a basis for the behavior of its members. Leaders examine the past and present environment and use these assessments to project plausible future states.¹⁹

13 James Kouzes and Barry Posner, *The Leadership Challenge*, San Francisco, CA: Jossey-Cass, 2012, 130.

14 *Strategic Leadership Primer*, 19 and 21.

15 Kouzes and Posner, 125.

16 Maxwell, *Teamwork*, 91.

17 Kouzes and Posner, 230.

18 Maxwell, *Teamwork*, 94. See also Kouzes and Posner, 125.

19 *Strategic Leadership Primer*, 22.

The vision of an organization is developed as part of a group effort. Officers must not just consider their own values, but also those of their constituents that allow them to build a sense of commitment to the organization. As Kouzes and Posner put it, “a common understanding of values emerges from a process, not a pronouncement.”²⁰ “Unity,” they explain, “is forged, not forced.”²¹ But while collaboration with other members of the organization is important to the development of the vision, the officer uses his or her own experience, values, intuition, frames of reference, and position to integrate and guide the process.²²

The developed vision must then be communicated throughout the organization. Field Marshall Bernard Montgomery wrote that “every single soldier must know, before he goes into battle, how the little battle he is to fight fits into the larger picture, and how the success of his fighting will influence the battle as a whole.”²³ The officer must convert the vision into a statement that he or she can communicate in a compelling and understandable manner.²⁴

But a vision is alone is insufficient. A vision can only become reality if it accompanied by a strategy that provides the structure and process necessary to implement the vision.²⁵ The three components of a strategy are ends, ways, and means. The ends are the objectives, the ways are the concepts to achieve those objectives, and the means are the resources needed to put those concepts into action. The vision relates to the ends and the planning process then

20 Kouzes and Posner, 65.

21 Kouzes and Posner, 66.

22 *Strategic Leadership Primer*, 21-22.

23 Bernard Montgomery, *The Memoirs of Field-Marshal the Viscount Montgomery of Alamein*, K. G.. (Cleveland, OH: The World Publishing Company, 1958), 81.

24 *Strategic Leadership Primer*, 22.

25 Maxwell, *Teamwork*, 95.

focuses on the ways and means to get to that end state.²⁶ Too often, cadet officers articulate their vision in the form of the goals they expect the organization to achieve. They stop short of developing the mechanism to make those goals happen. The *Citadel Training Manual* discusses the five steps of more action-based expectation setting in Chapter 2.²⁷

2.2. Intent. Officers in command positions use the commander's intent to link purpose with conditions that represent the desired end state. It links the mission, concept of operations, and tasks to subordinate units. Commanders issue their intent in a short statement (usually three to five sentences) that is able to be understood two levels down. Officers who are not in command positions similarly establish tasks and the conditions that describe their successful accomplishment. During planning, the intent helps direct development of courses of action. During execution, it allows subordinates to exercise initiative while maintaining focus.²⁸

In the military, commanders express their intent by describing what the force must do and the conditions the force must meet with respect to the enemy, terrain, and desired end state. At The Citadel, factors such as goals or organizational obstacles may be substituted for "enemy." A company commander's intent for the senior mentor program might be "I want our mentor program to be one characterized by mutual trust and respect that helps both the senior and the knob grow and develop. For the knob, I want him or her to have a dedicated senior who he or she can count on to help him or her develop with a one-on-one focus that goes beyond what the normal chain of command is able to provide. For the senior, I want him or her to see this as a leadership opportunity in which he or she can develop his or her skills in servant leadership, communi-

26 *Strategic Leadership Primer*, 22.

27 CTM, 8-10.

28 FM 6-22, 7-6 and FM 5-0, 2-15.

cation, feedback, interpersonal relations, and helping others grow. Within the first month, I want both the mentor and the mentee to develop their expectations for the relationship, and at the end of the year, I want both to write a one page reflective paper on the experience that addresses how well those expectations were met.”

2.3. Forming–storming–norming–performing model of group development. Because officers focus on the collective unit, they must be acutely aware of the dynamics associated with group development. This is especially important in an environment such as at The Citadel where companies are reconstituted with at least one-quarter personnel turnover every year and where smaller units experience more frequent turbulence such as the platoon reorganization that occurs after cadre period. Bruce Tuckman developed a model that argues that groups pass through forming, storming, norming, and performing stages.

During the forming stage, the team discusses its purpose, defines and assigns tasks, establishes timelines, and begins forming personal relationships. During the storming stage, the team clarifies its goals and its strategy for achieving them. During the norming stage, the team establishes its values for how individuals will interact and collaborate. During the performing stage, team members have productive relationships and are able to communicate and coordinate effectively and efficiently.²⁹

2.4. Law of the niche. One of John Maxwell’s “seventeen indisputable laws of teamwork” is “the law of the niche.” According to this law, “All players have a place where they add the most value,” and it is the responsibility of the leader to put people in situations where they can maximize their effectiveness. If that does not happen, Maxwell cautions, “When people aren’t where they do things well, things don’t turn out well.”³⁰

29 See Bruce Tuckman, “Developmental sequence in small groups.” *Psychological Bulletin*. 63 (6): 384–399.

30 John Maxwell, *The 17 Indisputable Laws of Teamwork* (Nashville, TN: Thomas Nelson, Inc, 2001), 33-34.

In order to put people in the places that best utilize their talents and maximize the team's potential, Maxwell says leaders must know the team, know the situation, and know the player. Knowing the team involves understanding its vision, purpose, culture, and history. Only by knowing where the team is now, and where it is trying to go and why, can a leader know what types of talents the team members must have. Knowing the situation is important because teams pass through certain life cycles. A team that is just forming has different talent requirements than a team that is mature or one that is undergoing significant change, crisis, or growth. Knowing the player includes understanding his or her experience, skills, temperament, passion, people skills, discipline, emotional strength, and potential. Officers must resist the temptation to assume all team members are similar to the officer in these areas.³¹

Maxwell also notes that “the idea that one person is always doing all the leading is false.”³² The challenge of the moment may suggest that the person whose strengths are best aligned with that niche lead in that particular situation. The effective officer is aware of the talents that are present on the team and is willing to empower individuals with the leadership authority needed to optimize those talents. To do so, he or she can't be obsessed with protecting his or her own position and hoarding his or her own power.³³

2.5. Challenge and support. The theory of “challenge and support” posits that in order for growth and development to occur, challenges in the environment must be balanced by environmental supports. When there is either not enough challenge and too much support, or not enough support and too much challenge, there will be no developmental change. For growth to occur, each cadet needs to be challenged and supported appropriately through

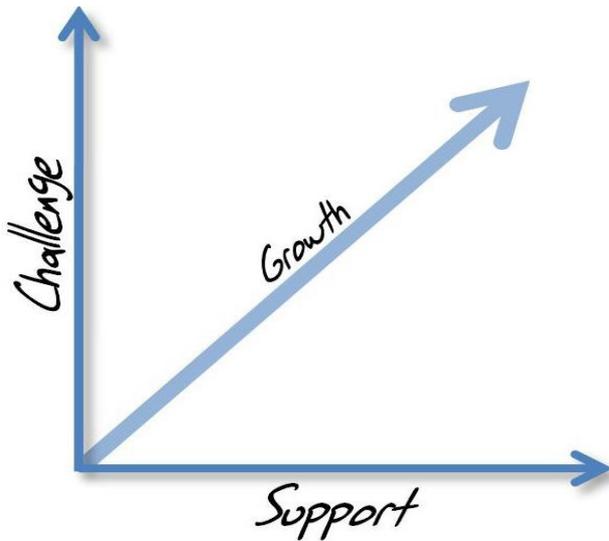
31 Ibid., 34-36.

32 Ibid., 218.

33 Ibid., 250.

a variety of experiences.³⁴ As shapers of the environment, officers are responsible for ensuring the proper balance of challenge and support.

Challenge and support does not imply that the cadet will never experience failure or negative consequences. Indeed many Citadel experiences, like the inevitable failures knobs endure as they negotiate the fourthclass system or performing poorly on an academic assignment, may be unpleasant. In these cases, the officer must provide the necessary support for the cadet to exhibit resiliency. This support can come from developmental counseling, connecting the cadet to a campus resource, arranging for extra assistance from the NCO chain of command, or a simple word of encouragement.



34 See Nevitt Sanford, *Self and Society: Social Change and Individual Development*, NY: Atherton, 1966.

2.6 Presence. Belle Linda Halpern and Kathy Lubar describe “leadership presence” as “the ability to connect authentically with the thoughts and feelings of others, in order to motivate and inspire them toward a desired outcome.”³⁵ One way an officer can incorporate such a presence in his or her daily routine is to practice what Tom Peters calls “management by wandering around” (MBWA). Management by wandering around involves “making the rounds” in order to improve connectivity and communication in the organization. The leader sees for him- or herself what is happening throughout the organization and in the process gets first-hand information from informal channels, has an opportunity to share his or her vision and communicate his or her perspective, and is able to forge a bond with subordinates. The subordinates get access to the leader and are able to directly voice their concerns, ask questions about rumors, and make suggestions.³⁶

Within the military, commanders practice a form of MBWA through “battlefield circulation.” While the staff is controlling the battle from the headquarters, the commander travels throughout the battlespace to gather his or her own information and form his or her own conclusions. The commander meets with subordinates, checks on the progress of actions and orders, and gets a perspective that cannot be obtained from a remote location. Otherwise, Lieutenant General E. M. Flanagan cautions that how a leader “can know and properly lead and be responsible for his outfit from the desk in his office escapes me.”³⁷

35 Belle Linda Halpern and Kathy Lubar, *Leadership Presence* (New York: Gotham Books, 2003), 8.

36 Kevin Dougherty, *Leadership Lessons from the Vicksburg Campaign* (Philadelphia, PA: Casemate, 2011), 59.

37 E. M. Flanagan, “Hands-On Leadership,” in *Army* (April 1992), 54-55.

CHAPTER 3

Training Responsibilities

A key training task in the military pillar for firstclass cadets is “establish and assess a training environment that develops people.”³⁸ Notice that the focus is on the environment. For the most part, training of individual people is an NCO responsibility. The officer supports the NCO by shaping the conditions to allow the NCO to do this job. To perform this shaping function, the officer must identify training needs, ensure the NCOs are properly trained and resourced, and design a closed-loop system that assesses progress.

3.1 Identifying training needs. Officers focus on collective training and the collective training needs for each company are captured in the four tasks that make up a company’s Mission Essential Task List (METL). This process is explained in Chapter 1 of *How to Train at The Citadel*. Of particular importance in the present discussion is the responsibility of the officer to keep the unit focused on these training priorities. Having a *mission essential* task list helps the officer recognize and eliminate the training distractors that could otherwise compete with higher priorities. Keeping this focus is an important way the officer shapes the conditions that allow the NCO to do his or her job.

The METL assessment is the responsibility of the commander. Subordinate officers such as platoon leaders then use it to determine the collective tasks for their unit that support the mission essential task. For example, one of the company mission essential tasks is to “produce principled leaders in the physical effectiveness pillar.” The platoon leader uses that task to determine his or her platoon must be able to perform the collective task of “conduct unit

38 GLDP, 13.

PT.” Using both the METL and the supporting collective tasks, NCOs conduct a “METL crosswalk” to identify the necessary individual tasks. An example of an individual leader task in this case would be to “lead unit PT.” An example of an individual cadet task in this case would be to “perform each designated preparation and cool down exercise.”

While officers focus on collective training, they, like all leaders, are also in the business of training their individual replacements. They must be especially attune to the danger of leading by personal energy, will, and force of personality rather than building a culture within the organization that endures after they depart. They must be the “Level 5” leaders that James Collins argues “set up their successors for even greater success in the next generation” by channeling their ambition into the organization rather than into themselves.”³⁹

3.2 Train-the-trainer. The train-the-trainer concept is described in Chapter 2 of *How to Train at The Citadel*. Of particular importance in the present discussion is the responsibility of the officer to initiate this process. Officers use the collective and individual tasks generated by the METL analysis to determine training requirements for trainers.

To continue the physical effectiveness example, the company commander would train the Athletic Officer to plan a PT session. Note that the commander retains the responsibility for ensuring the Athletic Officer is trained to conduct this task, but he or she may rely on the Commandant Department’s staff to conduct the actual training. Officers are not expected to be experts on everything, but they are expected to match needs to resources to ensure that their trainers are properly trained. In this and other cases, officers may delegate authority, but they always retain responsibility.

39 James Collins, *Good to Great*, (New York: Harper Business, 2001), 25, 36, and 130.

The Athletic Officer would then train the platoon leaders on how to conduct a PT session. Because officers rarely actually lead PT sessions themselves, this training does not need to go into the detail that the train-the-trainer session for the NCOs does, but it does need to be sufficient to ensure the platoon leader can effectively provide guidance to his or her NCOs, to monitor and assess their task performance, and to contribute to their development. In much greater detail, the NCOs who will actually lead PT sessions will receive train-the-trainer training on such leader and individual tasks as how to place a unit into the extended rectangular formation, how to lead each exercise, how to call running cadence, and how to control stragglers on a run. Again, it is unlikely the platoon leader will actually conduct this training himself, but it is his or her responsibility to connect the need to the resource. It is always the officer's responsibility to ensure his or her trainers have the necessary skills before they are tasked with training cadets.

3.3. Assessment. A closed-loop system is one in which some or all of its output is used as its input. Such systems create the feedback necessary to achieve desired results. On the other hand, open-loop systems are set up to achieve desired results, but there is no way of checking to see if that has actually happened. The plan, prepare, execute, assess training cycle described in *How to Train at The Citadel* is a closed-loop system, and officers ensure that assessment is part of all training.

Assessment is the continuous monitoring and evaluation of the current situation and progress of the operation. It consists of:

- Monitoring the current situation to collect relevant information.
- Evaluating progress toward attaining end state conditions, achieving objectives, and performing tasks.

- Recommending or directing action for improvement.⁴⁰

3.3a. Monitoring. Monitoring is continuous observation of those conditions relevant to the current operation. Based on their own observations and reports they receive, officers gather the information they need to understand the current situation so that they can compare it to the forecasted end state described in the commander’s intent. An officer monitors the mission essential task to “produce principled leaders in the physical effectiveness pillar” by observing his or her subordinates’ performance leading and doing PT, noting their CFPT results, and watching unit members play intramurals. Officers conduct their monitoring duties by formal means as well as the “MBWA” technique described in Chapter 2.

3.3b. Evaluating. Evaluating is using criteria to judge progress toward desired conditions and determining why the current degree of progress exists. Officers must develop and disseminate the criteria used in their evaluation. They use “Measures of Effectiveness” (MOEs) to assess changes in system behavior, capability, or operational environment that are tied to measuring the attainment of an end state, achievement of an objective, or creation of an effect. Measures of Effectiveness help to answer the question “Are we doing the right things?” A MOE that supports the objective of producing principled leaders in the physical effectiveness pillar would be “Increase in platoon CPFT averages.” A “Measure of Performance” (MOP) is a criterion used to assess actions tied to measuring task accomplishment. Measures of Performance help answer the question “Are we doing things right?” An example would be “Unit PT conducted according to standard.” An “indicator” is an item of information that provides insight into a MOE or MOP. Indicators help answer the question “What is the status of the MOE or MOP?” An indicator for “Unit PT conducted according to standard” would be “number of fall outs on the run.” When

40 This discussion comes from FM 5-0, Chapter 6.

officers evaluate training, they do so with a formal plan based on MOEs, MOPs, and indicators.

3.3c. Recommending or directing action. Assessment may diagnose a problem, but unless it results in adjustments its utility is limited. If the evaluation indicates satisfactory progress is being made toward the desired end state, then the operation should not only continue as planned, the procedure should be confirmed for use in the future. If satisfactory progress is not being, some new action must be taken. Examples include placing cadets who fail the CPFT on remedial PT or assigning an athletic mentor to cadets who repeatedly fall out of a unit run.

CHAPTER 4

Caring Responsibilities

Key caring tasks in the military pillar for firstclass cadets are “create a command climate for standards and regulations compliance” and “create and assess a state of personal and collective resiliency in the unit.”⁴¹

4.1. The officer as servant. To lead is also to serve.⁴² In discussing “The Army Officer as Servant,” Major Suzanne Nielsen writes that “being a servant of the Nation as an Army officer means serving the American people in the way that elected executive branch and Congressional officials interpret the Nation’s interests and values.”⁴³ At The Citadel, this analysis translates to the cadet officer serving in a way which is consistent with the interests and values of the institution and its officials. The source of the commission for the U. S. Military officer is the President of the United States. For the cadet officer, the commissioning source is the Commandant of Cadets. Commissioned military officers serve “during the pleasure of the President of the United States of America” and must “observe and follow such orders and directives, from time to time, as may be given by” him or her. They have the President’s “special trust and confidence” to do so. Likewise, cadet officers have the same relationship with the Commandant, and they serve the interests and values of The Citadel as empowered to do so by him. They do not serve their own interests and values.

41 GLDP, 13.

42 Tom Clancy and Frederick Franks, *Into the Storm: A Study in Command*, (New York: Berkley Trade, 2007), 261.

43 Suzanne Nielsen, “The Army Officer as Servant,” *Military Review*. Jan/Feb2003, 83 (1): 15.

Nielsen also writes that in accepting a commission, “the officer accepts the weighty responsibility for the welfare of the soldiers under his or her command.”⁴⁴ While NCOs are at the forefront of caring for individual cadets, officers focus their caring responsibilities at the organizational, environmental, and systemic levels. This is not to say that officers do not also care for individual cadets. In fact, when they make plans and decisions, they are careful to envision their impact on individuals. They practice the empathy needed to see something from another person’s point of view, and they identify and enter into another person’s feelings and emotions. Officers draw heavily on NCO advice to understand these impacts and build this empathy. In the end, an officer makes his or her greatest contribution to caring for cadets by providing them the training, resources, time, and support needed to accomplish their mission.⁴⁵ To do so, they routinely practice servant leadership techniques.

Servant leadership is a leadership approach in which the leader meets the subordinate’s legitimate needs—which might include such concerns as training, encouragement, resources, or help with personal issues—in order to allow the subordinate to better focus on and accomplish the organizational mission.⁴⁶ While the traditional authoritarian leader asks, “What can the organization do for me?,” the servant leader asks, “What can I do for the organization?” David Brooks provides a modernized version of Rabbi Joseph Soloveitchik’s “two Adams” that highlights these different outlooks. Adam I, according to Brooks, is motivated by a utilitarian, economic logic that pursues self-interest. Conversely, Adam II relies on a moral logic to conclude that you have to give to

44 Ibid., 21.

45 FM 6-22, 4-9.

46 James Hunter, *The Servant: A Simple Story About the True Essence of Leadership* (Roseville, CA: Prima, 1998), 125.

receive.⁴⁷ Officers must give of themselves in order to receive the trust and loyal obedience of their followers.

The idea of servant leadership was popularized by Robert Greenleaf who published *Servant Leadership* in 1977.⁴⁸ Dirk van Dierendonck and Inge Nuijten built on Greenleaf's work to develop a model of servant leadership based on eight characteristics: empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance, and stewardship.⁴⁹ The Citadel is in the process of incorporating this model into its leader development program, and the eight behaviors associated with it are provided as "cut-outs" on the back cover of this guide.

Servant leadership requires attention to the subordinates' situations, humility, and hard work. Servant leaders must figure out what their subordinates need, put their own needs aside, and devote time and energy to creating the environment where the subordinates are both cared for and empowered. The idea is that if the leader meets his or her subordinates' needs, they can then concentrate on and are empowered to pursue the organization's needs. They also build a genuine trust in their leader based on his or her responsiveness to their needs.

Some leaders shy away from servant leadership because of its demands, but Major General William Cohen argues, "Many times the dilemma between accomplishing the mission and taking care of the troops is a false one. Many times both objectives can be achieved

47 David Brooks, *The Road to Character*, (NY: Random House, 2015), xii.

48 See Robert Greenleaf, *Servant Leadership*, New York: Paulist Press, 1977.

49 Dirk van Dierendonck and Inge Nuijten, "The Servant Leadership Survey: Development and Validation of a Multidimensional Measure," *Journal of Business and Psychology*, September 2011, 26 (3): 252-253.

if the leader is willing to work a little harder himself.”⁵⁰ For the cadet officer who is trying to master his or her own academic, social, and career-development responsibilities, this is no easy task, but for those who accept the challenge, the experience is transformative.

4.2. Organizational climate and culture. Organizational climate is how members feel about the organization. It comes from shared perceptions and attitudes about the organization’s daily functioning. Generally climate is a short-term experience, depending on a network of personalities in an organization, and it changes as people come and go. Because it is largely an immediate phenomenon, officers rely heavily on NCOs to monitor, evaluate, and recommend action regarding the climate. An example would be the surveys that Human Affairs NCOs and CPLs regularly administer to cadet recruits during Challenge Week.

An officer’s broader and future-looking responsibilities also require him or her to shape the proper organizational culture which is a longer lasting and more complex set of shared experiences than climate. Culture consists of shared attitudes, values, goals, and practices that characterize the larger institution over time. It is deeply rooted in long-held beliefs customs, and practices. Officers use culture to let people know they are part of something bigger than just themselves.⁵¹

There are three different levels of culture. Artifacts are what individuals can see on the surface. Shared values are the significant values, morals, and beliefs claimed to be especially important by leaders in the organization. Basic assumptions are how situations

50 William Cohen, *The Stuff of Heroes*, (Atlanta, GA: Longstreet, 1998), 175-176.

51 Kristina Ricketts, “Understanding Your Organization’s Culture,” University of Kentucky, available <http://www2.ca.uky.edu/agcomm/pubs/cld2/cld21/cld21.pdf>.

or problems within the organization are treated after repetition.⁵²

Typical artifacts in a cadet company include spirit banners, the appearance of the barracks in general and individual rooms in particular, personal appearance of individual cadets as well as the collective appearance of unit formations, announcements and cadences, and unit mottoes and symbols. Officers should make sure that the artifacts in their organization are professional, positive, inclusive, and encouraging.

The core values of The Citadel are honor, duty, and respect, but officers must also be aware of competing values held at the unit and individual levels. In cases of conflict, the officer must remember that his or her commission requires serving the interests and values of the source of the commission, which is The Citadel. Because of the social realities of peer pressure, friendships, and barracks living, this is no easy task. The cadet officer must mentally prepare him- or herself for this challenge and understand the difference between a moral temptation and an ethical dilemma. Every cadet officer will have the chance to feel “the loneliness of command,” and to exercise the moral courage and strength of character to rise to the occasion.

The prescribed methods of dealing with most of the situations and problems a cadet officer routinely encounters are found in the Blue Book and White Book. These documents provide the transparency, consistency, and predictability that mark a culture that defers to “the rule of law” rather than “the rule of man.” Officers need to avoid bureaucratic management in dealing with personal situations, but they also need to create an environment in which the organization’s members have shared expectations of similar treatment in similar situations.

52 Ibid

4.3 Collective resiliency. Studies show that when faced with serious adversity, people generally fall into three categories: “those who were permanently dispirited by the event, those who got their life back to normal, and those who used the experience as a defining event that made them stronger.”⁵³ Resiliency is what allows people to be in this third category. It is the elasticity, durability, and adaptability that make it possible to recover quickly from change, hardship, or misfortune, and to interpret setbacks as temporary and local. But resiliency is more than just “toughing it out.” Resilient people show an openness to learning that allows them to grow from disappointment as well as success.⁵⁴ A student who receives a poor grade on a paper shows resiliency by meeting with the professor, receiving the professor’s feedback with a positive attitude, and incorporating this new learning into his or her next assignment. A combat unit that suffers heavy losses in an engagement shows resiliency by establishing security, treating the wounded, reestablishing the chain of command, redistributing ammunition, and preparing for a counterattack. While NCOs concentrate on the resiliency of individual cadets, officers focus on unit resiliency.

To do so, officers seek to establish what George Everly calls a “culture of resilience” which manifests itself as a form of “psychological immunity” to, or the ability to rebound from, the untoward effects of adversity. By their leadership, officers can “tip” the organization in the direction of resilience and serve as catalysts to increase group cohesion and dedication to the “mission.” They do this by demonstrating optimism, decisiveness, integrity, and open communications.

53 Collins, 82.

54 Mary Lynn Pulley and Michael Wakefield. *Building Resiliency: How to Thrive in Times of Change*, (Greensboro, NC: Center for Creative Leadership, 2001), 7.

Officers contribute to unit resiliency in a number of ways. First, they must understand that people prosper from success. They seek to create an environment in which the unit members experience success, especially early in their cadet careers. They build on this base by helping cadets then achieve success in tasks of increasing difficulty and overall complexity. Second, officers must understand that people learn while observing others. They should assign new or developing personnel to successful workgroups to let them experience “vicarious success.” Everly argues that simply being a member in successful, or elite groups, may create a self-fulfilling prophecy. Third, officers must provide encouragement, support, and mentoring. Research suggests that the single most powerful predictor of human resilience is interpersonal support. Officers ensure their cadets understand the availability and use the support of tutors, human affairs teams, the chain of command, company mates, and campus resources such as the Chaplain, CARE, and the Academic Support Center. Finally, officers make available basic training in how to manage personal stress. Sometimes this is as simple as encouraging a cadet to go for a run or take a weekend or overnight, but in more complicated cases, the officer refers the cadet to the appropriate expert resource such as CADIC or the Counseling Center.⁵⁵

55 George Everly, “Building a Resilient Organizational Culture,” *Harvard Business Review*, available at <https://hbr.org/2011/06/building-a-resilient-organizat>.

CHAPTER 5

Specific Duty Position Missions and Responsibilities

Regimental Commander. The mission of the Regimental Commander is to create and sustain an organizational climate based on The Citadel core values that optimizes the ability of each cadet in the corps to develop as a principled leader in the academic, military, moral-ethical, and physical effectiveness pillars.

Specific responsibilities include:

- Assume the holistic responsibility for everything in the unit that is inherent in command.
- Directly supervise the Regimental Executive Officer (XO), battalion commanders, and Regimental Command Sergeant Major (CSM). Ensure each is trained on the contents of *The Citadel Training Manual*.
- Be prepared to directly supervise other special officers such as academic, athletic, and human affairs based on the specific situation, but routinely supervise them indirectly through the XO.
- Assess unit training readiness using the METL process.
- Plan, prepare, execute, and assess all collective training events including unit inspections, ESP, unit PT, drill and parades, and Challenge Week.
- Lead the process of developing, communicating, and implementing the unit vision.
- Provide the commander's intent for each mission and approve all plans.

- Administer the commander-level responsibilities for the regimental staff for the discipline system, leaves and passes, and other administrative actions specified in the Blue Book. This task may be delegated to the XO.
- Receive and act on guidance from the Commandant of Cadets and keep him or her informed about general trends involving cadet training, leader development, discipline, morale, health and welfare, concerns, suggestions, problems, and safety as well as specific Commander's Critical Information Requirements (CCIR).

Regimental Executive Officer. The mission of the Regimental Executive Officer is to plan, coordinate, and execute the logistical and administrative support necessary to ensure all corps missions are properly resourced, synchronized, and managed and to exercise control over all corps activities to ensure they are executed in accordance with the commander's intent.

Specific responsibilities include:

- Serve as second-in-the command of the corps and assume command in the Regimental Commander's absence.
- Directly supervise the staff officers on the regimental staff
- Be the commander's action officer for training meetings.
- Coordinate with Battalion Executive Officers to facilitate mission accomplishment.
- Receive and act on guidance from the Assistant Commandant for Leadership Programs and keep him or her informed about matters involving the regimental staff and general logistical and administrative matters.

Regimental Academic Officer. The mission of the Regimental Academic Officer is to assist the regimental commander in establishing, maintaining, and monitoring an organizational climate that optimizes the ability of each cadet in the corps to excel in the academic pillar.

Specific responsibilities include:

- Ensure all academic officers are properly trained and coordinate with Battalion Academic Officers to facilitate mission accomplishment.
- Establish and maintain liaison with campus academic offices such as the Academic Support Center, Career Center, and Library.
- Receive and act on guidance from the Associate Provost for Academic Affairs and keep him or her informed about matters involving corps performance in the academic pillar.
- Perform academic officer duties for members of the regimental staff such as those relating to class absences and academic counseling and keep the Regimental Staff TAC informed of trends and specific issues.

Regimental Activities Officer. The mission of the Regimental Activities Officer is to assist the Regimental Commander in establishing, maintaining, and monitoring an organizational climate that optimizes corps morale and school spirit, provides experiential learning opportunities that characterize “fun with a purpose,” and ensures continuity of traditional cadet activity programs.

Specific responsibilities include:

- Directly supervise the Regimental Activities NCO.

- Ensure all activities officers are properly trained and coordinate with Battalion Activities Officers to facilitate mission accomplishment.
- Establish and maintain liaison with campus support offices such as the Athletic Department, Band, cheer-leading squad, class and club officers, and Facilities & Engineering.
- Receive and act on guidance from the Director, Cadet Activities and keep him or her informed about matters involving corps spirit, morale, and entertainment desires.
- Assist the Director, Cadet Activities with disseminating information about and facilitating blood drives.
- Organize and lead the Short Gray Line.
- Work with the Director, Cadet Activities to plan and execute Pizza Night and Beach Day during Challenge Week, pep rallies, the annual talent show, the ring presentation ceremony, and other cadet activity events.

Regimental Adjutant. The mission of the Regimental Adjutant is to assist the Regimental Commander by supervising and coordinating the unit's personnel and administration systems.

Specific responsibilities include:

- Directly supervise the Regimental Administrative Clerks and ensures all admin clerks are properly trained.
- Call the corps to attention during corps assemblies such as Greater Issues speeches.
- Issue commands to seat and release the corps and make announcements in the mess hall.

- Establish and maintain liaison with campus offices and officials effecting personnel matters such as the Infirmary, the Registrar, and the Sergeant Major of the Commandant Department.
- Compile and validate the Strength and Status, Muster, and other accountability reports and submit them to the Sergeant Major of the Commandant Department.
- Work with the Rank Boards Coordinator in the Office of the Assistant Commandant for Leadership Programs to facilitate regimental boards and publication of Tables of Organization

Regimental Athletic Officer. The mission of the Regimental Athletic Officer is to assist the Regimental Commander in establishing, maintaining, and monitoring an organizational climate that optimizes the ability of each cadet in the regiment to excel in the physical effectiveness pillar.

Specific responsibilities include:

- Directly supervise the Regimental Athletic NCO.
- Ensure all athletic officers are properly trained and coordinate with Battalion Athletic Officers to facilitate mission accomplishment.
- Establish and maintain liaison with campus athletic offices such as the Athletic Department, Deas Hall, and Grounds.
- Receive and act on guidance from the Assistant Commandant for Operations and Training and keep him or her informed about matters involving corps performance in the athletic pillar.
- Develop and disseminate the schedule, terrain management, and guidance for regimental PT.

- Assist the Assistant Commandant for Operations and Training in the conduct of CPFT, weigh-ins, Corps Competition/Field Day, the Gauntlet, and other events.
- Serve as the Regimental Commander's action officer for Spirit Runs.
- Perform athletic officer duties for members of the regimental staff such as those relating to athletic counseling and keep the Regimental Staff TAC informed of trends and specific issues.

Regimental Human Affairs Officer. The mission of the Regimental Human Affairs Officer is to assist the Regimental Commander in establishing, maintaining, and monitoring an organizational climate that is based on The Citadel core value of respect and to-- with the TAC, the chain of command, other members of the Human Affairs Team, and other campus resources-- ensure each individual cadet receives the care and support required by applicable laws, regulations, and principled leadership in areas involving equal treatment and personal crisis.

Specific responsibilities include:

- Directly supervise the Regimental HA NCO.
- Ensure all human affairs teams are properly trained and coordinate with Battalion Human Affairs Officers to facilitate mission accomplishment.
- Establish and maintain liaison with campus support offices such as CARE, CCC, Chaplain, and Ombudsperson.
- Receive and act on guidance from the Director, CARE and keep him or her informed about matters involving the corps human affairs climate.

- Understand and comply with various laws and policies about reporting, confidentiality, and regulatory procedures.

Regimental Information Technology Services Officer. The mission of the Regimental Informational Technology Services Officer is to assist the Regimental Commander in meeting the needs of the South Carolina Corps of Cadets to have access to and to use responsibly information technology.

Specific responsibilities include:

- Ensure all Battalion ITS Officers are properly trained and coordinate with them to facilitate mission accomplishment, to include the proper operation of battalion computer labs.
- Receive and act on guidance from the Chief Information Officer, ITS and his or her staff and keep them informed about matters involving the corps information technology issues.
- Establish and execute a training program that ensures cadets are trained on the Citadel computer usage policy, to include the responsible use of social media.
- Establish unity of effort with the Regimental Public Affairs Officer concerning cadet social media use.

Regimental Operations Officer. The mission of the Regimental Operations Officer is to assist the Regimental Commander in planning, preparation, executing, and assessing corps operations.

Specific responsibilities include:

- Directly supervise the Regimental Operations NCO.
- Indirectly supervises the Regimental Operations Clerks.

- Coordinates with Battalion Operations Officers to facilitate mission accomplishment. Ensure each is trained on the contents of *How to Train at The Citadel*, to include the METL process.
- Receive and act on guidance from the Assistant Commandant for Operations and Training and keep him or her informed about matters involving corps operations.
- Publish and disseminate orders as directed by the Regimental Commander and XO.
- Ensure the regiment meets the requirements on the Regimental Training Schedule.

Regimental Provost Marshal. The mission of the Regimental Provost Marshal is to assist the Regimental Commander in matters concerning safety, physical security and crime prevention, guard, traffic and parking, and the maintenance of good order and discipline.

Specific responsibilities include:

- Directly supervise the Regimental Provost NCO.
- Ensure all Battalion Provost Officers are properly trained and coordinate with them to ensure mission accomplishment.
- Receive and act on guidance from the Sergeant Major of the Commandant. Department and keep him or her informed about matters involving provost operations.
- Establish and maintain liaison with campus support offices such as Public Safety, Facilities & Engineering, and the Sergeant Major of the Commandant Department.
- Register cadet vehicles, assign cadet parking spaces,

and issue decals. Regularly patrol cadet parking areas to ensure compliance with regulations.

- Assist the Regimental Commander in planning and executing health and welfare inspections.
- Be prepared to assist TACs in gathering cadets selected for urinalysis.
- Publish the schedule for units responsible for OD/JOD and Lesesne and Hagood Gate Guard duty and supervise the execution of performance of those duties.
- Serve as the Regimental Safety Officer and Fire Marshall. Complete Risk Management Assessments under the direction of the Regimental Commander and fire drills under the direction of the Assistant Commandant for Operations and Training.

Regimental Public Affairs Officer. The mission of the Regimental Public Affairs Officer is to assist the Regimental Commander in helping others to understand the achievements, cadets, and mission of the South Carolina Corps of Cadets and to heighten the image and enhance the reputation of SCCC.

Specific responsibilities include:

- Assist the Regimental Commander with preparations for public appearances, speeches, and other strategic communications.
- Receive and act on guidance from the Vice President, Communications and Marketing and his or her staff and keep them informed about matters involving public affairs operations.
- Serve as an auxiliary member of the *Brigadier* and *Sphinx* staffs and support both publications with a regular supply of articles, photographs, and ideas.

- Establish and maintain liaison with campus offices that have public affairs interests such as the Advisor of the *Brigadier* and *Sphinx*, the Office of the President, and the Athletic Department.
- As directed, organize, assign, and supervise presidential aides, usher details, and media escorts for key events.
- Establish unity of effort with the Regimental Recruiting Officer.
- Establish unity of effort with the Regimental ITS Officer concerning cadet social media use.

Regimental Recruiting Officer. The mission of the Regimental Recruiting Officer is to assist the Regimental Commander to support Office of Admissions' efforts to attract and inform applicants.

Specific responsibilities include:

- Receive and act on guidance from the Director of Admissions and keep him informed about matters involving cadet recruiting operations.
- Ensure all Battalion Recruiting NCOs are properly trained and coordinate with them to ensure mission accomplishment.
- Establish and maintain liaison with campus offices that have recruiting interests such as the Vice President, Communications and Marketing; the Office of the Commandant; Citadel Success Institute; the Office of the President; and the Athletic Department.
- Work with the Director of Admissions to plan and execute admissions-related events such as the Pre-knob Overnight Visit program, Matriculation Day in-processing, and individual visits and campus tours.

- Establish unity of effort with the Regimental Public Affairs Officer.
- Establish unity of effort with the Regimental ITS Officer concerning cadet social media use.

Regimental Religious Officer. The mission of the Regimental Religious Officer is to assist the Regimental Commander in establishing, maintaining, and monitoring an organizational climate that optimizes the ability of each cadet in the regiment to practice their religious “free exercise” rights according to their faith and conscience and to excel in the moral-ethical pillar.

Specific responsibilities include:

- Ensure all Battalion Religious Officers are properly trained and coordinate with them to facilitate mission accomplishment.
- Establish and maintain liaison with campus ministries and other religious and moral-ethical offices such as the Chaplain and the Krause Center.
- Receive and act on guidance from the Commandant Department Chaplain and keep him or her informed about matters involving religious support to the corps.
- Inform the Regimental Commander and Operations Officer about key religious holidays, holy days, and events and make recommendations about their operational impact.
- Be a resource to cadets seeking general counsel on religious, moral-ethical, and spiritual matters and refer them to more specific resources as required.

Regimental Supply Officer. The mission of the Regimental Supply Officer is to assist the Regimental Commander in matters concerning supply, logistics, and maintenance and accountability of equipment.

Specific responsibilities include:

- Directly supervise the Regimental Supply NCO.
- Ensure all Battalion Supply Officers are properly trained and coordinate with them to ensure mission accomplishment.
- Receive and act on guidance from the Assistant Commandant for Operations and Training and keep him or her informed about matters involving supply operations.
- Establish and maintain liaison with campus support offices such as Aramark, Central Supply, Facilities & Engineering, the Cadet Store, and the Book Store.
- Chair the mess council.
- Supervise Mess Hall operations to include assigning blocks of tables to battalions.
- Supervise the initiation and processing of Over, Short, and Damage Reports.
- Supervise the corps recycling program.

Battalion Commander. The mission of the Battalion Commander is to create and sustain an organizational climate based on The Citadel core values that optimizes the ability of each cadet in the battalion to develop as a principled leader in the academic, military, moral-ethical, and physical effectiveness pillars.

Specific responsibilities include:

- Assume the holistic responsibility for everything in the unit that is inherent in command.
- Directly supervise the Battalion Executive Officer (XO), battalion commanders, and Battalion Command Sergeant Major (CSM).
- Be prepared to directly supervise other special officers such as academic, athletic, and human affairs based on the specific situation, but routinely supervise them indirectly through the XO.
- Assess unit training readiness using the METL process.
- Plan, prepare, execute, and assess all collective training events including unit inspections, ESP, unit PT, drill and parades, and Challenge Week.
- Lead the process of developing, communicating, and implementing the unit vision.
- Provide the commander's intent for each mission and approve all plans.
- Administer the commander-level responsibilities for the battalion staff for the discipline system, leaves and passes, and other administrative actions specified in the Blue Book. This task may be delegated to the XO.
- Receive and act on guidance from the Battalion TAC and keep him or her informed about general trends involving cadet training, leader development, discipline, morale, health and welfare, concerns, suggestions, problems, and safety as well as specific Commander's Critical Information Requirements (CCIR).

Battalion Executive Officer. The mission of the Battalion Executive Officer is to plan, coordinate, and execute the logistical and administrative support necessary to ensure all corps missions are properly resourced, synchronized, and managed and to exercise control over all corps activities to ensure they are executed in accordance with the commander's intent.

Specific responsibilities include:

- Serve as second-in-the command of the corps and assume command in the Battalion Commander's absence.
- Directly supervise the staff officers on the battalion staff
- Be the commander's action officer for training meetings.
- Coordinate with Company Executive Officers to facilitate mission accomplishment.
- Keep the Regimental Executive Officer informed about general logistical and administrative matters in the battalion.

Battalion Academic Officer. The mission of the Battalion Academic Officer is to assist the Battalion Commander in establishing, maintaining, and monitoring an organizational climate that optimizes the ability of each cadet in the battalion to excel in the academic pillar.

Specific responsibilities include:

- Ensure all Company Academic Officers are properly trained and coordinate with Company Academic Officers to facilitate mission accomplishment.
- Establish and maintain liaison with campus academic offices such as the Academic Support Center, Career Center, and Library.

- Receive and act on guidance from the Regimental Academic Officer and keep him or her informed about matters involving battalion performance in the academic pillar.
- Perform academic officer duties for members of the battalion staff such as those relating to class absences and academic counseling and keep the Battalion TAC informed of trends and specific issues.

Battalion Activities Officer. The mission of the Battalion Activities Officer is to assist the Battalion Commander in establishing, maintaining, and monitoring an organizational climate that optimizes battalion morale and school spirit, provides experiential learning opportunities that characterize “fun with a purpose,” and ensures continuity of traditional cadet activity programs.

Specific responsibilities include:

- Establish and maintain liaison with campus support offices such as the Athletic Department, Band, cheer-leading squad, class and club officers, and Facilities & Engineering.
- Receive and act on guidance from the Regimental Activities Officer and keep him informed about matters involving battalion spirit, morale, and entertainment desires.
- Disseminate information about, facilitate, and monitor battalion participation in blood drives.
- Be a member of the Short Gray Line.
- Along with the other activities officers, work with the Director, Cadet Activities to plan and execute Pizza Night and Beach Day during Challenge Week, pep rallies, the annual talent show, the ring presentation ceremony, and other cadet activity events.

Battalion Adjutant. The mission of the Battalion Adjutant is to assist the Battalion Commander by supervising and coordinating the unit's personnel and administration systems.

Specific responsibilities include:

- Receive and act on guidance from the Regimental Adjutant and keep him informed about matters involving personnel and administration in the battalion.
- Directly supervise the Battalion Administrative Clerks and ensures all admin clerks are properly trained.
- Establish and maintain liaison with campus offices and officials effecting personnel matters such as the Infirmary, the Registrar, and the Sergeant Major of the Commandant Department.
- Compile and validate the Strength and Status, Muster, and other accountability reports and submit them through the Regimental Adjutant to the Sergeant Major of the Commandant Department.
- Work with the Battalion TAC to facilitate battalion rank boards and publication of Tables of Organization

Battalion Athletic Officer. The mission of the Battalion Athletic Officer is to assist the Battalion Commander in establishing, maintaining, and monitoring an organizational climate that optimizes the ability of each cadet in the battalion to excel in the physical effectiveness pillar.

Specific responsibilities include:

- Ensure all Company Athletic Officers are properly trained and coordinate with Company Athletic Officers to facilitate mission accomplishment.
- Establish and maintain liaison with campus athletic offices such as the Athletic Department, Deas Hall, and Grounds.

- Receive and act on guidance from the Regimental Athletic officer and keep him or her informed about matters involving battalion performance in the physical pillar.
- Disseminate the schedule, terrain management, and guidance for company PT based on the regimental plan and guidance from the Battalion Commander. Assess company execution on behalf of the Battalion Commander.
- Along with the other athletic officers, work with the Assistant Commandant for Operations and Training in the conduct of CPFT, weigh-ins, Corps Competition/Field Day, the Gauntlet, and other events.
- Serve as the Battalion Commander's action officer for Spirit Runs.
- Perform athletic officer duties for members of the battalion staff such as those relating to athletic counseling and keep the Battalion TAC informed of trends and specific issues.

Battalion Human Affairs Officer. The mission of the Battalion Human Affairs Officer is to assist the Battalion Commander in establishing, maintaining, and monitoring an organizational climate that is based on The Citadel core value of respect and to-- with the TAC, the chain of command, other members of the Human Affairs Team, and other campus resources-- ensure each individual cadet receives the care and support required by applicable laws, regulations, and principled leadership in areas involving equal treatment and personal crisis.

Specific responsibilities include:

- Ensure all company human affairs teams are properly trained and coordinate with Company Human Affairs Officers to facilitate mission accomplishment.

- Establish and maintain liaison with campus support offices such as CARE, CCC, Chaplain, and Ombudsperson.
- Receive and act on guidance from the Regimental Human Affairs Officer and keep him or her informed about matters involving the battalion human affairs climate.
- Understand and comply with various laws and policies about reporting, confidentiality, and regulatory procedures.
- Develop a means of continually assessing the social, interpersonal, and relational aspects of the organizational climate within the battalion and its development within the core value of respect, and keep the Battalion TAC and Battalion Commander informed of trends, developments, and issues.

Battalion Information Technology Services Officer. The mission of the Battalion Informational Technology Services Officer is to assist the Battalion Commander in meeting the needs of the South Carolina Corps of Cadets to have access to and to use responsibly information technology.

Specific responsibilities include:

- Ensure all members of the battalion are aware of Citadel policies for computer use including:
 - o Memo 3-2 Computer and Networking Use Policy
 - o Memo 3-3 Computing Resources Security Policy
 - o Memo 3-4 Access to Electronic Mail Services
 - o Memo 3-5 Appropriate Use of Mass Email
 - o Memo 3-6 Electronic Information Security Policy

- Act as interface between ITS and the battalion and its cadets for all matters concerning the computer lab and the computer network.
- Maintain the battalion computer lab and periodically monitor its use to ensure appropriate policies are being adhered to.
- Receive and act on guidance from the Regimental ITS Officer and keep him or her informed about matters involving the corps information technology issues.
- Ensure cadets are properly trained on the responsible use of social media and establish unity of effort with the Battalion Public Affairs Officer concerning cadet social media use.
- Develop a means of continually assessing the information technology requirements, use, and support within the battalion and keep the Battalion TAC and Battalion Commander informed of trends, developments, and issues.

Battalion Operations Officer. The mission of the Battalion Operations Officer is to assist the Battalion Commander in planning, preparation, executing, and assessing battalion operations.

Specific responsibilities include:

- Coordinate with Company Executive Officers to facilitate mission accomplishment. Ensure each is trained on the contents of *How to Train at The Citadel*, to include the METL process.
- Receive and act on guidance from the Regimental Operations Officer and BN TAC and keep them informed about matters involving corps operations.
- Publish and disseminate orders as directed by the Battalion Commander and XO.

- Ensure the battalion meets the requirements on the Regimental Training Schedule.

Battalion Provost Marshal. The mission of the Battalion Provost Marshal is to assist the Battalion Commander in matters concerning safety, physical security and crime prevention, guard, traffic and parking, and the maintenance of good order and discipline.

Specific responsibilities include:

- Ensure all Battalion Executive Officers are properly trained on provost matters and coordinate with them to ensure mission accomplishment.
- Receive and act on guidance from the Regimental Provost Marshal and BN TAC and keep them informed about matters involving provost operations.
- Establish and maintain liaison with campus support offices such as Public Safety, Facilities & Engineering, and the Sergeant Major of the Commandant Department.
- Assist the Regimental Provost in registering cadet vehicles, assigning cadet parking spaces, and issuing decals. Regularly patrol cadet parking areas to ensure compliance with regulations.
- Assist the Battalion Commander in planning and executing health and welfare inspections.
- Provide trained road guards at the request of the Regimental Provost and supervise the performance of their duties.
- Be prepared to assist TACs in gathering cadets selected for urinalysis.
- Publish the schedule for units responsible for battalion guard duty and supervise the execution of those duties.

- Serve as the Battalion Safety Officer and Fire Marshall. Complete Risk Management Assessments under the direction of and fire drills under the direction of the Battalion Commander and the BN TAC.

Battalion Religious Officer. The mission of the Battalion Religious Officer is to assist the Battalion Commander in establishing, maintaining, and monitoring an organizational climate that optimizes the ability of each cadet in the battalion to practice their religious “free exercise” rights according to their faith and conscience and to excel in the moral-ethical pillar.

Specific responsibilities include:

- Establish and maintain liaison with campus ministries and other religious and moral-ethical offices such as the Chaplain and the Krause Center.
- Receive and act on guidance from the Regimental Religious Officer and Battalion TAC and keep them informed about matters involving religious support to the battalion.
- Inform the Battalion Commander and Operations Officer about key religious holidays, holy days, and events and make recommendations about their operational impact.
- Be a resource to cadets seeking general counsel on religious, moral-ethical, and spiritual matters and refer them to more specific resources as required.
- Familiarize knobs with religious programs as part of Challenge Week orientation.

Battalion Supply Officer. The mission of the Battalion Supply Officer is to assist the Battalion Commander in matters concerning supply, logistics, and maintenance and accountability of equipment.

Specific responsibilities include:

- Directly supervise the Battalion Supply NCO.
- Ensure all Company Supply NCOs are properly trained and coordinate with them to ensure mission accomplishment.
- Receive and act on guidance from the Regimental Supply Officer and BN TAC and keep them informed about matters involving supply operations.
- Establish and maintain liaison with campus support offices such as Aramark, Central Supply, Facilities & Engineering, the Cadet Store, and the Book Store.
- Serve as a member the mess council.
- Supervise battalion Mess Hall operations to include assigning blocks of tables to companies.
- Supervise the initiation and processing of Over, Short, and Damage Reports.
- Supervise the battalion recycling program.
- Periodically inspect Company Supply Rooms to ensure compliance with regulations and policies.

Company Commander. The mission of the Company Commander is to create and sustain an organizational climate based on The Citadel core values that optimizes the ability of each cadet in the company to develop as a principled leader in the academic, military, moral-ethical, and physical effectiveness pillars.

Specific responsibilities include:

- Inherent in command is the holistic responsibility for everything in the unit.

- Directly supervise the XO, platoon leaders, and 1SG.
- Be prepared to directly supervise other special officers such as academic, athletic, and human affairs based on the specific situation, but routinely supervise them indirectly through the XO.
- Assess unit training readiness using the METL process.
- Plan, prepare, execute, and assess all collective training events including unit inspections, ESP, unit PT, drill and parades, and Challenge Week.
- Lead the process of developing, communicating, and implementing the unit vision.
- Provide the commander's intent for each mission and approve all plans.
- Administer the company commander-level responsibilities for the discipline system, leaves and passes, and other administrative actions specified in the Blue Book. This task may be delegated to the XO.
- Receive and act on guidance from the Company TAC and keep him or her informed about matters involving cadet training, leader development, discipline, morale, health and welfare, concerns, suggestions, problems, and safety.

Company Executive Officer. The mission of the Company Executive Officer is to plan, coordinate, and execute the logistical and administrative support necessary to ensure all company missions are properly resourced, synchronized, and managed and to exercise control over all company activities to ensure they are executed in accordance with the commander's intent.

Specific responsibilities include:

- Serve as second-in-the command of the company and assume command in the commander's absence.
- Directly supervise the Academic Officer, Athletic Officer, Human Affairs Officer, Supply Sergeant, and R & D Sergeant.
- Be the commander's action officer for company training meetings.
- Be the commander's action officer for company duty teams.

Company Academic Officer. The mission of the Academic Officer is to assist the Company Commander in establishing, maintaining, and monitoring an organizational climate that optimizes the ability of each cadet in the company to excel in the academic pillar.

Specific responsibilities include:

- Assist the chain of command in maintaining the proper ESP environment.
- Establish and maintain liaison with the Company Academic Advisor.
- Establish and maintain liaison with campus academic offices such as the Academic Support Center, Career Center, and Library.
- Receive and act on guidance from the Company TAC, Company Commander, and Battalion Academic Officer and keep them informed about matters involving company performance in the academic pillar.
- Perform prescribed duties relating to class absences, academic incentives, and academic counseling, and keep the Company TAC informed of trends and specific issues.
- Administer the Company Tutor Program.

Company Athletic Officer. The mission of the Athletic Officer is to assist the Company Commander in establishing, maintaining, and monitoring an organizational climate that optimizes the ability of each cadet in the company to excel in the physical effectiveness pillar.

Specific responsibilities include:

- Ensure all personnel designated to lead company PT are properly trained.
- Establish and maintain liaison with campus athletic offices such as the Athletic Department, Deas Hall, and Grounds.
- Receive and act on guidance from the Company TAC, Company Commander, and Battalion Athletic Officer and keep them informed about matters involving battalion performance in the physical pillar.
- Develop and disseminate the company PT based on the regimental plan and guidance from the Company Commander. Assess company execution on behalf of the Company Commander.
- Along with the other athletic officers, work with the Assistant Commandant for Operations and Training in the conduct of CPFT, weigh-ins, Corps Competition/Field Day, the Gauntlet, and other events.
- Administer the company's intramural program.
- Ensure company CPFT graders are properly trained.
- Serve as the Company Commander's action officer for Spirit Runs.
- Perform prescribed duties relating to athletic counseling and keep the Company TAC informed of trends and specific issues.

Company Human Affairs Officer. The mission of the Human Affairs Officer is to assist the Company Commander in establishing, maintaining, and monitoring an organizational climate that is based on The Citadel core value of respect and to-- with the TAC, the chain of command, other members of the Human Affairs Team, CARE, and other campus resources-- ensure each individual cadet receives the care and support required by applicable laws, regulations, and principled leadership in areas involving equal treatment and personal crisis. He or she directly supervises the HA NCO and indirectly supervises the HA CPL. Because of the sensitivity of his or her responsibilities, the HA Officer must be aware of and comply with various laws and policies about reporting, confidentiality, and regulatory procedures.

Specific responsibilities include:

- Ensure the company human affairs team is properly trained and coordinate with the Battalion Human Affairs Officers to facilitate mission accomplishment.
- Establish and maintain liaison with campus support offices such as CARE, CCC, Chaplain, and Ombudsperson.
- Receive and act on guidance from the Company TAC, Company Commander, and Battalion Human Affairs Officer and keep them informed about matters and trends involving the company human affairs climate.
- Understand and comply with various laws and policies about reporting, confidentiality, and regulatory procedures.
- Develop a means of continually assessing the social, interpersonal, and relational aspects of the organizational climate within the company and its development within the core value of respect, and keep the Company TAC and Company Commander informed of trends, developments, and issues.

- Ensure the company human affairs team physically escorts knobs who are resigning or separated through the out-processing process or completes the *in absentia* process on their behalves.

Platoon Leader. The mission of the platoon leader is to create and sustain an organizational climate based on The Citadel core values that optimizes the ability of each cadet to individually succeed in all four pillars.

Specific responsibilities include:

- Directly supervise the Platoon Sergeant and indirectly supervise the Squad Leaders
- Assess unit training readiness using the METL process.
- Plan, prepare, execute, and assess all collective training events including unit inspections, ESP, and unit PT.
- Align platoon actions with the Company Commander's vision and intent.
- Develop platoon level plans and orders to execute all specified and implied missions, including those requiring individual platoon members to complete an action.
- Receive and act on guidance from the Company Commander and keep him or her informed about matters involving cadet training, leader development, discipline, morale, health and welfare, concerns, suggestions, problems, and safety.

CHAPTER 6

Selected Duty Position Certifications

According to the train-the-trainer concept and the fundamentals of effective assessment, each officer should be certified by his or her chain of command in the performance of his or her duties.

The following are samples of this process for selected officer duty positions. They are offered as examples and are not proscriptive in nature. Nonetheless, by their use or by some other means, leaders are responsible for training and developing their subordinates and should be able to document those efforts.

Company Commander

Trained by: Battalion Commander (with help of subject matter experts)

Evaluated by: Battalion Commander, Company TAC, Battalion TAC, Commandant, Regimental Commander, Regimental XO, others designated by Company Commander/TAC

Certified by: Battalion Commander/Company TAC

Approved by: Battalion TAC

	Trained	Eval 1	Eval 2	Eval 3	Eval 4	Eval 5	Cert 1	Cert 2	Approved
Conduct mission analysis and issue co order									
Conduct co level D & C									
Supervise PLs, 1SG, XO									
Delegate effectively									
Develop and implement co training plan for academic pillar									
Develop and implement co training plan for military pillar									
Develop and implement co training plan for physical pillar									
Develop and implement co training plan for moral-ethical pillar									
Keep tac informed of company status									
Set positive organizational climate									

Company XO

Trained by: Company Commander (with help of subject matter experts)

Evaluated by: Company Commander, Compnay TAC, Battalion XO, Assistant Commandant for Discipline, others designated by Company Commander/TAC

Certified by: Company Comander

Approved by: Company TAC

	Trained	Eval 1	Eval 2	Eval 3	Eval 4	Eval 5	Cert 1	Cert 2	Approved
Keep CO informed of status of XO's actions and responsibilities									
Conduct co training support meeting									
Supervise Acad Off, Ath Off, HAO, Supply Sgt, and R &D									
Supervise co duty teams									
Maintain suspense roster and track all actions to completion									
Conduct an IPR									
Conduct an AAR									
Coordinate with bn staff and other external agencies									
Supervise conduct of LTP									
Coordinate admin/ log support of co									

Platoon Leader

Trained by: Company Commander (with help of subject matter experts)

Evaluated by: Company Commander, Company XO, Battalion Commander, Company TAC, others designated by Company Commander/TAC

Certified by: Company Commander, Battalion Commander

Approved by: Company TAC

	Trained	Eval 1	Eval 2	Eval 3	Eval 4	Eval 5	Cert 1	Cert 2	Approved
Conduct mission analysis and issue plat order									
Conduct plat level D & C									
Supervise PSG									
Conduct an AAR									
Develop and implement plat training plan for academic pillar									
Develop and implement plat training plan for military pillar									
Develop and implement plat training plan for physical pillar									
Develop and implement plat training plan for moral-ethical pillar									
Keep commander informed of platoon status									
Set positive organizational climate									

AFTERWORD

On February 23, 1778, Frederick William Baron von Steuben reported to General George Washington's winter encampment at Valley Forge and began the painstaking process of training and instilling new confidence and discipline in the demoralized Continental Army. Steuben formed a model drill company of one hundred men, transformed it into a precision unit copied throughout the ranks, and breathed new life into the army. He soon became one of Washington's most valued officers and the inspector general of the Continental Army. In this capacity, von Steuben propagated his methods throughout the Patriot forces by circulating his Blue Book, entitled Regulations for the Order and Discipline of the Troops of the United States. Included were specific instructions to the various ranks and duty positions. Below is an excerpt from his "Instructions for the Captain" that serves as an enduring guide to how an officer should approach his or her duties.

Instructions for the Captain

"A captain cannot be too careful of the company the state has committed to his charge.

He must pay the greatest attention to the health of his men, their discipline, arms, accoutrements, ammunition, clothes and necessities.

His first object should be, to gain the love of his men, by treating them with every possible kindness and humanity, enquiring into their complaints, and when well founded, seeing them redressed. He should know every man of his company by name and character. He should often visit those who are sick, speak tenderly to them, see that the public provision, whether of medicine or diet, is duly

administered, and procure them besides such comforts and conveniences as are in his power. The attachment that arises from this kind of attention to the sick and wounded, is almost inconceivable; it will moreover be the means of preserving the lives of many valuable men.

He must divide his company into four squads, placing each under the particular care of a non-commissioned officer, who is to be answerable for the dress and behavior of the men of his squad. He must be very particular in the daily and weekly inspections of his men, causing all deficiencies to be immediately supplied; and when he discovered any irregularity in the dress or conduct of any soldier, he must not only punish him, but the non-commissioned officer to whose squad he belongs....”



- **Keeping a balanced view of one's own importance**
- **Staying authentic to one's real self**
- **Acting and speaking with courage**
- **Creating trust that permits others to make and learn from mistakes**
- **Developing people and resources**

- **Keeping a balanced view of one's own importance**
- **Staying authentic to one's real self**
- **Acting and speaking with courage**
- **Creating trust that permits others to make and learn from mistakes**
- **Developing people and resources**

- **Keeping a balanced view of one's own importance**
- **Staying authentic to one's real self**
- **Acting and speaking with courage**
- **Creating trust that permits others to make and learn from mistakes**
- **Developing people and resources**



8 BEHAVIORS

OF PRINCIPLED LEADERSHIP

- Empowering others for action and decision-making
- Holding team members accountable for results
- Putting team members first



8 BEHAVIORS

OF PRINCIPLED LEADERSHIP

- Empowering others for action and decision-making
- Holding team members accountable for results
- Putting team members first



8 BEHAVIORS

OF PRINCIPLED LEADERSHIP

- Empowering others for action and decision-making
- Holding team members accountable for results
- Putting team members first

