Commandant’s Foreword

Being a TAC is one of the most crucial positions for leader development of cadets at The Citadel. The daily interaction and powerful influence TACs have with cadets cannot be overstated. There is no perfect solution or perfect procedure when you are dealing with young men and women and helping them through the challenges they face while attending an institution as unique as The Citadel. This handbook is designed to assist TACs with guidance, ideas, methods, and advice for meeting the challenge of helping cadets through their four year leadership journey here at The Citadel.

As TACs, you will be the integrators of the leader development model. You bring a wealth of knowledge and life experiences that will benefit your cadets. By your being accessible, approachable, and visible, cadets will take the opportunity to learn from your knowledge and experiences, thus helping them through the numerous challenges they will face, not only here at The Citadel, but also in life. This handbook is a resource that is intended to be a living document; one we all can use as we continue to evolve in our leader development model at The Citadel.

Our responsibility is to shape the next generation of leaders; to train our replacements. It is my intention that this handbook assist with helping the network of TACs be the best and most powerful integration team on the campus, but more importantly to help us all achieve success in developing the principled leaders of the future.

Geno Paluso
CAPT, U.S. Navy (Retired)
Commandant of Cadets
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CHAPTER 1
The Role of the TAC

Much has changed about the role of the TAC over The Citadel’s history. The position has grown from an additional duty of ROTC cadre with a focus on discipline and administration to a full-time student affairs position with an emphasis on leader development. Your military and perhaps collegiate experience will provide you a useful frame of reference and many transferrable skills in approaching your TAC duties, but they do not exclusively define the expectations of a TAC in today’s Citadel environment.

a. **Duty Description.** BN TACs, CO TACs, and TAC NCOs all have slightly different emphases in their duties, but the Cadet Leader Development Program AY 2017-2018 (page 10) describes their overall mission as to “function at the center of cadet life to help students develop individually as leaders and to collectively conduct the daily business of the SCCC.”

b. **T-A-C.** “TAC” stands for “teach, advise, and coach.”

The “teach” in “TAC” also encompasses “train.” Teaching involves delivering information in an understandable manner. After the information has been taught, training involves performance through repetition of the task. Training is standards-based and performance-oriented (CTM, 12). TACs both teach and train.

To “advise” is “to offer suggestions about the best course of action to someone.” When TACs advise, they are often acting as mentors to the cadets. Mentoring is “the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is
characterized by mutual trust and respect.” It affects both personal and professional development, and usually occurs over a substantive period of time on a personal level (CTM, 28).

“Coach” refers to the function of helping someone through a set of tasks or with general qualities. It relies primarily on teaching and guiding to bring out and enhance the capabilities already present. Those being coached may or may not presently appreciate their potential. When the TAC coaches, he helps cadets understand their current level of performance and guides them how to reach the next level of knowledge and skill (CTM, 12). Such coaching often involves developmental counseling which is discussed in Chapter 6.

c. The TAC Officer and TAC NCO Team. Each battalion is assigned a TAC NCO who serves as the senior enlisted advisor to the BN TAC and focuses primarily on the development of the battalion’s cadet NCO training and NCO support channel. While different battalions will organize differently based on their specific situations, the majority of the daily business of the SCCC is what is traditionally considered “NCO Business” in the military, so in every battalion, the TAC NCO has both broad responsibility and authority.

For the BN TAC, the TAC NCO is a trusted advisor and an excellent means of both weighting the main effort and shoring up weaknesses. For the CO TAC, the TAC NCO is an excellent resource as a subject matter expert on NCO skills to supplement the CO TAC’s officer skills. CO TACs should be mindful that the TAC NCO receives his guidance from the BN TAC, and serves the battalion as a whole. This may limit his availability in individual companies, so CO TACs needing a refresher on NCO Business should seek
out train-the-trainer advice from the TAC NCO rather than relying on him to always be available as the direct NCO trainer in their companies.

d. **Leader Developer.** The Citadel’s mission 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” (CLDP, 3). TACs will find themselves pulled in many directions, but their primary role is that of leader developer.

e. **Integrator.** This is not to say that the entire burden of cadet leader development falls to the TAC. On the contrary, leader development is a campus-wide effort. While this abundance of support is crucial to the overall effort, the large number of resources and enormous amount of information they provide can be overwhelming to a cadet. In order to help cadets best process all of the support available to them, TACs serve as the primary integrators of the overall leadership development effort (CLDP, 10).

f. **Student Affairs Professional.** TACs are part of the campus-wide team of student affairs professionals that supports student efforts to be successful. TACs’ main student affairs contributions involve promoting quality of life, administration, and helping skills.

- TACs’ quality of life contributions center around ensuring the barracks is an environment that promotes proper health and welfare, human dignity, safety, and, to the extent possible in communal, military-style accommodations, comfort.

- TACs’ administration contributions center around issues of cadet accountability, cadet compliance with college policies and regulations, and cadet responsiveness to requests from other campus offices.
– TACs’ helping skills involve one-on-one advice, counseling, and assistance with problem-solving in all manner of cadet personal issues within the extent of the TAC’s expertise and the ability to refer cadets to other resources for those issues that exceed the TAC’s expertise.

Like any student affairs professional, the TAC should endeavor to build as broad a campus network as possible. This is particularly true with the faculty. There is a natural tendency for professors to narrowly focus on academic matters and TACs to narrowly focus on, for lack of a better word, military matters. TACs can greatly enhance their contribution as a student affairs professional by actively seeking relationships with faculty members and unity of effort with them.

g. Challenge and Support. You’ll hear it stated several ways: “The Corps runs the Corps.” “The Corps leads and commands the Corps.” “The Corps serves and leads the Corps.” The idea represented by such statements is that The Citadel operates as a leadership laboratory in which cadets are given freedom to operate within prescribed, but fairly generous, left and right limits in order to encourage them to take the necessary risks in this relatively safe environment to experiment with their developing leadership techniques. TACs remain the ultimate authority in their unit and have responsibility as Commandant’s Representatives to ensure such things as the maintenance of a positive command climate and the maintenance of good order and discipline in accordance with college policies and regulations, but they do not act as the unit commander. That responsibility is exercised by the cadet chain of command under the TAC’s auspices.
This fine line often requires more art than science but is perhaps best explained in the CLDP as “challenge and support.” This theory holds 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 individual needs to be challenged and supported appropriately through a variety of experiences. The TAC must provide such an environment (CLDP, 11; Officers’ Guide, 21-22).

TACs make extensive use of participative leadership to provide the proper combination of challenge and support. In participative leadership, leaders and subordinates share in the decision-making process. The participative leader consults with subordinates to gain their opinions and ideas about how the group or organization should proceed.

The participative leadership technique requires subordinates of acceptable expertise and motivation who are willing and able to accomplish the task but need some supervision and direction to do so. It often works well with subordinates who desire the measure of autonomy and control that comes from being involved in decision-making and structuring work.

In the participative leadership technique, the leader still remains actively involved in the execution of the task. He or she should be cognizant, however, of the trade-off between the value the leader can add by his or her participation and the diminishment of the subordinate’s sense of ownership that accompanies the leader’s more active role.

The participative leadership technique is appropriate when a task is ambiguous because it allows the leader and the
subordinates to work together to obtain clarity. The leader is able to impart to the subordinates his or her understanding of “what leads to what” and the subordinates can provide feedback about the impact at their level.

Some techniques that facilitate participative leadership include mission-type orders, confirmation briefs (5), In-Progress Reviews (IPRs) (14-15), After Action Reviews (AARs) (26-27), rehearsals (19), and closed loop systems. In parenthesis are pages of the How to Train manual that offer further discussion of the technique. Closed loop systems are discussed in the Officers’ Guide on page 26.

h. Presence. While TACs cannot be everywhere, every time, they must recognize the value that their presence adds and consciously optimize such opportunities. Being present is more than just passively being available in one’s office or observing from the gallery. It is also more than just “showing the flag.” Interactive presence provides the TAC the opportunity to connect authentically with the cadets and inspire and influence them. It allows TACs to make first-hand observations and build situational awareness of cadets as they operate in often unguarded and genuine ways. It also makes the TAC available to receive feedback, listen to concerns, and address rumors in a casual setting (Officers’ Guide, 23).

TACs should be interactively present and actively T-A-Cing at such events as formations, PT, LTP, parade practice, and known high-risk events. They should also use “management by walking around” and “sampling” to establish a presence during events such as MRI, in the mess hall, intramurals, and parades.

i. Extracurricular Opportunities. A TAC’s basic duties always take precedence, but one of the advantages of
working in a college environment and specifically at The Citadel are several extracurricular opportunities that many TACs find professionally and personally rewarding and self-actualizing. These include serving as an advisor for a club or other organization, teaching one of the LDTRS classes, adjunct teaching, and taking tuition-free graduate or undergraduate classes.

j. **TAC Ladder.** By a combination of years served and type and quality of work performed, TAC Officers and NCOs can advance from Level 1 to Level 2 to Level 3 status. Each advance is accompanied by a pay increase. TACs wishing to be considered for advancement submit an application and packet per the policy and are recommended by a board for approval by the Commandant. The Chief of Staff has staff responsibility for the TAC ladder program.
TACs should be prepared for a greater emphasis on collegiality, consensus, shared governance, dialogue, committee work, and compromise than they may have been familiar with in the military. Change occurs slowly in such an environment, and relationships are very important. TACs should do whatever they can to integrate themselves into campus life by establishing those relationships. *How Colleges Work* by Robert Birnbaum is an informative primer. A wire diagram depicting the organization of The Citadel is available at http://www.citadel.edu/root/images/human_resources/org_chart.pdf and the *College Regulations* are available at http://www.my.citadel.edu/root/images/policies/college-regulations.pdf.

**a. Department Organization.** CO TACs and the BN TAC NCO report directly to the BN TAC. TAC NCOs also align with the Sergeant Major as part of the NCO support channel. BN TACs report directly to the Commandant and coordinate laterally with Assistant Commandants and Directors. The Chief of Staff acts as both the unifier of the staff effort and the second-in-command to the Commandant.

Regardless of organizational structure, it is the Commandant’s intent for communications to be flat and for TACs in particular to build a strong, wide, and resilient network among themselves and the rest of the department, as well as the rest of the campus, to share information and offer mutual support. In small and versatile organizations like ours, there can be no information silos, turf battles, or union cards. Everyone rolls up their sleeves and works together to get the job done.
b. **Blue Book.** The Regulations for the Corp of Cadets is more commonly called the Blue Book. The Assistant Commandant for Discipline is responsible for this document and he prepares updates as needed and annually. He solicits recommendations from all sources and is also assisted by a Blue Book Committee of cadets and TACs. Annual changes are summarized in an annex and marked in red. Chapter 4 (Fourth Class System), Chapter 5 (Inspections), and Chapter 6 (Discipline) are especially important for TACs. To access the Blue Book on-line, begin at the Office of the Commandant webpage, go to Operations and Training, and then to Cadet Regulations. http://www.citadel.edu/root/cadet-regulations.

c. **White Book.** The Organizations, Functions, and Standard Operating Procedures is more commonly called the White Book. The Assistant Commandant for Operations and Training is responsible for this document. She assigns responsibility for the various chapters to fellow staff officers and NCOs based on areas of expertise and responsibility. The White Book is updated incrementally as needed, and is overdue for a holistic revision. In Chapter 1, Section 7 (4th Class Cadet Withdrawal Procedures), Section 18 (Company Duty Teams), and Section 21
(All in Inspections); Chapter 7 (Cadet Uniforms), Chapter 8 (Leaves, Passes, Incentives, and Privileges), and Chapter 9 (Room Standards) are especially important to TACs. In the case of a conflict, and there will certainly be such instances until the White Book is holistically revised, the Blue Book supersedes the White Book. To access the White Book on-line, begin at the Office of the Commandant webpage, go to Operations and Training, and then to Cadet Regulations. http://www.citadel.edu/root/cadet-regulations.

d. Cadet Leader Development Program (CLDP). The CLDP outlines The Citadel’s leader development program by describing principled leadership, the core values, the four pillars, the four stages, the eight behaviors, and the environment of challenge and support. The role of the TAC in leader development is discussed on page 10. The Executive Director of the Krause Center, through the Leadership Development Council, is responsible for the CDLP. To access the CDLP on-line, begin at the Krause Center webpage and go to Publications. http://www.citadel.edu/root/krause-center-publications.

e. Citadel Training Manual (CTM). The CTM describes the five-step Citadel Training Model (expectations, skills, feedback, consequences, and growth). The Assistant Commandant for Leadership Programs is responsible for this document. To access the CTM on-line begin at the Office of the Commandant webpage, go to Leadership Programs, and then to Reference Materials. http://www.citadel.edu/root/assistant-commandant-reference-materials.

f. How to Train at The Citadel (HTT). The HTT uses the plan, prepare, execute, and assess model to provide a “Citadelized” version of the training management procedures found in ADRP 7-0, Training Units and Developing Leaders. The Assistant Commandant for
Leadership Programs is responsible for this document. To access the HTT on-line, begin at the Office of the Commandant webpage, go to Leadership Programs, and then to Reference Materials. http://www.citadel.edu/root/assistant-commandant-reference-materials of particular interest to TACs is the discussion in Chapter 1 of the METL training assessments that cadet commanders brief to the Commandant annually.

g. **Officers’ and NCOs’ Guides.** These two documents provide practical advice, techniques, tactics, and procedures for cadet officers and NCOs to execute their responsibilities. They also include specific duty position descriptions. These guides provide much of the material used in the Officer, Sergeant, and Corporal Academies to help cadets prepare for their new duty positions. The Assistant Commandant for Leadership Programs is responsible for these documents. To access the Officers’ and NCOs’ Guides on-line, begin at the Office of the Commandant webpage, go to Leadership Programs, and then to Reference Materials. http://www.citadel.edu/root/assistant-commandant-reference-materials

h. **Guidon.** The Guidon is published annually as a source of information for fourthclass cadets. It contains three parts: general information that will help a cadet recruit become acclimated to The Citadel campus and lifestyle, required fourthclass knowledge, and practical “how to” tips on life as a knob and selected cadet tasks. It includes a fourthclass knowledge tracking log that cadre members use to record knob proficiency in “knob knowledge.” This tracking log is an excellent resource for TACs to use to gain situational awareness on that aspect of knob development. The Assistant Commandant for Leadership Programs is responsible for these documents. To access the Guidon on-line, begin at the Office of the Commandant webpage, go to
Leadership Programs, and then to Guidon. http://www.citadel.edu/root/assistant-commandant

i. **Citadel Physical Readiness Training.** The Citadel Physical Readiness Training manual parallels Army FM 7-22. To access The Citadel Physical Readiness Training manual on-line, begin at the Office of the Commandant webpage, go to Operations and Training, and then to Cadet Regulations. http://www.citadel.edu/root/cadet-regulations. The Physical Readiness Program Manager is responsible for this document. He also maintains the Physical Readiness Training webpage that can also be accessed from the Office of the Commandant webpage. http://www.citadel.edu/root/cprp-physical-readiness-training. This webpage also describes the preparation, conditioning, and other drills.

j. **Operations and Training Webpage.** The Operations and Training webpage houses materials associated with the Assistant Commandant for Operations and Training. Of particular interest to TACs are the annual training calendars and the weekly training schedules. Also on this page are the results, to include the company grade sheets, for parades. To access the Operations and Training website, begin at the Office of the Commandant webpage and then go to Operations and Training. http://www.citadel.edu/root/operations-and-training

k. **Leadership Programs Webpage.** The Leadership Programs webpage houses materials associated with the Assistant Commandant for Leadership Programs. Of particular interest to TACs are the powerpoints and other materials that support cadre, Challenge Week, LTP, and Academy instruction. Also on this page are reference materials and the archives of company METL briefs. To access the Leadership Programs website, begin at
the Office of the Commandant webpage and then go to Leadership Programs. http://www.citadel.edu/root/assistant-commandant

I. Cadet Accountability System (CAS). CAS is the primary personnel and administrative management system for cadets. Under the “Discipline” button, there are options to create and process Punishment Reports (PRs) and to track a cadet’s disciplinary record. In addition to PRs, class absences are processed through the AERW function in CAS. Under the “Cadet Record Brief” button, TACs can view a host of demographic information about cadets by accessing them as individuals or through company reports. There is also an option for TACs to make free text comments about cadet performance in each of the eight behaviors of principled leadership. Cadets submit leave requests through CAS and TACs process them there. Special orders and sign in/sign out statuses for cadets are also listed under CAS. To access CAS, log in to Lesesne Gateway and select the employee tab. Click the “go to CAS” option midway down the right side of the page. The Assistant Commandant for Discipline has staff responsibility for CAS.

m. Company Team. The Assistant Provost for Academic Affairs assigns a Faculty Advisor to each company. This position is not to be confused with the academic advisors in each academic department. The duties of the Company Faculty Advisor are only loosely defined and the program is very decentralized and personality-dependent. Therefore, it is important that the TAC take the initiative and establish a relationship and a plan for unity of effort with the Faculty Advisor. When this unity of effort can be accomplished, Faculty Advisors are outstanding resources both to help the company establish an organizational climate conducive to academic success and to assist individual cadets. Faculty Advisors also represent an excellent resource the TAC can
draw on for academic affairs subject matter expertise and to help counsel at-risk cadets. Beyond their obvious academic contributions, Faculty Advisors who attend parades, inspections, and formations become positive parts of the company dynamic and their regular presence at such events increases their recognition and approachability. The Assistant Commandant for Leadership Programs has staff responsibility within the Commandant’s Department for company teams.
CHAPTER 3:

Typical Annual Battle Rhythm

Being an academic institution, life at The Citadel follows a fairly predictable schedule of major events that repeat themselves each year. With that comes a certain ebb and flow of busy and less busy times. Looking ahead allows a TAC to better manage his or her time. There is also the systemic challenge is that the corps experiences a 25% turnover each year with trained cadets graduating and untrained ones arriving. TACs must consciously organize their time and effort to consistently operate within the band of excellence and foster continuous improvement.

1. First Semester

   a. Reconstitution. The upperclass return the Sunday that ends Challenge Week. While the knobs are at the Citadel Beach House for a class social event, the upperclass get moved in. There will always be a few surprises about who shows up and who doesn’t, but the 1SG should have rooms assigned and the supply sergeant should have keys ready to be issued as cadets arrive. Key control among cadets is not as easy as intuition might suggest, and it is hopeless unless it starts with a solid roster, so don’t undersell this.

   The furlough oporder specifies that cadets be IAW grooming and uniform standards at the muster formation. Be prepared for some non-compliance. Also be prepared for late returns and many call-ins with reports of delay. Those reports should be duly noted, but the cadet still should be counted as not-present and receive a PR, to which he can officially respond with an ERW. Left to their own devices, cadets tend to consider “en route” as present, and they must be told not to do that.
TACs must also be prepared for the return of the knobs to the barracks from the beach. This should be a “non-event” with the galleries clear of extraneous upperclass cadets and no distraction or disruption. The Human Affairs (HA) teams should simply march the knobs from the bus to their rooms, and everyone continues the mission.

Typical Reconstitution activities include getting accountability, assigning and arranging rooms, rifle draw, commander’s calls, parking decal issue, and some training.

b. Football Season. Football season typically consists of six home games, which are mandatory for cadets. There are often SMIs before home games. All TACs are required to march over to the stadium with the cadets. There will be many fans lining the march-over route and one purpose of the TAC presence is to prevent any inappropriate cadet-fan interaction. Companies begin forming up for the march-over about an hour before game time. TACs supervise both the execution of accountability and the checking for inebriated cadets or cadets in possession of alcohol at the muster formation. One TAC per battalion must be present in an on-duty status at the game for general good order and discipline and presence purposes.

c. Parents’ Weekend. Parents’ Weekend occurs in early October. The two main events are the seniors receiving their rings and the fourthclass cadets getting promoted from cadet recruit to cadet private. After Parents’ Weekend, the cadre platoon is disbanded and the platoons are reorganized to all include knobs. Other Parents’ Weekend events include a senior class dinner, an open barracks, the Kelly Cup competition, and a football game. The seniors naturally celebrate the Wednesday general leave night before they get their rings and TACs should ensure there is a plan in place to prevent any disruptions or misbehavior upon their return.
to the barracks. This is one of the known high-risk events addressed in Chapter 9. Knobs paint spirit banners and sophomores paint company boards in preparation for the open barracks and TACs should ensure these preparations do not disrupt studying and are in good taste.

d. **Mid-term Exams.** Mid-term exams and the reporting of mid-term grades occurs around the middle of October. Not all professors give mid-term exams and often the mid-term grades do not reflect a great percentage of the course’s total points. However, these grade reports do provide one means of early warning that a cadet may be having academic trouble. The TAC should work with the Cadet Academic Officer and the Company Faculty Adviser to ensure the mid-term grades are reviewed and that at-risk cadets are counseled and plans are developed to assist them. The Academic Support Center is an important resource in this process. TACs may want to consider relaxing MRIs during mid-term week to give cadets one less thing to worry about.

e. **Homecoming.** Homecoming generally occurs a few weeks after Parents’ Weekend, and is somewhat similar in level of activity. Many parents come to Homecoming, but the focus attendees are alumni, especially the ones having their five-year incremental reunions. Typical Homecoming activities include a “twilight parade” on Friday and an open barracks, Summerall Guards performance, parade, and football game on Saturday. Most alumni are positive influences on campus, but some can create disturbances during the parade or football pre-game activities, encourage cadets to misbehave, and challenge TACs with tales of the Old Corps. This is one of the known high-risk events addressed in Chapter 9.

f. **Saturday Morning Inspections (SMIs)/Commandant’s Inspection.** There are usually four SMIs first semester; the last one being the Commandant’s Inspection. SMIs
are designed to ensure compliance with the regulations, develop individual cadet followership skills, and develop cadet chain of command leadership skills.

TACs can make their greatest impact during an SMI by T-A-Cing the cadet chain of command about planning and preparation. If TACs desire help with an SMI, the ROTC Departments, especially the MECEPs in the Marine program, are excellent resources. The Assistant Commandant for Leadership Program is responsible for establishing the relationships between the ROTC Department and the Commandant’s Department for this effort.

g. **Cadet Physical Fitness Test (CPFT).** There will be a diagnostic CPFT in August and a record one in September. The September test determines a senior’s qualification to attend the Ring Presentation.

The CPFT consists of Army-style push-ups, Marine-style crunches, and Navy-style 1.5 mile run. It is conducted by the Physical Readiness Program Manager. One battalion does the test, another battalion grades, and a third battalion does height and weight each day of the week.

T-A-Cing involves ensuring cadets comply with that schedule, encouraging cadets who are taking the test, spot-checking the graders for enforcement of standards, and reviewing the results and counseling as necessary. Many TACs run the 1.5 mile course with the cadets as a general source of example and encouragement or to specifically pace an at-risk cadet.

h. **Fall Furlough.** Fall furlough occurs the week of Thanksgiving. The Assistant Commandant for Operations and Training issues an oporder that governs both departure and return. Included are the “furlough standards” for rooms. The cadet chain of command inspects each room to
ensure those standards are met and the TAC verifies that. The college is closed on Thanksgiving and the day after. If TACs want to be off the other days of furlough, they use leave to do so. The oporder also describes the muster formation procedures that occur the Sunday the furlough ends. New TACs should also ask their battalion TAC for guidance about the Thanksgiving meal in the mess hall that occurs the week before the furlough and the celebration that occurs in the barracks afterwards. The latter is one of the known high-risk events addressed in Chapter 9.

i. **Exam Week.** Early in December there are usually two exam prep days and seven days of exams. The exact schedule is available at the Registrar’s webpage at http://www.citadel.edu/root/registrar-exam-schedules. As with midterms, TACs often relax MRI during final exams.

j. **Winter Furlough.** Winter furlough is like fall furlough but longer. The Assistant Commandant for Operations and Training issues an oporder. The room clearance procedures and the muster parallels what happened for fall furlough. Days like Christmas and New Year’s are college holidays, but TACs have to take leave to cover the other days. One difference is that after the winter furlough some cadets do not return for a variety of academic, financial, and personal reasons and some new cadets report that have been on some sort of suspension the semester prior. Study abroad cadets also depart or return. Sorting that out is sometimes tedious. Winter furlough is also long enough that some of the challenges present in the summer muster also manifest themselves.

2. **Second Semester**

a. **Rank Boards/Selection.** The process of selecting the next year’s chain of command begins in December with
cadet preparation of Cadet Qualification Reports (CQR) and resumes, and scheduling of boards. In January and February, battalion and company level TACs preside over their level boards and the Promotions Boards Administrator, who works in the Office of the Assistant Commandant for Leadership Programs, combines those results with the objective data from the CQR to create an order of merit list (OML). In February and March, Commandant-level Officer and NCO boards are conducted to select the Regimental Commander and Executive Officer, Battalion Commanders and Command Sergeants Major, and Company Commanders and First Sergeants. Simultaneously, TACs conduct CPL Boards and selected college officials conduct their own processes to determine their recommendations for special staff positions. Once that is done, TACs select the rest of the chain of command and submit Tables of Organization (TOs) to the Promotions Boards Administrator.

TACs should be aware that the board process is very time and labor intensive, and will consume a lot of the TAC’s attention and effort between January and March. Filling out the TOs is also not as easy as intuition might suggest. Often one company will have a shortage of willing and qualified personnel, and TACs must reach out to each other to fill critical vacancies. There is also an administrative burden such as submitting waiver requests and ensuring academic alignment.

The Assistant Commandant for Leadership Programs has staff responsibility for the rank selection process, and the policy and other materials are available on the Leadership Programs webpage under Promotion Boards. http://www.citadel.edu/root/promotion-boards.
b. **SMIs/President’s Inspection.** SMIs during the second semester parallel what occurred first semester except that instead of the Commandant’s Inspection, they culminate with the President’s Inspection.

c. **Mid-term Exams.** Mid-term exams and the reporting of mid-term grades occurs in early March and follows the same pattern as first semester.

d. **Spring Furlough.** Spring furlough occurs in early March and follows the same pattern as fall furlough.

e. **Corps Day/Fourthclass Recognition.** Corps Day and Fourthclass Recognition occurs in March. The weekend is in many ways similar in scope to Parents’ Weekend but is even busier. It is held in conjunction with the Krause Center-sponsored Principled Leadership Symposium. Other activities include an awards parade, an open barracks, the installation of next year’s Summerall Guards, the “Gauntlet” which is a physical challenge event for the knobs, and the recognition ceremony. Recognition is one of the known high risk events addressed in Chapter 9.

f. **CPFT.** The second semester CFPT occurs in March and follows the same pattern as the first semester CFPT. This CPFT determines a senior’s qualification to receive his or her diploma during the Graduation Ceremony.

g. **Academies.** Around the time of spring break, the Leadership Training Program (LTP) transitions to the Officer, Sergeant, and Corporal Academies. This training is designed to help cadets transition from one set of responsibilities to the next so knobs attend the Corporal Academy, sophomores the Sergeant Academy, and juniors the Officer Academy. All cadets attend the appropriate academy, even if they are not identified to hold rank the next year. Seniors work on individual projects such as METL brief
preparation or career planning during these sessions, but are also available to support the academies if tasked.

The academies consist of five separate class sessions and a capstone exercise in the barracks. TACs are assigned to teams that instruct a certain corps-wide academy, rather than focusing only on their own company. The POIs are based largely on the Officers and NCOs Guides. The Assistant Commandant for Leadership Programs is responsible for the academies and the materials are on the Leadership Programs webpage. http://www.citadel.edu/root/assistant-commandant-academies

h. **METL Briefs.** Each company has the same Mission Essential Task List (METL) that involves producing principled leaders in each pillar. During April, each company TAC and cadet company commander will assess the company’s performance in each of these four tasks as either T (trained), P (needs practice), or U (untrained) and develop a plan for continuous growth. An archive of previous briefings is available on the Leadership Programs webpage under Company Training Briefs. http://www.citadel.edu/root/assistant-commandant-company-training-briefs

Later in April, each out-going cadet company commander, with the support of the TAC and in-coming company commander, briefs the Commandant on the company METL. The battalion TAC schedules this event and all companies in the battalion give their briefing in the same meeting. The battalion commander provides battalion trends at the beginning and concluding remarks at the end. Each company should plan on a fifteen-minute presentation using the prescribed slide template.

TACs can contribute to this process in several ways. First is to be an honest broker of the commander’s assessment.
Many commanders assess their companies as “Trained” when they more accurately are at the “Needs Practice” level. T-A-C-ing in this area is more than just teaching a lesson in humility. It is helping cadets develop the ability to objectively assess, monitor, and evaluate in a way that can lead to recommendations and direct action. TACs should help cadets develop an assessment plan to monitor progress for each strategy throughout the year and then evaluate the end state. Additional information is available in the Officers’ Guide on pages 26-28 and the How to Train manual in Chapter 4.

Second, TACs can help the commanders develop actionable plans to improve weaknesses and sustain strengths. Left to their own devices, many commanders will merely establish goals in lieu of such plans. For example, many commanders address the academic pillar strategy as “to have a company GPA of 3.0.” Without any plan of execution, this is merely a goal.

Third, TACs can rehearse the briefing with the commander. Many commanders exceed the time limit, have distracting typos on their slides, do not anticipate what questions might be asked, or otherwise could benefit from delivering their briefing at full combat speed to a TAC before trying it out on the Commandant.

The Assistant Commandant for Leadership Programs is responsible for this action and more information is available in Chapter 1 of the How to Train at The Citadel manual.

i. **Exam week.** Exam week follows the same pattern as in first semester. Expect a number of special requests to begin summer furlough early for a variety of summer job, family, medical, or other reasons that seek to preclude participation
in the Long Grey Line parade or other duty. Be fair, firm, and consistent.

j. **Summer Furlough.** Summer furlough follows the same pattern as winter furlough except that the cadets take all personal belongings with them and turn in their keys. Expect there to be several lost keys, usually with an ambiguous explanation that makes determining responsibility for the loss more complicated than you probably experienced in the military. Also expect there to be some damage to rooms and furniture. Do a cursory inspection for damage upon cadet departure and a more detailed one in the next few days to determine both liability and the need for repairs.

The furlough oporder will specify the manning requirements for all the details. Of critical importance to TACs are those cadets (mainly local area knobs and the rising 1SG) who will stay behind to prepare the barracks to be secured.

3. **Summer**

a. **Department Training.** During the first few days after graduation, TACs operate under BN TAC control to conduct AARs, conduct a detailed inspection of the barracks, and perform other administrative tasks.

After that is the first of two two-week department level training sessions. The Assistant Commandant for Leadership Programs is the action officer for this training and he will disseminate the schedule. The first two-week session is the more administrative of the two. It generally focuses on such things as AARs, the completion of college-directed mandatory training, and issuance of the Commandant’s guidance for the second two-week session. There may be some preliminary work started on the second session during the first.
The second session is more thematic and focuses on a training objective or staff process identified by the Commandant. It often involves working groups and presentations tasked out to various members of the department. This session includes PT in the morning and culminates in a community service project.

Between these two sessions, TACs are eligible to take their accumulated days of leave. The college adopts a Monday-Thursday work week during the summer.

b. **Citadel Success Institute (CSI).** CSI is designed to help incoming freshmen transition to The Citadel and college-level work before matriculation. It occurs during July under the auspices of the Assistant Provost for Academic Affairs. CSI has minimal impact on TACs. Cadets will be asked to compete for positions to serve as CSI leaders, and TACs may be asked to make some recommendations about their qualifications. CSI students are housed in one of the barracks so there is some additional footprint there in July. Finally, volunteer TACs provide some oversight in the barracks and at PT, for which they receive a small stipend.

c. **Athletic (Fall Sports) Cadre.** In order to allow freshmen participating in fall sports to begin practicing with their teams, a Fall Sports Challenge Week is conducted in July separate from the main Challenge Week. One battalion TAC team is designated to perform this duty and the cadre is drawn from across the corps based on volunteers who apply to the Athletic Cadre BN TAC. These cadre members report approximately one week early for an Athletic Cadre training period.

TACs and cadre members often find this a very rewarding opportunity to do something slightly out of the ordinary, but it does create a high optempo situation for TACs who
move from department training to Athletic Cadre training to Fall Sports Challenge Week to Challenge Week Cadre training without much break in between.

d. **Challenge Week.** The first week of August, Challenge Week cadre members report for a week of Cadre Leader Development Training (CLDT) in order to prepare them for Challenge Week. Matriculation Day is typically the Saturday after the cadre have returned for their training. The Citadel Family Association (CFA) assists new cadets and their families on Matriculation Day, and the company CFA representative can be a useful resource to the TAC in answering parental questions and disseminating information. Challenge Week is conducted in each battalion with cadre members specifically selected during the company rank selection process.

Challenge Week is designed to acclimatize cadet recruits to life at The Citadel and to train and teach them the basic skills and knowledge they need to start the school year. These include a litany of orientation briefings, equipment issue, uniform wear and care, room arrangement, drill, some introductory physical training, and the basic regulations and policies. The Wednesday of Challenge Week is the “Introduction to the Fourthclass System” or “Challenge Night,” a brief but intense exercise that marks the beginning of the fourthclass system. This is a known high-risk event addressed in Chapter 9.

TACs should be prepared for several cadet recruits to want to quit, and they should be prepared to address each individual case in a way that helps the cadet recruit and his or her parents make an informed decision about what is in their and The Citadel’s best interests.
Challenge Week is also designed to help develop the leadership skills of the cadre members. As in most recruit training situations, these skills focus at the direct leadership level. The cadre are challenged to both create an artificially stressful environment and to help cadet recruits successfully navigate that environment. Naturally they tend to focus on the stress creation, and T-A-Cing to this audience focuses on helping the cadre achieve a balance between intensity and service.

TACs should anticipate long, early, and late hours during Challenge Week and numerous opportunities to exercise their interpersonal skills. It is a rewarding experience though, and the cadre members are usually among our best cadets and are generally easy to lead.
CHAPTER 4

Typical Monthly Battle Rhythm

In addition to a TAC’s daily routine, certain events occur on roughly a monthly basis; sometimes predictably and sometimes not.

a. Urinalysis. Usually once a month, the Commandant’s Department administers a urinalysis test to randomly selected cadets. The Assistant Commandant for Operations and Training administers this program. She will send an email to the TAC who has been designated by the BN TAC to handle the test for the battalion. That email contains the instructions, the script that you read to the cadets, and the names of the cadets. It is a good idea to make sure that you know room numbers of the selected cadets to facilitate locating them on test day.

On test day, the designated TAC begins waking up the selected cadets at 0500 and informing them they have been selected and telling them the instructions in the email. The number of cadets varies because of the random nature of the selection, but it is usually something between 5 and 15 per battalion. If you have a very large number, you can enlist the Battalion Provost Marshal to help you gather the cadets. Once you have all the cadets gathered at the sally port, you verify their identity and CWID by inspecting their Citadel ID, you read them the script, and then you move them to the testing site which is on the 3rd Floor of McAllister Field House. The test is administered by a contractor who will be in place NLT 0530. Once you drop the cadets off with the contractor, your urinalysis duties are complete.
b. **Coordinating Officer-in-Charge (CoC).** The CoC is the Commandant’s on-campus representative between 1900 and 0700. CoCs perform duties similar to those of a Staff Duty Officer, including handling emergencies and spot checking guards, OCs, and ESP and the campus in general. The CoC’s place of duty when not making rounds is in Padgett-Thomas, and CoCs are allowed to go to sleep between 0015 and 0530. The Chief of Staff is responsible for the CoC program and uses a duty roster to assign responsibilities. TACs typically serve a CoC duty about once a month and receive a stipend for this extra duty.

c. **TAC Huddle.** The second and fourth Fridays of each month, the Commandant holds a TAC Huddle in the Commandant’s Conference Room in Mark Clark Hall. The Chief of Staff and Sergeant Major also attend. The meeting is fairly informal and mainly designed to flatten communications. The Commandant, Chief of Staff, and Sergeant Major will put out information of general interest to TACs and then we go around the room and every TAC has an opportunity to say something or ask a question. The idea is to create a dialogue and wargame ideas. Chances are that if something is happening in your company, it is also happening or has happened or will happen elsewhere, so sharing information creates situational awareness, generates problem-solving, and fosters unity of effort.

d. **Health and Welfare.** Based on observed trends, to include input from the Regimental Commander, the Commandant may from time to time direct an unannounced health and welfare inspection. These are usually held at a time that will optimize cadet presence such as immediately after a parade. TACs conduct the inspection, accompanied by the cadet chain of command. The focus of the inspection is to locate contraband items such as alcohol, weapons, and drugs, as well as to identify any threats to health or safety.
In a health and welfare inspection, each area should be subject to the same level of inspection. The Commandant will disseminate this guidance, and BN TACs will establish specific procedures for its implementation.
CHAPTER 5

Typical Weekly Battle Rhythm

The major components of the weekly schedule are fairly consistent and predictable, and are outlined in the weekly training schedule published by the Assistant Commandant for Operations and Training. During a routine Monday through Friday work week, a TAC can usually accomplish his or her duties in 40 to 45 hours. During peak training periods such as Challenge Week or a SMI/football game weekend, those numbers obviously increase. BN TACs have broad authority when it comes to TAC work hours, but TACs must understand that presence and availability are distinguishing features of a successful TAC. In addition to the flexibility available to the BN TAC in managing schedules, TACs are compensated for the periods of extra hours by an authorization of 40 days of annual leave and reduced hours during the summer furlough period.

a. **Early TAC/Late TAC.** Outside of PT and ESP, the majority of activity in the barracks and the associated interaction between TACs and most cadets occurs roughly between 0700 and 1600. However, numerous activities occur outside those times, and in order to provide a continuous presence in the barracks and ensure a seamless transition with the Night Officer in Charge (OCs), most BN TACs have opted to have an early TAC that arrives at approximately 0530 and a late TAC that stays until approximately 1900. The early and late TACs are available to the entire battalion while on duty, not just the cadets of their own company, so they should anticipate such issues as cadets locked out of their rooms, family emergencies, medical issues, general good order and discipline management, and the like from across the battalion. It is important that the early and
late TAC not merely be passively available in their office. They should actively establish a presence by such things as observing sweep details and the fourthclass supper and retreat formation and general “management by walking around.” They should also review the out-going OC’s log and debrief him before he departs and inform the in-coming OC of any guidance from the BN TAC before he assumes his duties.

b. **Regimental Physical Training (PT).** Regimental PT occurs each Monday and Thursday at 0530. It serves the dual purposes of fostering physical fitness and serving as an excellent vehicle for cadet development as a leader and follower. Physically deficient cadets also have remedial PT on Tuesdays and Fridays. TACs should be aware that Army cadets have ROTC PT on Mondays, and Navy and Marine cadets have ROTC PT on Thursday. The absence of these cadets from Regimental PT can create leadership and accountability problems for which the TAC and cadet chain of command should prepare.

The Physical Readiness Program Manager is responsible for the PT program. Under his supervision, the Regimental Athletic Officer will disseminate a schedule to the TAC and cadet chains of command, usually for the semester or at least the month, that manages the available terrain. Some companies will start on Summerall Field for callisthenic-type exercises and others will start by running, and halfway through the PT session, they will switch. Other companies will spend the entire session in Deas Hall.

The company commander, with the advice of his or her Athletic Officer and the guidance of his or her TAC, uses the regimental schedule to develop individual company PT sessions. During the planning and preparation phases, the TAC should use various participative leadership techniques.
to facilitate the process, to include any confirmation briefs, rehearsals, pre-execution checks, or approvals that may be necessary. During the execution phase, TACs should perform a variety of leadership functions. They should lead by example by participating in the session. They should be actively involved in the development of cadet leaders by mentoring them in the performance of their duties. They should assist with emergencies that are within the ability of the cadet chain of command to handle and assume responsibility for emergencies that exceed cadet capabilities. They should make on-the-spot corrections as necessary and support the chain of command when they do the same. As always, they should use leadership presence to connect with, motivate, and inspire others. TACs should also work with the cadet chain of command to assess individual and collective performance during the session and conduct in-stride and after-the-event AARs to foster continuous improvement.

Regimental PT is conducted IAW The Citadel Physical Readiness Training manual available under Cadet Regulations at http://www.citadel.edu/root/cadet-regulations. The Physical Readiness Program Manager has also produced a quick reference “PT Leaders Card” that includes commands to generate the extended rectangular formation, the standard preparation, military movement, and recovery drills, and other approved exercises.

c. **Parade Practice and Drill.** Most Fridays the corps has some type of parade. The general drill period and practice session for that particular parade is conducted on Thursday at 1100. The Commandant Department Sergeant Major is responsible for these sessions and the Assistant Commandant for Operations and Training has overall staff responsibility for parades.
The BN TAC NCOs are highly involved in drill and parade practice and generally serve as a task force for the Sergeant Major to accomplish his training objectives. Most drill periods are highly structured and centralized with little opportunity for individualized company training. To the extent such training is available, TACs can influence it during the planning and preparation phases by reviewing the results from the previous parade and working with the company commander and drillmaster to develop a plan to address those deficiencies during the drill session. To access parade results, go to the Assistant Commandant for Operations and Training webpage and then to Parade Results. http://www.citadel.edu/root/operations-and-training/parade-results

During the execution phase, TAC presence is an important combat multiplier. The average cadet understandably does not particularly enjoy parade practice and is often not easy to lead during it. Oftentimes the cadet leadership is either off practicing a particular aspect of the parade away from the rest of the company or is performing their own individual parade responsibilities rather than being in a good position to supervise others. The drillmaster is the cadet with the most freedom of action during parade practice, and he or she has his hands full. Active and involved TAC support for the drillmaster as he tries to affect organization, training, and good order and discipline is very important.

Chapter 5 of the Blue Book specifically authorizes TACs to award up to two hours of additional training before authorizing general leave to individuals and units whose preparation for a designated inspection is deemed inadequate. Applying this provision to inadequate performance during parade practice is within the Commandant’s intent and is an option available to TACs if on-the-spot corrections do not suffice.
Many battalion TAC teams have also adopted a multi-echelon approach to drill training that involves using the cadet chain of command and drillmasters to evaluate company performance at formations and marches to the mess hall. These assessments provide feedback to foster continuous improvement and can be used to reward the winning company with such benefits as being first in order of march.

d. Leadership Training Program (LTP). Most Tuesdays between 1100 and 1200 are designated for the Commandant’s LTP. LTP is mandatory for all cadets not excused by special orders. The Assistant Commandant for Leadership Programs has staff responsibility for LTP and all the classes that TACs teach and other materials are available on his webpage under Leadership Training Program http://www.citadel.edu/root/assistant-commandant-leadership-training-program.

LTP is the training component of the leader development program. It equips cadets with the skills, abilities, and behaviors associated with principled leadership in order to link the theoretical leadership knowledge taught in the curriculum (ROTC classes, Krause Center classes, and courses taught in the academic departments and schools) with the practical experiential environment exercised in the barracks, athletic fields, ROTC labs, and elsewhere.

LTP is a hybrid in-person and individual program. The standard LTP hour has one in-person class conducted at the battalion level, one in-person class at the company level, and two self-taught classes at the individual level. Cadets attend one of those classes based on their “C-class” designation. There are also an increasing number of HO (Hands-on) LTPs. LTP classes are organized around the following areas: Citadel Training Model (CTM), General Leader Development (LD), Honor (H), Character (CH),
and Career Services (CS). LTP transitions to the Officer, NCO, and Corporal Academies in the spring. TACs personally teach the CTM, HO, LD, and CH LTPs. They directly supervise their Company Honor Reps in the preparation of the H LTPs but likely will be teaching their own LTP during the execution phase. They also will likely be teaching their own LTPs while CS LTPs are being held, so they maintain situation awareness through feedback from the Career Services staff members teaching those LTPs.

Cadets do not necessarily look forward to LTPs. Many consider them to be redundant, passive, generic, and overly reliant on powerpoint. TACs can mitigate this tendency by tailoring the LTP to the specific situation in their company. The base materials align with the LDP, the CTM, and other references, but TACs have broad authority to, within the overall training objective, adjust the standard presentation to meet their company’s unique needs. LTP time, however, should not be used to conduct routine or administrative company business not tightly coupled to leader development.

In addition to the schedule and materials always being available on-line, the Assistant Commandant for Leadership Programs provides any amplifying instructions and a reminder via an email usually sent out the Friday before the LTP.

e. **ROTC labs.** ROTC labs occur on Thursdays from 1600 to 1745. TACs have no direct involvement in these labs, but should be aware of the requirement for those cadets, many of whom also occupy cadet leadership positions.

f. **Intramurals.** There are a variety of individual and team intramural sports available to cadets. Some are for freshmen only, some are for upperclassmen only, some are for
women only, some are for men only, and some all open to all.

The Company Athletics Officer is responsible for the intramural program under the direction of the company commander. Intramural events are held Mondays, Tuesdays, Wednesdays, and Thursdays beginning at 1600. In addition to their athletic and recreational aspects, intramurals provide an opportunity for leader development outside the normal chain of command structure. TACs’ schedules will not allow them to see the majority of intramurals, but visiting a few events offers an opportunity to demonstrate presence and observe cadets in less guarded moments than the barracks usually present.

The intramural program falls under the responsibility of the Deas Hall Manager. Information about intramurals is available by going to the HESS webpage, then ICRA, then Intramurals. http://www.citadel.edu/root/intramurals

g. Parades. Parades occur most Fridays with assembly at 1540. The best place to observe your particular company is in the viewing area to the rear of the formation along the Avenue of Remembrance, but it is also good for TACs to disperse themselves throughout the perimeter of the parade field. This dispersion allows TACs to view different aspects of the parade such as the march-on, turns, and the pass and review, but also provides somewhat of a QRF in the event of an emergency involving either cadets or audience members. The Citadel is generally a safe place but it is also an open campus and easily accessible by any person with ill intent. TACs should be especially vigilant during situations such as parades where the corps is massed and vulnerable, and report any suspicious activity to the PSAF officers who are on patrol during parades. Sports management personnel are also on-hand for medical situations.
h. **Tours and Confinements (cons).** Cadet punishment takes the form of tours or cons. These punishments are served in one hour increments on Wednesdays from 1500-1800, Fridays from 1900-2200, and Saturdays from 1400 to 1700 and 1900 to 2200. Optional tours and cons can be served Sundays from 1400 to 1800. All tours are marched on the Padgett-Thomas quad, and cons are served in assigned classrooms in Jenkins Hall by battalion. TACs may want to make the occasional training visit, but it falls to battalion duty officers to directly supervise these punishment periods.

Cadets serving tours or cons are automatically placed on restriction and are required to sign for restrictions in CAS during the following times: Wednesday 1500-1900, Friday 1800 to 0100, Saturday 0800 to 0100, and Sunday 0800 to 2000.

The Assistant Commandant for Discipline has staff responsibility for punishments and he publishes a punishment order weekly. At any time, a TAC can view a cadet’s punishment record in CAS.

i. **Department Meeting.** A department meeting is held in the Greater Issues Room of Mark Clark Hall every Tuesday at 1315. The purpose of the meeting is to share information and synchronize efforts. The usual format is to have BN TACs, Assistant Commandants, Directors, the Chief of Staff, and the Sergeant Major give their reports and then open the floor to general comments. The Commandant closes with his report and guidance.
CHAPTER 6

Typical Daily Battle Rhythm

TACs must organize their daily routine around the cadet schedule for the particular day. Mondays and Thursdays, for example, are typically early days because of PT. Fridays are typically late days because of parades. The daily routine is front-loaded with such morning activities as PT, breakfast formation, MRI, LTP or drill, and lunch formation that are high-value targets for T-A-Cing of the collective unit and require TAC presence or closed-loop involvement. Cadet life is less structured in the afternoons, and afternoons often lend themselves to individual T-A-Cing activities such as counseling and mentoring of cadet leaders conducting troop leading procedures for future events. TACs should be aware of the generational dynamic that promotes a cadet expectation of fairly spontaneous access to those who lead them. They should also recognize a general cadet reluctance to communicate by email. TACs should also be conscious of the number of hours they spend in their office and deliberately try to balance those with hours spent interacting with cadets in other environments.

a. Formations. On the PT days of Monday and Thursday, there is a formation upon the conclusion of PT at 0630 for accountability and reveille. Tuesday, Wednesday, and Friday there is a breakfast formation at 0711 for all cadets. Monday through Friday there is a lunch formation at 1210 for all cadets, and a retreat and supper formation for fourthclass cadets at 1800.

Formations are excellent times for TACs to observe the collective company and individual cadets. Formations give the TAC an opportunity to assess the overall organizational climate with regards to military bearing, good order and
discipline, efficiency, and drill and ceremony. They also give the TAC an opportunity to interact with individual cadets, both as they perform their leadership responsibilities and personally. The NCOs’ Guide describes formations as serving a variety of functions including accountability, inspections, and information dissemination. Almost every cadet formation also has at least a few minutes available for hip pocket training. Platoon leaders who use those minutes to discuss one of the eight principled leadership behaviors or one of the steps of CTM, squad leaders who use them to train stationary drill and ceremony, or honor reps who use them to highlight some aspect of the Honor Manual would be well served. The TAC should ensure the cadet chain of command uses formations to deliberately and optimally accomplish all these purposes.

b. **Morning Room Inspection (MRI).** MRI is a period each week day from 0800-1200 in which cadet rooms are subject to inspection IAW the standards outlined in the White Book. TACs should develop a closed loop system that uses the cadet chain of command to conduct regular MRIs and the TAC should sample as necessary. TACs should use the MRI period to practice management by walking around and to gain situational awareness about both readiness and quality of life issues.

c. **Meals.** TACs are authorized to eat in the mess hall and are encouraged to do so. While in the mess hall, TACs are able to observe mess carvers in the performance of their duties, to ensure knobs are being properly led, to personally experience the quality and quantity of food being served, to listen to announcements being made, and to gain situational awareness about organizational climate. Most TACs eat at designated “TAC tables” which allows for useful networking, fellowship, and information sharing. Seats among the corps are scarce, but TACs can also eat at their company
tables. Regardless of where a TAC sits, he or she should also periodically circulate through the mess hall in order to better observe what is going on.

d. **Guard.** The BN Provost is typically tasked with assigning the companies responsible for the guard teams that are positioned in the sally port. There are many dynamics that negatively impact the performance of guard teams. The first is that many cadets view guard as more of a punishment than a duty. Therefore, they approach it with a negative lackadaisical attitude. There are also well-intentioned efforts to deconflict guard and class schedules. The result is that guards swap out quite frequently and this turbulence creates inefficiency. Finally, even though guards are empowered to act with the authority entrusted to them by the battalion commander, they seldom exert that authority among peers or seniors.

These realities make guard a pronounced challenge and support opportunity. TACs can support guards by use vignette training to ensure they understand their responsibilities and authority, by making on-the-spot corrections on them to ensure they are setting the standard, and by coaching them through the process of confronting cadet misbehavior. Simply standing nearby a guard for a few minutes is often enough to give him or her the moral support needed to do their duty.

The Sergeant Major has staff responsibility for guard and the Regimental Guard Orders are available on the Office of the Commandant webpage under Cadet Regulations. http://www.citadel.edu/root/cadet-regulations/32-info/administration/commandant/2324-guard-orders

e. **Weapons Counts.** The cadet rifles are the property of the U. S. Government and must be properly secured and
accounted for. Cadet supply sergeants or armorers conduct physical inventories twice a day Mondays through Thursdays and once on Fridays IAW the White Book, Chapter 1, Section 6. Rifles are signed directly from the Arms Room to the individual cadet, but TACs have supervisory responsibility for ensuring an organizational climate that is conducive to weapons security.

f. **Evening Study Period (ESP).** ESP is a designated period of time in which the is “an atmosphere conducive for study in the barracks” (Blue Book, Chapter 2). ESP technically runs from 1950 to 0530 each school night, but the schedule does allow for company administrative time from 2230 to 2300. Other than when on CoC duty, TACs are routinely not around during the execution of ESP, so their main contribution is in the plan and preparation phases. Like most things, responsibility for the maintenance of ESP conditions rests with the company commander, but most commanders delegate the authority to their Academic Officer. Plans should include routine monitoring of ESP and what to do in the case of disruptions.

g. **All-ins and Strength and Status (S & S).** Procedures for conducting all-ins (the eyes-on accountability checks conducted at ESP and taps) are described in the White Book, Chapter 1, Section 21. Cadets do not always comply with these procedures and TACs can contribute to the process by regularly checking the All-ins report available under Sign in/Sign out in CAS and making it a closed-loop system. The Assistant Commandant for Discipline has staff responsibility for all-ins.

Company clerks prepare a daily S & S report that the Commandant Department Sergeant Major uses to compile a morning report that he disseminates department-wide. TACs should ensure the clerk also sends them a copy of the
S & S and use it to check or confirm company cadets in the infirmary, off-campus hospital, AWOL, out processing, etc.

h. **Checking CAS.** TACs will receive an email whenever a cadet in their company has a PR or Academic ERW that requires TAC attention. They do not receive an email when a leave request has been submitted so that administrative action requires checking regularly, perhaps once in the morning and once in the afternoon. Cadets are required to sign in and out under such circumstances as when they depart campus on special leave or special orders or are in some authorized location other than their rooms during ESP. They are better at signing out than they are signing back in, so TACs should check the Sign in/Sign out report as frequently as their specific company situation requires. CAS has many other reports of academic, discipline, administrative, and physical performance available in both individual and company formats that TACs will benefit from checking regularly for general situational awareness and specific purposes.
In order to teach, advise, and coach, TACs must have exceptional counseling skills. Counseling is essential to the success of each step of CTM, but is perhaps most visible in the establishment of expectations, the provision of feedback, and the promotion of growth.

a. Developmental. Counseling is more than just talking with and getting to know your cadets. It is a process used by leaders to review with a subordinate the subordinate’s demonstrated performance and potential. TACs are required to formally developmentally counsel each of their assigned cadets at least annually using CC Form 112; available at http://www.citadel.edu/root/commandant-administration/commandant-administration-cc-forms

Developmental, or professional growth, counseling includes planning for the accomplishment of individual and professional goals. The TAC and the cadet conduct a review to identify and discuss the cadet’s strengths and weaknesses and to create an individual development plan that builds upon those strengths and compensates for (or eliminates) weaknesses. Developmental counseling may also include developing a “pathway to success” with short- and long-term goals and objectives.

CC Form 112 is designed to accomplish these purposes using three distinct sections. The cadet should report to the counseling session with the first two sections already filled out.

The first section is organized around the four pillars. It requests some basic data such as GPA and CPFT score the
TAC can use to assess present readiness, but more importantly, in each pillar the cadet is asked to identify a goal or objective and the plan to achieve it. The TAC can facilitate the process by both discussing the utility and practicality of the goal and the specificity and effectiveness of the plan to achieve it. In the grey heading of each pillar are some suggested discussion points. The TAC can enter information about these and other points in the “notes” space in each pillar. The second section is the cadet’s self-assessment of his or her strengths and weaknesses, and articulation of near-, mid-, and long-term goals. The TAC can facilitate the discussion of this section by asking open-ended questions about the self-assessment, comparing the cadet’s observations to his or her own, and talking through the details of the cadet’s goals and plans.

The third section is completed by the TAC and is his or her overall assessment of the cadet’s performance, potential, strengths, weaknesses, and expectations. The TAC may want to provide some initial entries in this section before the counseling session and finalize it during the session.

After the counseling session is complete, the cadet and TAC sign and date the form. Before the end of the academic year, the TAC delivers the counseling forms for the entire company to Ms Keltner, who maintains them in a master file. The TAC may also want to keep a copy in his own files and give a copy to the cadet.

Counseling using CC Form 112 is an annual requirement, but can be conducted more frequently if desired or requested. Most TACs attempt to accomplish this requirement during the first semester in order to optimize its relevance throughout the year and because so much of their time is consumed second semester by rank boards. Most TACs organize their counseling by class and post
a sign-up sheet listing the times they have available for cadets to make appointments. The order of classes in which the counseling occurs is a matter of personal preference but most TACs try to counsel seniors early so that they can confirm appropriate job-seeking plans. Many TACs also try to counsel knobs early to ensure they understand the expectations and can identify problems early on, but not so early that the knobs have not yet acclimatized themselves to The Citadel and cannot fully appreciate the purpose of the counseling sessions. Front-loading the seniors and freshmen then facilitates counseling sophomores and juniors later in the semester as a segue to their going before rank boards. TACs should plan on between 30 and 60 minutes for a counseling session.

b. **Event.** Counseling based on certain events is recorded on CC Form 98; available at http://www.citadel.edu/root/commandant-administration/commandant-administration-cc-forms. The most common use of this form is for excessive demerits. Mrs. Redmond regularly sends out an email listing all the cadets who have exceeded 50% of their semester or annual allotted demerit totals. The TAC records that and other pertinent information on the CC Form 98, and, together with the cadet commander, counsels the cadet and signs the form. Included is the recommendation whether or not the cadet should appear before a suitability board. The TAC then delivers the signed form to Mrs. Redmond.

CC Form 98 can be used for any other event using either the specific events listed in Block 5 or the “other” selection opportunity. Examples include unsatisfactory grades, failure of a CFPT, appointment to a new chain of command position, or any other positive or negative event. While CC Form 98 is always an appropriate vehicle for such counseling, some events are so important that counseling
must be effected by a standard letter that the TAC reads to the cadet and the cadet signs. Such events include CPFT failures for seniors and alcohol violations. Administrative responsibility for the consequences associated with these two events lie with The Assistant Commandant for Operations and Training and the Assistant Commandant for Discipline, respectively, and they directly contact TACs with instructions.

c. **Fourthclass Cadets Desiring to Withdraw.** The process whereby fourthclass withdraw from The Citadel is detailed on CC Form 97; available at http://www.citadel.edu/root/images/commandant/cc_forms/cc%20form%2097%20revised%20sept%2025%202014.pdf. The procedure is self-explanatory, but requires the fourthclass cadet to be counseled and interviewed by several officials, including the company commander, CO TAC, and BN TAC.

d. **Resources.** In the course of counseling cadets, TACs may identify the need to consult with or refer the cadet to a subject matter expert. These include:

- Academic Support Center (ASC) for academic and learning matters. Co-located is the Office of Services for Students with Disabilities. The Company Faculty Academic Officer is an additional academic resource.

- Cadet Advocacy, Response, and Education (CARE) for sexual and relationship matters and interpersonal violence.

- Campus Alcohol and Drug Information Center (CADIC) for drug, alcohol, and tobacco matters.

- Career Center for career matters.

- Chaplain for religious, pastoral, and spiritual matters.
– Counseling Center for short-term counseling services involving mental health and emotional matters.

– Infirmary for health matters.

– Others cadets, both for their specific positional expertise such as that of senior mentors and Academic, Human Affairs, and Athletics Officers, but also the more personal influence that roommates, classmates, and friends can provide.
TACs must consider discipline both in the context of standards based training and outcome based training. In the context of standards based training, discipline is viewed largely as the punishment that is the consequence of violating a regulation. In the context of outcome based training, discipline is a leadership attribute that promotes prioritization, perseverance, and organization. In the optimal organizational environment of a cadet company, the cadet chain of command enforces standards based discipline, allowing the TAC to teach, advice, and coach outcome based discipline.

a. **Punishment Report (PR) Cycle.** The PR process is explained in detail in Chapter 6 of the Blue Book, but some highlights are provided here for general situational awareness.

In order to adhere to the CTM guide that consequences be “immediate,” CAS is designed to create a sense of timeliness in the PR process. When a PR is written, the subject cadet receives an automatic email notification. At that point, the cadet has three duty days to respond by either acknowledging the offense and/or submitting an Explanation Required in Writing (ERW). CAS then automatically sends the PR/ERW to the Cadet Company Commander or Executive Officer who is allowed one duty day to review it and make a recommendation about punishment. CAS then forwards that recommendation to the TAC, who has one duty day to make his or her recommendation, and then CAS forwards the PR/ERW to the Assistant Commandant for Discipline for final adjudication. If anyone in the PR chain fails to act on the PR IAW the time...
allowed, CAS automatically sends the PR to the next higher level for action.

b. Cadet Role. CAS has done much to improve the efficiency of PR processing, but it has also removed much of the interpersonal leadership dimension from the administration of consequences. The Blue Book notes in addition to writing the PR that “the reporting official, if practical, will inform the cadet,” but this peer to peer interaction about something negative is one of the biggest challenges for cadet leader development. TACs can help cadets develop the principled leader behavior of “acting and speaking with courage” by helping them overcome the awkwardness associated with confronting another cadet about a potential regulation violation.

In addition to writing PRs, cadets have a role in adjudicating them. Offenses in Annex B of the Blue Book that are marked (1) can be adjudicated by the company commander. In the case of other offenses, the company commander makes his or her recommendation for how the case should be handled by the appropriate authority for the particular offense.

The Blue Book specifically prohibits a cadet to “prevent or attempt to influence any other cadet from writing an explanation of the circumstances surrounding an alleged offense.”

c. TAC Role. TACs definitely have a significant role in the discipline system, but they should take care to keep it in the context of their larger role as leader developers. TACs use the discipline system to develop cadet followership skills, to develop cadet leadership skills, and to ensure fairness.

Part of The Citadel Experience is designed to help cadets develop followership skills such as obedience, being easy
to lead, self-regulation, and adhering to standards. TACs use discipline to shape such behavior and teach cadets that their individual actions have consequences. TACs should also be mindful of what Pat Conroy calls the “immortal epigram” that “discipline is the training that makes punishment unnecessary.” Company TACs have the authority to adjudicate offenses marked (2) in Annex B of the Blue Book and battalion TACs can adjudicate offenses marked (3).

Because cadet leaders play an active role in the discipline system as reporters, recommenders, and adjudicators, TACs use it to teach the leadership outcomes associated with discipline. They can help cadet leaders develop an understanding of the potential purposes of punishment including deterrence, incapacitation, rehabilitation, retribution, and restitution. They can help cadet leaders understand matters of extenuation and mitigation. They can use Step 4 of CTM (consequences) to talk cadet leaders through the broad concept. They can give cadet leaders feedback on the efficacy of the recommendations they make regarding discipline and explain to them the analytical process the TAC used to make the final decision.

Even though cadets are given broad authority in The Citadel’s leader development model, TACs still remain ultimately responsible to the Commandant for the maintenance of good order and discipline in their units. They must ensure the discipline system is fair, consistent, and transparent, and they cannot allow subordinate cadets to suffer as fledgling cadet leaders develop their skills in administering consequences. TACs also must also use their network and lateral communications skills to ensure that discipline throughout the corps is properly balanced.
d. **Extra Military Instruction (EMI) and Cadet Retraining Unit (CRU).** EMI and the CRU are two special discipline tools available in certain situations.

EMI may be conducted in lieu of a PR for punishments identified in Annex B with a code (3) under the direction of the company commander and with the approval of the TAC.

CRU is designed to be used in specific circumstances for certain cadets who reach or exceed 50% of their annual allotment of demerits, who have demonstrated themselves to be disruptive to good order and discipline, or who have received a suspension held in abeyance as a result of a suitability board. CRU lasts seven days and involves extra duty and training, living under the rules of the fourthclass system, and living in separate CRU-specific quarters. The execution of a CRU iteration is conducted in centralized fashion by two battalion TAC NCOs.

e. **Commandant’s Boards and Board Duties.** CO TACs should expect to serve periodically as board members and recorders. BN TACs serve as board presidents. These duties and the general procedures for conducting boards and investigations are in Chapter 11 of the White Book.

Boards come in various degrees of complexity, but being a recorder can be a time consuming task. It is especially challenging if the board occurs simultaneously with another busy time. As part of the training process, BN TACs should arrange for new company TACs to shadow another TAC performing recorder duties before they perform those duties themselves. Recorders should see Ms Keltner for specific administrative advice, and she will also review and comment on their draft packet before it is finalized. The Assistant Commandant for Discipline has staff responsibility for boards. The College General Counsel is available for specific legal procedural questions.
CHAPTER 9

Emergencies and Crises

The risk management process you remember from the military will serve you in good stead as a TAC. Cadets are also exposed to this methodology in the How to Train manual on pages 17 and 18. While all phases of disaster management are important, the best practice is to focus on prevention and mitigation rather than recovery. TACs apply this same philosophy to the emergencies and crises that can reasonably be anticipated based on past experience and common sense.

a. Commandant’s Critical Information Requirements (CCIRs). Within one hour of becoming aware of the occurrence of any of the following involving a Commandant Department member or a cadet, TACs will notify in person or by phone call, or if that doesn’t work, by text or email, the Commandant and Chief of Staff:

- Death or life/limb threatening injury or hospital admission
- Racist incident
- Cadet absent from two consecutive accountability checks
- Suicide or attempted suicide
- Hazing and major fourthclass system violations
- Incarceration for any reason
- Act of terrorism, explosion, fire, arson, or serious disturbance in the barracks
- Discovery of significant contraband on campus that poses a clear and present danger to safety such as drugs or illegal weapons
• Loss of weapon or significant theft of property or security breach
• Any incident potentially bringing discredit to The Citadel that is likely to attract unfavorable media attention.

TACs should also develop their own serious incident reporting procedures for their company and ensure all cadets have their cell phone number and understand the reporting procedures.

b. Suicide Risks. TACs generally are made aware of suicide risks by reports from cadets; especially members of the Human Affairs Team. Upon receiving such notification, TACs use the Ask-Care-Escort (ACE) suicide intervention acronym to guide their actions. In every single case, TACs have the affirmative responsibility to Ask and to Care. Unless you are certain beyond a reasonable doubt after those two steps that no threat exists, you have the affirmative responsibility to Escort the cadet to help. If the cadet will not go with you, call someone to come help you and stay with the cadet until help arrives.

Resources available to the TAC include:

• Other TACs
• Cadet chain of command including the Human Affairs Team
• Infirmary
• CARE
• CADIC
• Counseling Center
• Chaplain or Campus Ministry Team
• Faculty or Staff member trusted by the cadet
• Public Safety

The TAC should be aware that, especially in after-hours scenarios, the Counseling Center on-call counselor may
take several hours to reach campus. If the TAC has determined the cadet is a risk to himself, the TAC should escort the cadet to the Infirmary but also must understand that the Infirmary does not have the capability of dedicating a staff member to the direct supervision of the cadet. The TAC must use himself or a cadet to provide that supervision until the counselor arrives. TACs should also be prepared to accompany Public Safety in transporting a suicidal cadet to the hospital and waiting with him there until he or she receives treatment.

Suicides and attempted suicides are CCIRs and should be reported as such to the Commandant.

c. **AWOLs.** While many AWOLs are simple discipline issues, TACs must always remember that a cadet may be AWOL due to some distress rather than mere delinquency. TACs need to have a company battle drill when a cadet misses his or her first accountability check. This might include such measures as checking his room, calling or texting, checking with friends, checking the cadet’s facebook account, and checking frequented campus locations such as the locker room, gym, or library. The battle drill for the second missed accountability check needs to be more detailed and begins with notifying the Commandant as a CCIR. After that such measures as notifying PSAF, checking with police and local hospitals, checking to see if the cadet’s car is present, checking frequented off-campus locations, and checking with parents might be appropriate.

Chapter 3 of the White Book outlines specific actions to be taken if a cadet is AWOL for over 72 hours, including disposition of the cadet’s rifle and personal belongings.

d. **Drugs, Alcohol, and Illegal Weapons.** If a TAC finds or is notified of alcohol on campus, he or she should photograph it in its existing location and/or have it witnessed by another college official or responsible cadet and then
confiscate it. Ultimately, the confiscated alcohol will be destroyed per the Blue Book.

If a TAC finds or is notified of drugs, drug paraphernalia, or illegal weapons on campus, he or she should secure the location with himself or another college official or responsible cadet and notify PSAF. If PSAF elects to respond to the report, the TAC should defer to PSAF in the handling of the evidence, but should also photograph the items for Commandant Department records. If PSAF does not elect to respond to the report, the TAC should photograph the item in its existing location and/or have it witnessed by another college official or responsible cadet and then confiscate it and deliver it to PSAF for disposition instructions.

The discovery drugs, drug paraphernalia, or illegal weapons should be considered as a CCIR and reported as such to the Commandant. The TAC should notify the Commandant or Chief of Staff anytime PSAF is called to the barracks.

Per the Blue Book, Chapter 2, intoxicated cadets will not be allowed to enter the barracks. The TAC or guard will escort them to the Infirmary for evaluation. If the cadet is unable to be transported in this manner, the TAC or guard will call PSAF and request transportation.

In cases involving drugs, alcohol, and illegal weapons, the TAC should prepare his or her own statement as well as gather the statements of any witnesses as soon as possible.

e. **Family/Personal.** A TAC may be notified by any of several sources including the cadet him- or herself, a family member, another cadet, or another college official of a cadet with a personal or family issue. The TAC should follow the basic Ask-Care-Escort methodology to assist the cadet. Procedures for special and emergency leaves are described in the White Book, Chapter 8.
f. **Hazing and Major Fourthclass System Violations.** Accusations of hazing and major fourthclass system violations should be considered as a CCIR and reported as such to the Commandant. The TAC’s immediate priority is to ensure the safety and well-being of the alleged victim. This step may include medical treatment or counseling and may also require an environmental accommodation such as temporarily geographically or administratively reassigning the accused to prevent routine contact with the alleged victim. After these initial measures, the TAC must continue to monitor the situation to ensure there is no retaliation toward the accuser and/or alleged victim.

The TAC should prepare his or her own statement as well as gather the statements of any witnesses as soon as possible. The TAC should take measures to isolate witnesses from any undue influence. This includes not just influence from upperclass cadets to knobs, but also any collusion among knobs to collectively render a sanitized report. If multiple witnesses are involved, the TAC may want to coordinate with other TACs to use their offices as waiting areas while he interviews each witness one at a time. In obtaining statements, the TAC can either ask the witness to write his or her own statement or the TAC can produce his or her own account of the interview by recording questions and answers and having the witness sign the report with a statement verifying that it represents an accurate account of the interview. This latter technique is especially useful with knobs who may otherwise not report all the items of relevance to the investigation. If his initial inquiry warrants the writing of a PR, the TAC should do so and attach the statements.

g. **Sexual Violence and Sexual Harassment.** Upon receiving an accusation in these categories, the TAC’s immediate priority is to ensure the alleged victim is presently in a safe situation. Of critical importance after that is for the TAC to
understand that the alleged victim has considerable agency in determining what happens next, to include electing that no further action be taken. The TAC must also understand the criticality of safeguarding the alleged victim’s privacy. The TAC must report any incident of sexual violence, sexual harassment, stalking, dating violence, or domestic violence to the Director of CARE. The TAC’s actions after that should be directed by the course selected by the alleged victim and the advice and guidance of the Director of CARE. Additional information about sexual violence and harassment reporting is addressed in Chapter 1 of the Blue Book.

h. **Discredit to The Citadel.** Individual cadet egregious misbehavior and certainly any collective egregious misbehavior often quickly finds its way into the media.

Upon notification of such misbehavior, the TAC’s immediate priority is to stop it. Then he or she must report it to the Commandant as a CCIR. Then he must thoroughly and in great detail gather all the facts and report them to the Commandant. The TAC must remember that there are “good facts” and “bad facts,” and eventually they will all come out so it is best to have that occur on our terms rather than on the media’s. “Bad news does not improve with time.”

TACs should be careful to not spread any rumors and to caution cadets to do the same in such situations. Of particular concern is to avoid inappropriate social media commentary. TACs and cadets should follow strategic communications guidance issued by the Office of Communications and Marketing.

i. **Communicating with Parents.** TACs should expect inquisitive and emotional interactions with parents, especially when parental expectations of their child’s performance are not being met. Before engaging in such a conversation with any degree of specificity, first check to see if
the cadet has a FERPA release form by logging into Lesesne Gateway and clicking on Faculty. At the bottom of the middle column there is a “Click here for FERPA releases” button. If the cadet does not have a release form on file, you must respect the cadet’s right to privacy. Explain the situation to the parent and tell them if they want to have such a discussion, they must first have their child sign the FERPA release. If they have questions about FERPA, you can direct them to the explanation at the General Counsel’s webpage at http://www.citadel.edu/root/ferpa.

After confirming that the cadet has authorized release of the specific type of record in question to the specific person inquiring, you are free to discuss the matter. If the cadet is willing, sometimes it is advantageous to have him or her in the room and do a speaker call so everyone has the same information.

Be prepared for anything from a parent wanting to help to a parent wanting to blame. Listen empathetically and don’t take anything personally. Stick to the facts and try to keep the conversation objective. One technique is to ask the parent what they would like done. Having thus focused the matter, you can either explain why the parent’s request can or cannot be done, and if it can, start outlining the plan of action. Most of the time, that plan will involve the TAC’s pointing the cadet to various resources such as the Academic Support Center. The TAC should be careful not to leave the parent with the impression that the TAC will be assuming a responsibility that more properly lies with the cadet. It is good to end the conversation by summarizing any agreement and ensuring mutual understanding.
### Known High-Risk Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Risk</th>
<th>Mitigation mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge Night</td>
<td>Hazing or 4CS violations</td>
<td>Cadet officer and HA monitoring. TAC presence</td>
</tr>
<tr>
<td>Return from the beach</td>
<td>Improper command climate</td>
<td>All non-cadre cadets in their rooms with doors closed as knobs return. TAC presence</td>
</tr>
<tr>
<td>Senior mentor program</td>
<td>Servitude, 4CS violations</td>
<td>Task XO with supervision and specifically ask the question during knob counseling. Alert Night OC to be vigilant during the evening admin time.</td>
</tr>
<tr>
<td>Football games</td>
<td>Drinking, cadets sitting in unauthorized locations</td>
<td>Reminder to cadets that the tailgate areas are on-campus and on-campus drinking is unauthorized. Alcohol checks before march-on. TAC presence</td>
</tr>
<tr>
<td>Wednesday before Parents Weekend</td>
<td>Moultrie Mile-type activities and disruptions in the barracks</td>
<td>Expectations and consequences. TAC presence.</td>
</tr>
<tr>
<td>Ring Weekend</td>
<td>Branding, alcohol, 4CS violations, off campus misbehavior</td>
<td>Expectations and consequences</td>
</tr>
<tr>
<td>Halloween</td>
<td>Unauthorized or inappropriate trick or treating in the barracks</td>
<td>Early dissemination of the regimental policy memo and confirmation brief to the TAC. Expectations and consequences.</td>
</tr>
<tr>
<td>Homecoming Weekend</td>
<td>Cadets acquiescing to alumni encouragement to misbehave, alumni disruptions at parades and other activities</td>
<td>Check barracks for alcohol cadets sometimes have on-hand to welcome open barracks visitors. TACs position themselves along the pass and review line to dissuade alumni misbehavior. Extra TAC vigilance during football pre-game activities. Expectations and consequences for the guidon bearer.</td>
</tr>
<tr>
<td>Event</td>
<td>Risk</td>
<td>Mitigation mechanisms</td>
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<tr>
<td>Thanksgiving meal celebration</td>
<td>Inappropriate decorations on hats. Wrestling matches on the quad and throwing people in showers</td>
<td>TAC and chain of command inspects hats. Don’t let even the mildest rough-housing get started. Supervision by chain of command (ensure commanders and CSMs/1SGs remain with their assigned unit rather than returning to their home company for the celebration). TAC presence</td>
</tr>
<tr>
<td>Junior Sword Arch and Summerall Guards Try-outs</td>
<td>Hazing of aspirants</td>
<td>Each of these clubs has a TAC advisor who closely supervises the try-outs. Other TACs should have their antennae up.</td>
</tr>
<tr>
<td>Christmas decorations</td>
<td>“Knob wars” instigated by raids on sister companies’ decorations</td>
<td>Alert the Night OC to watch for suspicious activity. Expectations and consequences.</td>
</tr>
<tr>
<td>Rank boards</td>
<td>Roaching</td>
<td>Expectations and consequences.</td>
</tr>
<tr>
<td>Recognition</td>
<td>“Last licks” from upper-class and underage drinking at knob recognition parties</td>
<td>Have the knob party planner give you a thorough briefing on the plan. Expectations and consequences.</td>
</tr>
<tr>
<td>Corps Day parade</td>
<td>Disruptive alumni who try to join the company or negatively influence the guidon bearer</td>
<td>TACs position themselves along the pass and review line to dissuade alumni misbehavior. Expectations and consequences for the guidon bearer.</td>
</tr>
<tr>
<td>Graduation Week</td>
<td>General flaunting of the regulations, particularly accountability ones. Setting pre-positioned dumpsters on fire. Tom-foolery during the Long Gray Line parade, such as marching out of your shoes.</td>
<td>Expectations and consequences. Alert the Night OC to watch for suspicious activity.</td>
</tr>
</tbody>
</table>
CHAPTER 10
Advice from other TACs

The TAC Handbook concludes with these ten pieces of advice from seasoned TAC’s. They represent responses to the prompt: “What have you learned over time that you think a new TAC can benefit from having initial knowledge of?” They are presented in no particular order.

1. Many cadets tend to shy away from engaging the student support offices until their situations becomes dire. Be proactive, make contact with all the student service offices and develop a relationship early in your tenure. Then identify as quickly as possible those cadets that can benefit from the student services offered and refer them personally to those contacts you have previously made for help.

2. When you are pondering a cadet who has started a downward trend from previous successful conduct, try to find out what kind unrealistic beliefs they have developed. Some will get to their junior or senior year and start to believe they have a choice for how much military participation they will have. This same unrealistic approach can also happen to people who have not previously been academic failures. Search for the root of the problem.

3. Look for ways the cadets communicate and lead that are different from your previous military experience. Cadets communicate and lead out of TAC view. We have formations during the day but the cadets exchange much more information and interact as leaders through internet and texting. College students, and cadets, are most active in the evenings after the TACs leave. Even though they have a schedule that is full through the day, they still interact with each other more in the evenings.

4. The Company TAC does not command the company. Your role is to Coach the Cadet Chain of Command in the daily operations, training,
and leadership of the company. In the end, the Cadets are the ones on the field that have to run the play.

5. You need to establish a Non-Adversarial relationship with your Cadets. They can’t see you as the “Bad Guy.” If they do, you will be ineffective as a TAC Officer. They need to feel comfortable approaching you with issues, questions, personal problems, mistakes, failures, etc. You need to help them grow into the role of “Bad Guy.” This will not be an easy task but that is our charter. They are paying a lot of money to grow and develop in this “leadership lab.” Don’t steal that opportunity from them!

6. This is a Military School not a military unit. Remember that Cadets are a work in progress. Don’t expect them to operate at the level of commissioned Lieutenants. It is our job to help them develop through the 4 year process.

7. A TAC’s purpose, and their basis for evaluation, is their ability to Teach, Advise, and Coach their cadets. Teach and Coach to The Citadel standard consistently from August to May, even to those Cadets who struggle (by will or skill) to meet the standard.

8. A new TAC should know how to develop the proper sense of push/pull with the Corps and know how to stay involved and aware of cadet operations in order to coach them properly depending on the task at hand but not to the point that the TAC stifles Cadet leadership development.

9. A new TAC would benefit from knowing the trends of cadet behavior/”traditions” so new TACs can know what is coming/happening before it starts evolving/developing in front of them. i.e. Thanksgiving, senior mentors, chow hall, customs and courtesies.

10. Believe it or not, some Cadets just don’t want to participate in the Military aspect of the school. Only 35-45% of our Cadets pursue a career in the military. While the majority of the others are active participants and want to develop their leadership, discipline and organizational skills, some just want the prestige that comes with the ring and the diploma.
“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”
-William Arthur Ward

“What do I consider a teacher should be? One who breathes life into knowledge so that it takes new form in progress and civilization.” - Hellen Keller

“From my experience, the best advisors help in three ways: encourage you to look at the problem or opportunity from multiple angles; help you balance the tug of the short-term with important long-term priorities; and ask the tough questions you need to know to reach the best solution.”
-Margo Georgiadis

“A goal without a plan is just a wish.”
-Antoine de Saint-Exupery

“A team takes on the personality of the head coach.”
-Ricky Williams

“Really, coaching is simplicity. It’s getting players to play better than they think that they can.”
-Tom Landry

“Coaching is unlocking a person’s potential to maximize their growth.” - John Whitmore