

A GUIDE TO BEING A CADET NCO

(NONCOMMISSIONED OFFICER)

at The Citadel



THE CITADEL EXPERIENCE 2021-B



“Follow me and do as I do.”

This iconic statue at Fort Benning, Georgia represents the essence of the NCO leadership ethos and serves as the standing orders of NCOs everywhere to the men and women entrusted to their care.

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Introduction

A Guide to Being a Cadet NCO at The Citadel builds on *Cadet Leader Development AY 2017-2018*, *The Citadel Training Manual*, and *How to Train at The Citadel* to provide specific guidance for how a cadet NCO implements the principles contained in those documents. It is designed to serve as the reference text for the Corporal and Sergeant Academies that cadets participate in as they transition from being freshmen to sophomores and from sophomores to juniors, and it is the sister manual to *A Guide to Being a Cadet Officer at The Citadel*.

A Guide to Being a Cadet NCO at The Citadel has six chapters. Chapter 1 is “The Officer/NCO Team.” This chapter explains the principle differences between a cadet NCO and a cadet officer. It identifies what is traditionally considered “NCO Business” relative to “Officer Business” and explains in general terms how NCOs and officers achieve unity of effort within this division of labor.

Chapter 2 is “The NCO and the Daily Business of the Corps.” Chapter 3 is “The NCO and Individual and Small Team Training.” Chapter 4 is “The NCO and Cadet Development.” Chapter 5 is “The NCO and Getting the Job Done.” Each of these chapters discusses the particular aspect of NCO Business, in many cases using Citadel examples and providing insights into best practices.

Chapter 6 is “Specific Duty Positions and Responsibilities” and it provides a brief description of the expectations for each NCO position within the South Carolina Corps of Cadets.

CHAPTER 1

The Officer/NCO Team

While the NCO is often referred to as the “backbone” of the Army, the officer/NCO team has been described as its “cornerstone.” A strong officer/NCO bond can have the single most important impact on unit effectiveness and efficiency. Conversely, if the bond is broken, it can have a devastating impact on morale, esprit de corps, readiness and mission accomplishment. Of particular importance are the bonds between Platoon Sergeant and Platoon Leader, First Sergeant and Company Commander, Battalion CSM and Battalion Commander, and Regimental CSM and Regimental Commander.¹

In many very important ways, the officer/NCO relationship at The Citadel is different from that in the military. In the military, NCOs have advanced up the ranks and by that process gained experience, technical and tactical expertise, and personal power that a junior officer, who has only recently entered the service directly from a commissioning source, does not have. NCOs in the military are largely responsible for “training” and mentoring not only other enlisted personnel in their charge, but also the new officers. Officers in the military have significant responsibilities for collective training and readiness.

At The Citadel, the differential between the practical experience of officers and NCOs is actually the reverse of the way it is in the military. Cadet officers were generally cadet NCOs the previous year and likely know more about NCO duties than the cadet NCO does. Therefore, the cadet officer can receive little training or experiential wisdom from the cadet NCO. In fact, the opposite

¹ TC 7-22.7, *Noncommissioned Officer Guide* (Washington, DC: DOA, 5015), 5-4.

relationship exists. Finally, most of the training that goes on at The Citadel occurs at the individual or small unit level.

The result of these dynamics is that at The Citadel, cadet officers often tend to default to what they know how to do and what needs to be done, and those things are usually part of what in the military would be considered “NCO Business.” When cadet officers do what cadet NCOs should be doing, not only are the NCOs underutilized, the tasks the officers should actually be doing are neglected. NCOs and officers must be very sensitive to this Citadel-specific reality as they forge their relationship, and consider it in the context of the principled leadership behavior of “keeping a balanced view of one’s own importance.”

1.1. NCO Support Channel. The NCO Support Channel is a leadership channel that parallels, supports, reinforces, and complements the chain of command, but is subordinate to it. This channel of communications and supervision begins with the command sergeant major, extends through first sergeants and platoon sergeants, and ends with squad leaders and squad corporals. It is used to pass information, execute the commander’s orders, and to get routine jobs done.² In the context of principled leadership behaviors, the NCO Support Channel impacts “empowering others for action and decision-making” as well as “holding team members accountable for results.”

At The Citadel, the Commandant Department Sergeant Major, the Battalion TAC NCOs, and the staff NCOs form a NCO Support Channel that begins the process of putting into effect the policies and procedures determined by the Commandant and the Battalion and Company TAC Officers, and enforcing standards of performance, training, appearance, and conduct. The NCOs monitor the process and provide the chain of command feedback and advice about its implementation. This Commandant Department NCO

² TC 7-22.7, 4-19.

Support Channel interacts with the cadet NCO Support Channel by frequent CSM/ISG meetings, NCO calls, and individual meetings between cadet NCOs and their Commandant's Department counterparts. When the Regimental CSM passes on information to the Battalion CSMs from or through these forums, he or she does not do so as a member of their chain of command. The Battalion CSMs have that relationship with their Battalion Commanders. Instead, the Regimental CSM is acting as a member of the NCO Support Channel to support the chain of command. He or she is able to do so both based on their experience and position, but also based on his or her synchronization with the Regimental Commander as a result of their special relationship.

1.2. NCO and Officer Unity of Effort. Dandridge Malone uses the phrase “*vertical teamwork*” to describe the unity of effort between officers and NCOs. He identifies four things necessary for vertical teamwork to happen:

- Knowing each other.
- Practicing the basic process of getting things done together.
- Knowing how the chain of command and the NCO support channel work.
- Knowing the difference between what officers do and what NCOs do.³

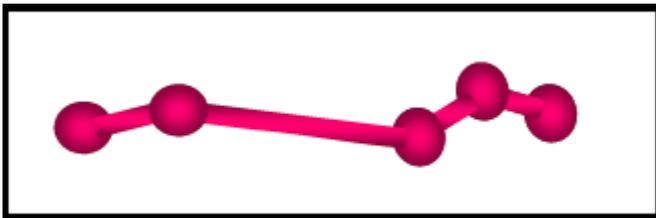
NCOs and officers come to know each other the same way anyone does: they talk, share experiences, spend time together, and make adjustments as they go along. Critical to this process is the “setting expectations” step of The Citadel Training Model. The officer/NCO counterparts should explicitly state their initial expectations

3 Dandridge Malone, *Small Unit Leadership: A Commonsense Approach* (Novato, CA: Presidio Press, 1983), 58.

of each other, be upfront about their individual strengths and weaknesses, take into account the particular situation, and agree to a final set of expectations that will form the basis of a relationship built on mutual respect and trust. The NCO must be loyal and supportive in these exchanges, but also forthright and honest. In all feedback sessions, cadets have opportunities to practice the principled leadership behavior of “acting and speaking with courage.”

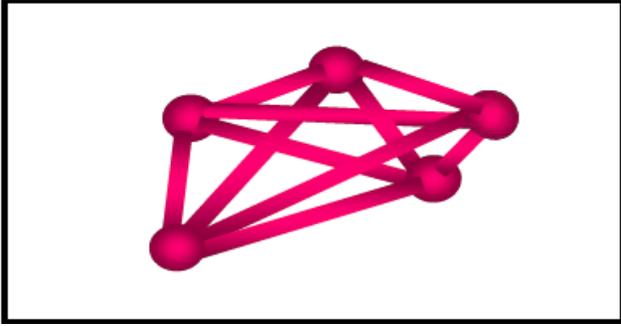
As NCOs and officers practice the basic process of getting things done together, they are building the necessary skills and providing feedback as required by the second and third steps of CTM. Most of cadet life is repetitive: formations, inspections, accountability, class, parades, leave, administrative actions, etc. NCOs and officers have plenty of opportunities to practice this process, and they should enter into each iteration as both a mission and a training experience. Based on the feedback that comes from the formal and informal After Action Review process, they should experiment, tinker, and adjust until they find the technique that works best for them.

The *chain* of command and the NCO support *channel* are both networks. In “*chain*” networks, information, resources, actions, and orders flow along a line of separate contact, from one end of the chain to the other. It looks like this:



The chain of command provides the linear connection between its members that is essential to the singular decision-making authority inherent in command.

Members and small groups in a “*channel*” network are connected to every other member or small group in a collaborative effort, but without a central command cell. It looks like this:



Because its members permeate the entire organization—squads, platoons, companies, battalions, staffs—the NCO support “*channel*” can provide an extremely resilient, exponential, and synergistic connection among its members that is necessary for unity of effort.

1.3. NCO/Officer Division of Labor. Generally speaking, the division of labor between officers and NCOs looks something like:

- ✓ Officers focus on planning. NCOs focus on execution.
- ✓ Officers prepare for future operations. NCOs conduct the unit’s daily business.
- ✓ Officers are intimately aware of the unit. NCOs are intimately aware of the individuals in it.
- ✓ Officers give guidance to NCOs. NCOs give advice to officers.
- ✓ Officers, specifically commanders, have authority to issue specified levels of punishment. NCOs have authority to issue corrective training.

- ✓ Officers rely more on indirect leadership. NCOs rely more on direct leadership.
- ✓ Officers require more conceptual skills. NCOs require more technical skills.
- ✓ Officers are responsible for collective training. NCOs are responsible for individual and small team training.
- ✓ Officers assess training and readiness. NCOs conduct training and ensure readiness.
- ✓ Officers establish standards. NCOs enforce standards.

As explained in Chapter 2 of the Citadel Training Manual, officers focus on telling NCOs what needs to be done, rather than on how to do it. By emphasizing results rather than methods, they give the NCO the freedom of maneuver and flexibility he or she needs to be successful in the specific situation. This is perhaps the overarching way that officers support NCOs. They create the conditions for NCOs to do their job, they trust them to do it, and they use participative leadership and situational awareness to help the NCO respond to unexpected developments.

Within this framework, NCOs are empowered to conduct “NCO Business.” The traditional business of a cadet NCO is that he or she:

- *Conducts the daily business of the corps.*
- *Concentrates on individual and small team training which develops the capacity to accomplish the mission.*
- *Concentrates on each subordinate NCO and cadet and on the small teams of the unit*
- *Concentrates on standards of performance, training, and professional development of NCOs and junior cadets.*

- *Gets the job done.*⁴

The purpose of this division of labor is that although officers and NCOs work together as a team, they gain efficiencies by each having particular areas of expertise, focus, and responsibility. Only by understanding this relationship can an NCO fulfill the mandate of the U.S. Army's NCO Creed that "Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine." When that happens, "Officer Business" and "NCO Business" seamlessly interact to support mission accomplishment and create unity of effort. The officer and the NCO are demonstrating the principled leadership behavior of "empowering others for action and decision-making."

The remainder of *A Guide to Being a Cadet NCO at The Citadel* is organized around traditional NCO Business:

- *The NCO and the daily business of the corps*
- *The NCO and individual and small team training*
- *The NCO and cadet development*
- *The NCO and getting the job done*

4 Malone, 53.

CHAPTER 2

The NCO and the Daily Business of the Corps

When you hear people say, “*the corps runs the corps*,” what they probably should say is “*the cadet NCO corps runs the corps*.” It’s the same phenomenon as expressed by “NCOs run the Army.” In this sense, “run” refers to making happen all scheduled and unscheduled events that make up the regular battle rhythm of the organization. If there is something that is required to be accomplished for the corps to successfully complete another day of training and be ready to start again tomorrow, chances are an NCO is responsible for it.

Everything that the Citadel NCO does in the execution of the daily business of the Corps is also an opportunity to execute and/or assess the status of cadet training. As we discuss the major events that constitute the daily business of the Corps in this chapter, and the training of individuals and small teams in the Chapter 3, it is important that you remember that you are really training cadets and developing leaders in everything that you do as an NCO. Accordingly, you should apply the five steps of CTM and the Plan, Prepare, Execute, and Assess training model outlined in the How to Train Manual (HTT). These concepts manifest themselves in the daily business of formations, inspections, accountability, taskings, information flow, and caring for cadets.

2.1. Formations. Executing a formation is one of the most common tasks that the Citadel NCO performs. This repetition often leads to NCOs taking shortcuts and not applying the training model as the task becomes “routine” and “monotonous.” Therefore, it is important to remember that even with the most repetitive task that you do as a leader, following a process of Plan, Prepare, Execute, and Assess will provide the consistency that your cadets need

in order to know what standards are expected from them during the event.

Formations at the Citadel are used for several key purposes. The primary purpose of a formation is for the accountability of personnel. Formations are also used to prepare for movement of a unit from one point to another, to assess the state of readiness and morale of unit members, and to issues orders or pass out other relevant information to units as a whole. The Citadel NCO must be prepared to execute each formation in a consistent manner so that the members of their team understand what is expected out of them at a formation.

2.2a. Plan: Planning for formations starts with checking the training calendar for formation times, informing your cadets of those times, and determining how much time you will need to disseminate information and assess the appearance of your personnel.

The first thing an NCO should do in the planning phase is download a copy of the weekly training schedule from the Commandant's Operations and Training website. This weekly training schedule will list all required formations for the week as well as who is required to attend and what the uniform is for that formation. Once you have identified all these "hard times" for the week and the required uniforms for each, the NCO must plan his or her actions that lead up to that formation.

2.2b. Prepare: Preparing for a formation is relatively easy once you have established a good plan of attack and have a consistent and systematic approach to each formation. Preparing usually involves meeting with your cadets prior to the training week and advising them of the hard times for the upcoming week, what the uniform will be for each hard time, and what time they are to be there for you to execute your pre-inspection or checks.

2.2c. Execute: The Citadel training schedule routinely identifies a "call" for each formation and an "assembly"

approximately five minutes later. “Assembly” is when the senior NCO, usually the 1SG, commands “fall in.” All members of the unit should be in formation at the position of “at ease” when “call” is sounded. Between “call” and “assembly,” squad leaders take accountability, inspect, and disseminate and exchange information. When “assembly” sounds, the senior NCO of the formation commands “fall in” and “receive the report.” Accountability reports are given in the format of number assigned, number present, number accounted for, and by-name of cadets missing. An example would be “1st Squad reports seven assigned, four present, two accounted for, and Thomas missing.” When a NCO reports “accounted for,” he or she is affirming that the cadet is in a status that authorizes him or her to be at another location. If the NCO merely knows where the cadet is, but that the cadet does not have authorization to not be at the formation, the NCO reports the cadet “missing.” Likewise, if the NCO does not know the cadet’s whereabouts, the NCO reports the cadet “missing.”

In addition to this oral report, NCOs should keep written accountability reports both for themselves and to turn into the next level of the chain of command, per the unit SOP. An example of a squad status report follows:

1st Squad	PT			Breakfast/Reveille		
	Present	Accounted For	Missing	Present	Accounted For	Missing
Colcock	Yes					
Capers	Yes					
Stevens		Infirmary				
White		Special Lv				
Thomas			Yes			
Johnson	Yes					
Coward	Yes					
Total	4	2	1			

After the accountability reports have been received, the senior leader will issue additional instructions about what other tasks are to be accomplished at the formation.

After those tasks have been accomplished, the senior officer usually returns control of the formation to the senior NCO to conduct the next task, such as marching the unit to its next location. NCOs should likewise release control to subordinate leaders rather than releasing the entire unit all at once. For example, after the 1SG has marched the company to its designated location and halted there, he would order “Platoon sergeants, take charge of your platoons.” Platoon sergeants would follow the same pattern with their squad leaders. This allows subordinate leaders to conduct any final business they have with their unit before individual cadets move on to their next task. There are practical exceptions to this general guideline such as when marching to the mess hall where releasing control to squad leaders would create an obstacle to units following behind them.

2.2d. Assess: Assessing your team’s performance during formations is a relatively straight forward process. Here, the NCO identifies execution deficiencies that need to be corrected and then develops a plan to correct those deficiencies. When assessing performance deficiencies, NCOs must determine whether there is a “skill” deficiency or “will” deficiency. This will help the NCO develop proper corrective strategies to correct the performance deficiency.

A *skill* deficiency is the result of a cadet not knowing or not being proficient in meeting expected standards of performance. A *will* deficiency is the result of a cadet’s unwillingness to meet the standards of performance. In general, “skill deficiencies” are corrected by the leader training or retraining the cadet in the particular task. In the case of a “will deficiencies,” the leader uses the counseling process and other interpersonal skills to determine the specific nature of the unwillingness. If the unwillingness is the result of

another legitimate need, the leader helps the cadet meet that need so he or she can regain focus on the other task. If the unwillingness is the result of general disobedience and poor attitude, the deficiency is addressed by a progressive order of punishments.

2.3. Inspections: Inspections are designed to provide the leader information about the readiness and serviceability of the personnel and equipment under his or her care, as well as the common areas that impact general quality of life. Inspections ensure that the unit and its individual members are prepared to accomplish their missions, and they present opportunities to correct small problems before they become big ones. Inspections also allow senior leaders to assess the leadership performance of junior leaders. Finally, based on the old adage that “what isn’t inspected is neglected,” inspections also help leaders establish priorities and direct the efforts of their subordinates.

2.3a. Plan: Inspections operate on a continuum, and the first step in planning an inspection is to determine such things as the inspection’s purpose and scope. There are, for example, formal and informal inspections. Formal inspections are accompanied by deliberate planning and are time and resource intensive. They are conducted sparingly and are accompanied by very high expectations and consequences. An example of a formal inspection at The Citadel would be the President’s Inspection. There are also informal inspections that occur more often but with less resource allocation. Every time a leader sees a subordinate, he or she is conducting an informal inspection. Informal inspections at The Citadel occur at the squad level at each formation. The standards remain the same for both formal and informal inspections, but the intent is usually different. The formal inspection is a culminating event that evaluates the subordinate’s ability to perform a task. The informal inspection is part of the iterative process that builds and sustains that performance capability.

Inspections can also involve everyone in the unit or just a sample. Again, those that involve everyone are resource intensive and occur less frequently than sampling. Sampling is when the leader selects a segment of the population to inspect in order to get a representative assessment of the entire unit. Sampling is an efficient way for leaders to maintain their situational awareness and guard against subordinates becoming complacent. Because the subordinate never knows whether or not he or she will be part of the sample, they will likely be encouraged to maintain the standard rather than accept risk. The leader can adjust the size and frequency of the sample based on the situation. An example of sampling at The Citadel is when a 1SG inspects MRI in three rooms from each platoon. Based on that sample, the 1SG can draw conclusions about the readiness of the entire company or a particular platoon.

While individual circumstances will vary, as a general rule, squad leaders should inspect their cadets at every formation and inspect MRI at least twice a week. PSGs should inspect a significant sample of MRI at least once a week, and 1SGs should conduct sampling at least twice a month.

2.3b. Prepare: Part of a leader's preparation for the inspection is disseminating information to his or her subordinates. Cadets already know from the White Book that their rooms are subject to MRI every morning and they know about SMIs from the training schedule. The leader supplements this basic information with any special instructions in the form of a FRAGORD. For example, the leader might announce a particular emphasis item for the inspection or a particular incentive for outstanding performance.

Another part of the inspection preparation is the leader's ensuring the subordinates understand the standard. Simply saying "I'll be inspecting in accordance with the White Book and Blue Book" establishes the standard, but does not necessarily ensure understanding. The leader must train his or her subordinates on the standard, not just inform them of it. Part of this process is the

leadership by example the NCO uses to model the standard him- or herself and part of the leader’s preparation for an inspection is ensuring that he or she is able to say “follow me and do as I do.”

Finally, NCOs prepare for inspections by reviewing the results of previous inspections to determine focus areas, follow up on previous guidance, and to determine the appropriate scope of the inspection.

An NCO preparing to conduct an inspection should use a pre-execution checklist such as the following:

- ✓ Has the expectation and standard been communicated to the subordinate?
- ✓ Is the subordinate properly trained to meet that standard?
- ✓ If I am not inspecting the entire unit, what is the sample I will be inspecting?
- ✓ What system will I use to ensure completeness, replicability, and rigor?
- ✓ How will I administer consequences to align behavior and standards?
- ✓ How will I provide feedback to the person I am inspecting and to my chain of command?
- ✓ How will I record the results and track trends?

2.3c. Execute: Leaders must remember inspections are conducted based on a standard. They are inspecting the behavior or the performance, and if that behavior or performance does not match the established standard, something must be done to bring it into alignment. Again the leader has a range of options available. “On-the-spot” corrections are effective means of aligning behavior

with standards when dealing with small issues of non-compliance. An example of an on-the-spot correction would be when a squad leader finds an improperly made bunk during an MRI. He may simply tell the cadet to tighten his or her bunk, and once that has been done, the squad leader proceeds with the rest of the inspection. The behavior has been immediately brought in alignment with the standard.

Deficiencies that cannot be immediately corrected can be effectively handled by the “correct and re-inspect” technique. If instead of just a loose bunk, the squad leader finds that the entire room is gross, he or she might tell the cadet to get the room in MRI order and be ready for re-inspection in one hour.

If the cadet is not present for the inspection, such as is often the case with a MRI, the inspector still must provide some specific feedback. This can be accomplished face-to-face at the next formation or by leaving a note in the cadet’s room. Remember the INPUT+ mnemonic aid of the Citadel Training Model when providing the feedback. Leaving a note such as the one shown below accomplishes the INPUT+ guideline that feedback be “immediate” because the cadet sees it as soon as he returns to his or her room. It is also “uniquely specific” in that it identifies specific deficiencies so the cadet can correct them. In contrast, a PR for an unspecified “improperly displayed item” may be too ambiguous for the cadet to take corrective action. Also note how the squad leader’s statement that “I will re-inspect tomorrow morning” illustrates the “correct and re-inspect” technique. Finally notice that the squad leader has also checked general welfare items such as the air conditioning in addition to specific White Book items.

Room 1234 24 August 2017 08:50

- Cobwebs on ceiling
- Trash can dirty
- AC not working – Call in work order and report work order number

I will re-inspect tomorrow morning.

Squad Leader

More serious and complicated deficiencies, especially those involving purposeful misbehavior, repeated offenses, or a significant lack of ability, require some combination of counseling, punishment, and re-training to correct. The point is that each inspection should result in the appropriate application of Step 4 “Follow through with Consequences” using the PRIDE mnemonic of the Citadel Training Model. The consequences do not necessarily have to be a Performance Report in every case, but the leader must acknowledge that every time he or she inspects something, he or she is communicating to the subordinate what the standard is. If the squad leader inspects the cadet’s room and observes a dirty floor and does nothing about it, he or she has communicated to the subordinate that a dirty floor is now acceptable. This is true even in the most informal of inspections so if a cadet NCO walks passed a fellow cadet going to class and says nothing about the cadet talking on his cell phone, he or she has established that the Blue Book prohibition against that behavior is no longer going to be the applied standard.

In addition to inspecting according to a standard, inspections should be conducted in a systematic way that ensures thoroughness. For example, military vehicles such as HMMWVs are inspected according to a step by step sequence described in the -10 level technical manual that ensures the entire vehicle—inside and out, major end item and component parts—are checked.

Paratroopers are inspected by a Jumpmaster Personnel Inspection that prescribes a very detailed and precise sequence. Both these examples ensure the inspector conducts a complete, replicable, and rigorous inspection. Likewise, a cadet squad leader inspecting a room might use a sequence such as left wall, back wall, right wall, front wall, ceiling, and floor to achieve the same result. Someone inspecting a rifle might begin by inspecting the inside of the barrel, then inspect the top of the rifle from flash suppressor to butt plate, open and inspect the butt plate, and finally turn the rifle over and inspect the underside from butt plate to flash suppressor. The point is to have an efficient system that becomes your technique to ensure completeness, replicability, and rigor.

2.3d. Assess: Inspections allow leaders to assess both compliance with standards such as those in the White Book, but also leadership development outcomes such as those in the *Cadet Leader Development* pamphlet and the Blue Book. The Citadel standards about hospital corners and shined shoes are not ends unto themselves. They are indicators of how a cadet is developing leadership outcomes such as attention to detail and time management. The leader should use inspections to assess both standards and outcomes.

Inspections also allow leaders to assess other leaders. When a PSG samples rooms or personnel, he or she is not just inspecting the individual cadet. More importantly he or she is assessing the degree to which the squad leader is fulfilling his or her leadership responsibilities to hold team members accountable for results. After inspecting a junior NCO's cadets, the senior NCO should conduct an AAR with the junior NCO to further the leader development process.

All assessment requires collection of the data that provides indications of performance. A "Room Inspection Log" such as the example below is useful for inspectors to report results to their higher headquarters about a single unit inspection or the unit inspections

that occurred over a given period of time such as a week. Such logs are important parts of making inspections a closed-loop system.

Room Inspection Log

Date	Room Inspected (Room Number and Names of Occupants)	Results of Inspection	Action Taken	Inspector's Printed Name

A “Running Room Inspection Log” such as the example below is a useful means of recording performance over time in a single room. Posting such a log on the back of the door allows the inspector to assess the results of the current inspection in the context of the trends represented by previous inspections.

Running Room Inspection Log

Date	Results of Inspection	Action Taken	Inspector's Printed Name

2.4. Taskings: “Taskings” are definite pieces of work assigned to subordinate units or individuals. Preparing hurricane rosters, reporting to the tailor shop to pick up or turn in a uniform item, completing a survey, and moving cars on a football game

weekend are examples of typical taskings at The Citadel. Even if the specified task is assigned to the individual cadet, NCOs, mainly at the squad leader level, have the inherent and implied supervisory responsibility of communicating, tracking, ensuring compliance, and reporting results.

For more discussion on implied versus specified tasks see Chapter 5 of this Guide and the HTT. For this discussion we will limit our analysis to how to plan for, prepare, execute, and assess taskings.

2.4a. Plan: When an NCO receives a specified or implied tasking, he or she follows the standard troop leading procedures explained in the HTT on pages 10-13. Because most taskings at The Citadel are communicated *en masse* via the training schedule, a mess hall announcement, or a group email, it is likely that the NCO and his or her cadets receive the mission simultaneously. Most of the taskings are also so simple and intuitive in nature that there is little need for course of action development. Thus, most of the NCO's planning effort will be directed not so much at how to execute the task but at how to track it.

The 1/3-2/3 rule is useful in the planning process for taskings. In this case, the NCO gives 2/3 of the available time to the subordinates to accomplish the tasking on their own, and then has the remaining 1/3 of the time available to directly lead the subordinate if necessary. So if there are six days available for cadets to turn in field jackets at the tailor shop, the squad leader issues a FRAGORD that instructs his or her cadets to accomplish the task and report it to him or her by the fourth day. For those cadets who fail to accomplish the tasking by the fourth day, the squad leader has two remaining days to personally escort the cadets to the tailor shop or otherwise ensure compliance by direct rather than indirect supervision.

Based on the complexity of the mission, the level of skill and will of his cadets, and the time available, the NCO has two basic

planning options to accomplish a tasking. The first is decentralized execution in which the NCO assigns the tasks and allows the cadets to execute on their own according to a certain standard. This technique is appropriate when the cadets have the skill and will necessary to accomplish the mission. If skill or will is lacking, the other option is centralized execution.

To decentrally execute the task of turning in field jackets, the NCO issues the order and monitors progress. To centrally execute it, he or she designates a time to march the entire squad over to the tailor shop to complete the tasking. Often the two techniques can be combined such as in the example used to illustrate the 1/3-2/3 rule. As the NCO plans his or her course of action, he or she should consider that, generally speaking, centralized execution produces more reliable results but is leader-intensive. Decentralized execution is often more difficult to control, but has advantages in developing subordinates.

2.4b. Prepare: NCOs prepare for taskings by ensuring effective communications and by developing their tracking mechanism. They conduct confirmation briefs with their seniors and subordinates to ensure proper understanding of the task. This includes how the subordinate will report task accomplishment to the NCO if the tasking is being completed in a decentralized manner and how the NCO will report task completion to the higher headquarters.

A very effective means of tracking most decentralized taskings is for the squad leader to post a roster on his or her door with the task standard on top, each cadet's printed name, and instructions to "initial and date when complete."

Move cars on campus NLT 12 Nov.	Initial and date when complete.
Dunne	
Paluso	
Yagle	
Moffitt	
Redman	
Rosa	

2.4c. Execute: Whether by the method described above or some other, the squad leader must maintain an on-going status of his or her squad’s progress throughout the execution phase. If using the roster method, this is accomplished by having cadets initial and date the roster. The squad leader can check the roster before each formation and remind those cadets who have not yet completed the task to do so.

Move cars on campus NLT 12 Nov.	Initial and date when complete.
Dunne	
Paluso	EFP 9 Nov
Yagle	ALY 8 Nov
Moffitt	
Redman	SWR 9 Nov
Rosa	

The squad leader must be able to influence accomplishment of the tasking before the “suspense date”—the date assigned for completion of the tasking. Waiting until the suspense date and asking if everyone has completed the tasking is not proper supervision. The squad leader must track progress during the execution phase and ensure all his or her cadets have completed the tasking in the time allotted. If the situation warrants, he or she may have to switch from the decentralized to the centralized method or increase his or her supervision and direct involvement if satisfactory progress is not being made. The execution phase concludes with the reporting of the final status to the higher headquarters.

2.4d. Assess: Assessment of a tasking focuses on the collective system and individual compliance. When assessing the system, the leader considers the effectiveness of communicating, tracking, and reporting. When assessing individual compliance, he or she considers what consequences to administer for above or below standard performance. Taskings are orders, and, while taking into account any mitigating or extenuating circumstances, the leader should treat non-compliance as he or she would a failure to follow any order.

2.6. Information flow: Individual NCOs and the collective NCO support channel manage the flow of information up and down the chain of command and throughout the NCO support channel. From higher to lower, NCOs transmit instructions, orders, and guidance. From lower to higher, they report statuses, relay concerns or questions, and provide feedback. Throughout the NCO support channel, they share implementing instructions, lessons learned, and awareness. If it is true that “information is power,” leaders must get the correct information to the correct people in order for them to have the power they need to act.

Effective information flow involves redundancy which means that the information is delivered in more than one way. The 1SG for example may send an email to the company and make the same announcement in formation. Because NCOs are usually direct leaders, much of their information will be exchanged face-to-face to individuals or in small groups. NCOs should use technology and mass communication as appropriate, but seldom exclusively.

Effective information flow involves confirmation. The leader does not just disseminate the information. He or she ensures the intended audience both receives and understands the message. Sometimes this can be a simple email response of “roger” and other times it will require a more detailed confirmation brief. If the squad leader sends a text the night before notifying the squad members of the uniform for PT the next morning, he or she should

require each cadet to reply back to him or her that they have received the message.

Effective information flow is designed to be easy to understand and to process. Disseminating information in a consistent, standardized format such as that of an operations order promotes understanding by its familiarity. Requesting information in a prescribed format such as the designated columns on the hurricane roster reduces ambiguity and increases validity. Organizational tools like spread sheets allow the same information to be manipulated and processed to serve several purposes.

2.6a. Higher to lower information flow. Information flows down the chain of command in the form of instructions, orders, and guidance. As it passes through each level, leaders do the necessary analysis to make it relevant to their cadets. As a result, the NCO may omit some irrelevant information, amplify existing information, or add new information to make the message clear and specific to his level. An announcement about getting fitted for blazers, for example, is irrelevant to sophomores and can be eliminated from the information passed to them. On the other hand, information about the approach of the last day to withdraw from classes would require amplification to a first semester knob who has no frame of reference for what that means. Finally, a squad leader might add his or her own information about his expectations and preparation requirements to an otherwise generic announcement about an upcoming SMI.

As the NCO tailors information to his or her specific audience, however, he or she must not become a gatekeeper who filters out information his subordinates need. Nor can the NCO change the intent of the higher unit. Finally, the NCO must refrain from negatively editorializing about the information or being disloyal to its originator.

2.6b. Lower to higher information flow. As first line, direct supervisors, NCOs are uniquely positioned to receive information from subordinates and either act on it themselves or relay it up the chain of command. Sometimes NCOs will request information of their subordinates such as whether or not they have accomplished taskings. Other times, subordinates will request information such as about how to solve a problem. NCOs always will use involved leadership to learn information and information needs that otherwise might be inconspicuous. Involved leadership will be more thoroughly discussed throughout this chapter and in Chapter 4.

2.6c. Information flow throughout the NCO support channel. The NCO support channel is an excellent means of exchanging information, ideas, observations, and techniques to improve awareness and operations. Effective exchange of information requires that NCOs have a process to exchange and/or disseminate key information and instructions. At company level, first sergeants meet with platoon sergeants and platoon sergeants meet with squad leaders to exchange critical information. Likewise, sergeants major should not only have routine meetings with their first sergeants to exchange key information within the battalion, but they should also have routine meetings with other sergeants major to support information exchange among the corps. To support this information flow from the cadet to senior commanders, NCOs use three key formats: NCO call, the morning huddle, and formations and squad meetings.

2.6b1. NCO Call: At the request of the Regimental CSM, the Commandant's Department can organize an NCO Call and put it on the training schedule. NCO Call provides the opportunity for senior NCOs of both the Corps of Cadets and the Commandant's Department get together and exchange key information about important issues affecting the corps of cadets. It also provides an opportunity for senior NCOs to get to know each other better, create a bond among NCOs, network, and build camaraderie.

2.6b2. The Morning Huddle: The first sergeant should have a brief meeting with his or her platoon sergeants daily if possible but at least once a week. The morning huddle is a gathering of key leaders, usually before the first duty formation, to conduct a quick discussion of the day's training.

2.6b3. Formations/Squad meetings: Platoon sergeants and squad leaders should use every formation as a means to keeping their cadets informed. Cadets who feel informed about what is going on not only within the company but within the corps, feel valued. If the NCO routinely briefs them of corps activities, they come to believe in themselves, their leaders, and the corps. In their eyes *they* are the corps and pride is taken in successes and shared hardships.

2.7. Caring: NCOs embrace the spirit of the adage “mission first, people always.” As direct supervisors, they are uniquely positioned to identify needs and care for cadets.

2.7a. Servant Leadership. NCOs are models of servant leadership. In fact, the word “sergeant” is derived from the French word for “servant.” Servant leadership is a leadership approach in which the leader meets the subordinate’s legitimate needs—which might include such concerns as training, encouragement, resources, or help with personal issues—in order to allow the subordinate to better focus on and accomplish the organizational mission.⁵ The eight principled leadership behaviors that are an important part of The Citadel’s leadership development program are based on servant leadership.

Do not mistake servant leadership for weakness, coddling, or an absence of authority. Instead, Command Sergeant Major Rory Malloy, commandant of the U.S. Army Sergeants Major Academy,

⁵ James Hunter, *The Servant: A Simple Story About the True Essence of Leadership* (Roseville, CA: Prima, 1998), 125.

says that servant leadership is “about digging into our Army [or Citadel] Values and the way we treat people. We’re not talking about being huggy-feely, or treating people like they’re little kitty cats. You have to demonstrate tough love, but you can do that without being abusive.” NCOs who practice servant leadership “have to be out front, able to bark orders and able to yell. But they don’t have to do it in an abusive way. They can still maintain standards and accomplish the mission.”⁶

Servant leadership requires attention to the subordinates’ situations, humility, and hard work. Servant leaders must figure out what their subordinates need, put their own needs aside, and devote time and energy to creating the environment where the subordinates are both cared for and empowered. The idea is that if the leader meets his or her subordinates’ needs, they can then concentrate on and are empowered to pursue the organization’s needs. They also build a genuine trust in their leader based on his or her responsiveness to their needs. CSM Malloy explains that servant leaders “don’t have to worry about whether or not other leaders within their organization will do what they ask. Because when they ask, most of their Soldiers will give them their heart ... because they have that respect for them.”⁷

All organizations, including the military and The Citadel, must be on guard against toxic leadership. Servant leaders “create that command climate that fosters that right behavior,” Malloy said. “When you do that, it eliminates that toxic leader or that leader who just doesn’t fit into that mold.”⁸ NCOs who are servant leaders treat their subordinates with dignity and respect and hold others leaders to the same standard.

6 Jennifer Mattson, “Sergeant Means Servant: How NCOs Typify the Servant Leader,” in *NCO Journal*, May 14, 2013, available at <http://ncojournal.dodlive.mil/2013/05/14/sergeant-means-servant-how-ncos-typify-the-servant-leader/>

7 Ibid.

8 Ibid.

Servant leadership begins with a genuine heart for others and a desire to take care of them. It recognizes that leadership is service and the role of the leader is to serve. The servant leader must then use his or her situational awareness, involved leadership, intimate knowledge of subordinates, and empathy to determine what are the subordinate's legitimate needs. The servant leader then meets those needs to help the subordinate be successful.

A squad leader servant leader, for example, knows that one of his or her squad members has the legitimate need to improve their push-up performance. The squad leader has built this awareness by knowing the cadet's CFPT score, observing the cadet during Regimental PT, and talking to him or her formally and informally about his or her physical development. The squad sergeant describes the cadet's situation to the Athletic Officer and asks for some exercises that might help this cadet. The squad leader then passes this information on to the cadet and offers to work with him or her on those exercises three times a week.

A squad corporal servant leader knows one of the knobs in his or her squad is from the West Coast and senses the knob is a little homesick. The squad corporal goes to the Cadet Activities Officer and gets some information about the Sponsorship Program. The corporal then tells the knob about the program, and, if it sounds interesting to him or her, takes the knob to Cadet Activities to get him or her signed up.

A platoon sergeant servant leader spots checks MRI and one squad's rooms are far worse than the other two. While inspecting one room in the underperforming squad, the platoon sergeant asks when the last time was that the cadet's squad leader did an MRI and finds out the squad leader never does MRIs. The platoon sergeant talks to the squad leader to find out why and learns that the squad leader lacks confidence in his or her ability to do an inspection. The platoon sergeant explains to him or her the procedure, has the squad leader do a practice inspection on the platoon sergeant's

room, and then the platoon sergeant schedules a time to accompany the squad leader while he or she does MRIs of a member of the squad so the platoon sergeant can give the squad leader feedback.

Because servant leaders are so attuned to their subordinates' situations and needs, they are well-positioned to "stand up for" their subordinates in the presence of decision-makers higher up in the chain of command. Remember though, that servant leadership is about meeting a follower's "legitimate" needs. Servant leaders stand up for their subordinates when they need a voice, when they need to be treated fairly, when their concern needs to be "translated" into words the decision-maker can better understand, and when the leader has information and perspective that the chain of command needs to know about the cadet. "Standing up" for someone does not mean making excuses for them, showing them favoritism, or not being forthright with the decision-maker.

Part of standing up for someone is knowing when to mitigate the full consequences of the mistakes of deserving subordinates so that learning and growth can continue. This is part of the principled leader behavior of "creating trust that permits others to make and learn from mistakes." However, leaders are also responsible for the actions of their subordinates. Particularly if the leader has first-hand knowledge of a subordinate's weakness, especially critical ones such as hazing or substance abuse, the leader must take action to protect the organization, its members, and its stake holders. The leader also has a responsibility to the subordinate to not become a good-intentioned enabler to the subordinate's poor behavior. In some cases, the leader may even have legal responsibilities to report what he or she knows to the authorities. When leaders stand up for a subordinate, they are in fact putting up their own credibility as collateral to the decision-maker. It is not something to be squandered.

NCOs have both an intimate knowledge of their subordinates' situations and a vested interest in the values and mission of the organization. They carefully weigh both these perspectives to provide

support to their subordinates and advice to their seniors. In the process, they provide a tremendous service to both.

2.7b. Empathy. Empathy is the ability to see how other people see and feel about things. Stephen Covey describes it as “learning to transcend your own autobiography and get into the head and hearts of other people.” Empathetic people are socially sensitive and ensure that they are aware of the situation before attempting to be understood, influence others, or make decisions or judgments.⁹ Because NCOs work so directly and closely with individuals, they have the opportunity to become very empathetic.

ADRP 6-22, the Army’s leadership manual, notes that empathy includes “the desire to care for and take care of Soldiers and others.”¹⁰ Empathetic leaders do not grudgingly, unenthusiastically, or reluctantly care for cadets. They “desire” to do so.

Empathetic feelings naturally tend to increase with age and maturity, but the process can be accelerated with deliberate effort. Immersing yourself amid unfamiliar people and situations, consciously using everyday interactions as opportunities to listen to ideas different from your own, and soliciting feedback from peers and mentors about your ability to acknowledge and understand the feelings of others are ways of improving empathy.¹¹

Empathy is more than just being aware of another person’s situation, it also involves “explicitly expressing to them a deep and caring understanding of their experience.”¹² Being empathetic means “being fully present... [in] the private perceptual world of the other

9 Covey, 8th Habit, 345, 347.

10 ADRP 6-22, 3-5.

11 Daniel Goleman, “Emotional Intelligence and Leadership,” in *Leadership Classics*, ed. J. Timothy McMahon (Long Grove, IL: Waveland Press, Inc, 2010), 138-139.

12 James Sipe and Don Frick, *Seven Pillars of Servant Leadership* (Mahwah, NJ: Paulist Press, 2009), 54.

and becoming thoroughly at home in it... It means temporarily living in the other's life, moving about in it delicately without making judgments. For empathy, presence must precede practice."¹³

This degree of empathy is manifested in “involved” or “benevolently intrusive” leadership. Involved leaders interact with their subordinates on a level that transcends superficialities and reflects genuine concern and understanding of the relevant details of the person's life. While being careful not to inappropriately violate the other person's privacy, the involved leader uses communication and interpersonal skills, presence, and patience to have the situational awareness necessary to meet his or her subordinate's legitimate needs. So instead of gratuitously saying, “Have a good weekend,” the involved leader asks, “Anything special going on this weekend? What are you doing after the football game?” Instead of a casual “Good luck with mid-terms,” the involved leader asks, “I know you said you were worried about calculus. Do you think you're ready? Is there anything I can do to help you?” Because NCOs have such close and direct connections to their subordinates, they make continuous use of involved leadership.

2.7c. Training. Sergeant Major of the Army Robert Hall notes that “Caring doesn't mean making things easy. Caring is causing soldiers to adhere to standards, enforcing standards, and maintaining standards. It's sometimes making soldiers do something they don't want to do.” Private First Class Sammy Davis, who received the Medal of Honor for his actions at Cai Lay, South Vietnam, experienced this type of caring from his NCO leadership. Before that battle, Davis had been trained by Sergeant James Gant, a man he considered “the meanest Sergeant I've ever seen in my life.” Each night, Davis recalled, Gant would take the three-man howitzer crew out and make “us sit back-to-back, blindfold us, set the time fuze and make us count the clicks to ‘muzzle action’ on our guns.” At the time, Davis considered Gant's leadership to be

13 Carl Rogers, quoted in Sipe and Frick, 55.

“ridiculous” and “pure harassment.” On November 18, 1968, when some 1,500 North Vietnamese soldiers attacked Davis’s position, Davis finally understood how much Gant cared. “Sergeant Gant was 100% military,” Davis said in 1993, “... he kicked our butts every step of the way and he trained us what to do. That man was responsible for saving a lot of lives.... Sergeant Gant shared with us the things that he knew were going to help us to survive.” As Sergeant Gant lay dying at Cai Lay, Davis grabbed hold of his hand and only then realized “that he loved me! You’ve gotta love somebody a whole lot to pick on ‘em, and teach them things.”¹⁴

Training at The Citadel is not an end unto itself. It is part of an overall Citadel experience that is designed to prepare cadets for success in leadership roles after graduation. While all cadets recognize the value of this preparation, human nature occasionally leads to subordinating long-term benefits to short-term impulses. Taking a nap instead of exercising. Watching Netflix instead of studying. Staying out on general leave instead of preparing for a SMI. Slipping into toxic leadership habits instead of exercising CTM. When subordinates are tempted to succumb to these temptations, a caring leader uses firm but controlled influence to motivate them to train to standard. Do not expect such efforts to be met with immediate thanks. In fact, you should be prepared instead to experience some degree of resistance, but when the cadet passes his CPFT, gets an A on his exam, or, in the case of PFC Davis, survives the greatest challenge of his life, your caring will have been part of the reason.

2.7d. Resiliency. Resiliency is the elasticity, durability, and adaptability that make it possible to recover quickly from change, hardship, or misfortune. It is more than just “toughing it

14 “Sammy Lee Davis,” Home of Heroes, available at http://www.homeofheroes.com/DG/04f_davis.html#_ednref1. See also “Sammy Davis, Private First Class, U.S. army,” Medal of Honor Book, available <https://www.youtube.com/watch?v=aOWBw7muH9M>.

out.” Resilient people show an openness to learning that allows them to grow from disappointment as well as success.¹⁵ Officers focus on organizational resiliency, and they rely on NCOs to keep them informed and give them advice as part of these responsibilities. However, because of their more direct routine contact with individual cadets, NCOs focus their resiliency efforts at the individual and small unit levels. They understand that, in addition to its tremendous impact on the individual, a small team has special difficulty in continuing its mission when even one member is operating under suboptimal conditions. The readiness of the entire room suffers if one of the two roommates is distracted. The platoon suffers when one of the three squad leaders doesn’t do his or her duties to the squad. Larger units can more easily absorb the ebb and flow of individual performance, but small units—where NCOs typically operate—are especially vulnerable to the “law of the weakest link.”

Positive self-esteem is a key contributor to resiliency because it provides resistance, strength, and a capacity for regeneration. High self-esteem people can be knocked down, but they are quick to pick themselves up again. In effect, high self-esteem is the “immune system of consciousness.”¹⁶ Because they work so closely with individuals, NCOs can help their subordinates build self-esteem by providing positive feedback, praising in public, placing them in situations in which they can succeed, focusing on their strengths, helping them find their “niche,” and offering them support.

In order to help their individual subordinates demonstrate resiliency NCOs must be very attune to challenges their subordinates are facing, changes in behavior, and personal as well as professional situations. They maintain this situational awareness by

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

16 Nathaniel Branden, *Six Pillars of Self Esteem* (NY: Bantam Books, 1994), 18.

involved leadership, and they respond to individual needs by providing support within their capabilities or connecting the cadet to specialized resources if the situation exceeds the NCOs expertise. They conduct the cross-training necessary to have sufficient depth to cover for a team member who needs to temporarily focus elsewhere. They plan sufficiently in advance and allocate time so that unexpected circumstances or delays do not derail the entire operation. They develop contingencies to deal with all possible scenarios and shift resources as necessary. They help individuals be resilient both because they care about the individual's self-worth and dignity, but also for the good of the team.

When helping cadets build resiliency, NCOs also practice the empathy that comes from "meeting people where they are." The resiliency challenges faced by a brand new knob, perhaps away from home for the first time and without an established support network, are different from those faced by a senior with a broader set of experiences, greater maturity, and more connections. Because NCOs focus their resiliency efforts at the individual and small unit levels, they must be very careful to not apply a "one size fits all" approach.

CHAPTER 3

The NCO and Individual and Small Team Training

Beginning when a cadet recruit arrives at the Citadel, NCOs train them on everything they need to know from how to make their beds, to how to conduct physical fitness training, to how to properly conduct military drill and ceremony. Each of these areas are broken down into several steps that need to be accomplished in order to complete the overall task. For example, a cadet recruit must first be taught how to stand at attention before they can be taught how to form a squad.

Each of these skills has a training objective that articulates the task, conditions, and standard. NCOs train to these standards in a step-by-step/by-the-numbers training style that breaks the task into manageable pieces and then link various tasks together to broaden cadet's skills and knowledge.

This broadening extends standards-based training into outcome-based training and provides cadets the transferrable skills they can use in all walks of life. Sometimes these outcomes are very specific and sometimes they are captured as more general leadership behaviors.

For example, the training objective for MRI is for individual cadets to have their rooms arranged in accordance with the standards in the White Book. However, the purpose of The Citadel is not to teach people how to make beds or dust or fold clothes. Those tasks are merely the vehicles used to produce in individual cadets outcomes such as attention to detail that are transferrable beyond the cadet experience. The standards associated with MRI also provide

the vehicle by which leaders develop the outcome of “holding team members accountable for results.”

The same way that room arrangement contributes to the outcome of attention to detail, uniform wear and care contributes to the outcome of professional presence and bearing, drill and ceremony to the outcomes of discipline and teamwork, and physical training to the outcome of a healthy lifestyle. As NCOs train their cadets to a training objective’s standard, they should also be developing in themselves and their subordinates the outcome associated with the objective.

3.1. Corps Standards as Objectives: At the very core of the CTM model is the adherence to standards; the prescribed method of accomplishing a task. Standards provide each cadet a baseline upon which they can measure their actions. Citadel NCOs enforce standards to ensure uniformity, develop a sense of commonality among the corps, and to achieve desired results.

The Citadel NCO must be the example of corps standards. Living by corps standards is the first and most important step in objective based training. By living by the corps values, NCOs begin the training cycle on a daily basis by setting expectations. Role modeling desired behavior communicates to other cadets that standards are not arbitrary nor are they being made up out of thin air. It communicates that all cadets are expected to adhere to certain standards that are spelled out in in corps regulations and training manuals.

Some standards change over time, for example as a result of new technologies or processes. Standards are adapted to reflect these changes. It is the duty of every NCO to stay current in their knowledge of corps standards in several key areas and to develop a training strategy that teaches and/or reinforces expected standards from their cadets. Whether it is a new standard or a standard that has been in the corps for many years, NCOs are expected to enforce all standards with the same commitment and professionalism.

3.2. Pre-Execution Checklists: Pre-execution checks include the informal planning and detailed coordination conducted during the planning and preparation for training. Pre-execution checks are developed by the leader to ensure training is resourced and conducted properly. Pre-execution checks provide the attention to detail needed to use resources efficiently. For a more detailed discussion about the use of pre-execution checklists see page 16 of the HTT manual.

3.3. Uniform Wear and Appearance: After graduation, most cadets pursuing civilian careers will never again shine a belt buckle and even those going into the military will likely get a pair of corafram shoes. Regardless of profession, however, there will be some standard for the clothes you wear to work. Whether it is a food processor wearing a hair net, a construction worker wearing a hardhat, or a lawyer wearing a suit, there will be some equivalent of the “duty uniform” expected in your profession. Correctly wearing The Citadel uniform prepares cadets for that reality. It also presents the individual and collective appearance that builds pride, confidence, and a positive first impression.

3.3a. Plan: NCOs plan to train their cadets how to properly wear the uniform by studying the White Book and Blue Book and ensuring they understand the standards themselves. They then consult the training calendar and training schedule to identify upcoming uniform requirements. Obviously the daily uniform is the duty uniform, but NCOs are also aware of seasonal and weather changes that affect uniforms or upcoming events such as inspections that require a certain uniform.

3.3b Prepare: Having learned the uniform standards themselves, NCOs prepare their subordinates to accomplish the task by training them to the standard. Cadre NCOs carry the brunt of this responsibility with new knobs, but everyone requires refresher training from time to time, and new training is required when new items are added to the cadet uniform set. More often, preparation is

required when the weather changes. The first day a NCO discovers that one of his cadets does not have a beanie, gloves, or long sleeve PT shirt should not be the first day that is the uniform of the day. As winter approaches, the squad leader should prepare for it by inspecting to ensure his or her cadets have their winter uniforms. Likewise, if the uniform for an inspection is salt and pepper, the squad leader prepares by normal pre-execution checks.

3.3c. Execute: Citadel NCOs enforce uniform standards through routine inspections and on the spot corrections. Squad leaders should observe each member of their squad as they arrive at formations to ensure that they are in the correct uniform, that the uniform is serviceable and complete, and that the uniform properly fits the cadet. The squad leader makes on the spot corrections as needed and follows up on deficiencies that cannot be corrected on the spot such as improper fit of the uniform. NCOs execute uniform inspections using the same techniques discussed for all inspections in Chapter 2.

3.3d. Assess: NCOs assess both the objectives and outcomes associated with uniform wear and appearance. They also determine whether any non-compliance is a function of skill or will. Except in the cases of new knobs, most uniform violations are either a function of a lack of will or of an outcome based deficiency such as improper time management.

NCOs should remember that they too are developing as leaders and they should be assessing themselves as they assess their cadets. This self-assessment should include their ability to hold team members accountable for results, act and speak with courage, and develop people and resources.

3.4. Drill: The objectives of drill are to perform all the movements in accordance with the standards in FM 22-Citadel. The outcomes have to do with teamwork, esprit de corps, discipline, and attention to detail.

3.4a. Plan: NCOs plan for drill as a specific training event and as a multi-echelon training event. As a specific event, drill and parade practice occurs most Thursdays and actual parades on many Fridays and some Saturdays. Planning for these events is deliberate and centralized, and leaves little flexibility for planning at the junior NCO level. Much more available to the junior NCO is the multi-echelon drill training opportunity that occurs with every formation or unit movement. The junior NCO can specifically plan to take advantage of the multi-echelon training opportunity on a given day or use the hip-pocket training method described in the How to Train manual on page 24-25.

Multi-echelon training allows for the simultaneous training of more than one echelon on different or complementary tasks.¹⁷ For example, when a battalion conducts a formation or marches to the mess hall, a squad leader or platoon sergeant can take advantage of the opportunity for multi-echelon training by training his unit on drill and ceremony, both in ranks and while marching. This is an opportunity for squad leaders to train individual cadets on details such as proper location of the hands at the position of attention while in formation or for platoon sergeants to practice “eyes right” while marching to the mess hall. Granted the NCO who conducts such training will have to muster the necessary moral courage to do so. This challenge can be assisted by support from the 1SG or drillmaster who also practices multi-echelon training and evaluates subunit performance, perhaps as part of a competition between squads, platoons, or companies for best drill and ceremony at that particular formation.

3.4b. Prepare: The drillmaster should help direct drill preparations by determining specific areas of focus. This includes analyzing the results from the last parade on the Commandant’s webpage at <http://www.citadel.edu/root/operations-and-training/parade-results> and determining unique aspects of the upcoming

17 ADRP 7-0, 7.

parade such as the manual of arms or a jeep review. The drillmaster should pass this information through the chain of command IAW the 1/3-2/3 rule. NCOs should incorporate these focus areas into hip-pocket training leading up to the drill session.

The drillmaster should work with the company commander and ISG to identify specific cadets who will be assistant trainers and provide feedback and make corrections during the drill session.

3.4c. Execute: During the conduct of an actual drill session, NCOs must ensure the movements are being performed to standard. Too often, the commander gives orders and the cadets execute them in haphazard fashion. An action is being performed, but it is often not in accordance with the standard. The result is that cadets are being trained on how to do the movements incorrectly, rather than correctly. Instead, when rifle manual is being trained during a drill period, the drillmaster and other designated cadets must pass through the ranks and inspect and make corrections. The training must be conducted at a pace that allows these corrections to be made.

During practice parade and drill periods, cadets should softly count the numbers associated with each rifle movement in order to help synchronize the company. While marching, cadets should give rifle corrections on the cadet in front on them such as (e.g., “butt left,” and “butt in”). The present climate of the corps wars against cadets naturally doing such things. If that climate is to be reversed, it will be because of the concerted efforts of cadet NCOs who resolved to act and speak with courage. If it is not reversed, it will also be because of the cadet NCOs.

3.4d. Assess: Formal assessment of parade results is published on the Commandant’s webpage at <http://www.citadel.edu/root/operations-and-training/parade-results>. Battalion CSMs and ISGs can replicate this same type of assessment at formations by developing a checklist to grade performance.

3.5. Physical Fitness: The training objectives associated with physical fitness relate to doing certain exercises in a certain way. The overarching training outcome of physical fitness is for each cadet to adopt a healthy lifestyle. The conduct of Regimental PT promotes outcomes associated with devoting maximum effort, overcoming adversity, building resiliency, being easy to lead, and leading and developing others.

3.5a. Plan: Planning for Regimental Physical Training begins with the Regimental Athletics Officer disseminating the schedule for which units are on Summerall Field first, which are running first, which are in Deas Hall, and which are on Wilson Field. Based on this information, Battalion and Company Athletic Officers make their plans and distribute them. When Athletic Officers make their plans, they are making them in accordance with guidance issued them by their commanders and in consultation with senior NCOs about unit physical training needs. The unit plans should include identifying the trainer, and that will usually be an NCO.

A typical company PT plan for a cardio session might look like:

- 0530-0535. Jog to unit location on Summerall Field and form extended rectangular formation. Cadet Brace
- 0535-0545. Prep Drills 1-10. 10 reps each. Cadet Brace
- 0545-0558. MMD 1. Cadet Graham
- 0558-0600. Form up into ability groups. 1SG
- 0600-0630. Ability group runs. Cadet Fortenberry (fast group), Cadet Panton (medium group), Cadet Polites (slow group)

3.5b. Prepare: Based on the plan, each NCO will prepare for his designated responsibilities. Based on the sample plan in para 3.5a, such preparations would include:

Brace: Rehearsing the commands for the extended rectangular formation, rehearsing cadence calling; rehearsing each prep drill; designating, briefing, and rehearsing assistant instructors; back-briefing the 1SG

Graham: Rehearsing each drill in MMD; designating, briefing, and rehearsing assistant instructors; back-briefing the 1SG

1SG: Verifying the ability group rosters and passing the names on to the group leaders; ensuring each group leader knows the pace for his or her group; issuing guidance on straggler control; issuing uniform guidance

Ability group leaders: Reconning routes and establishing time hacks to ensure proper pace; identifying straggler control and cadence calling personnel

3.5c. Execute. Execution must address both training objectives and outcomes. Cadet PT leaders will encounter training problems associated with both skill and will, but perhaps the most vexing are the ones involving will. PT leaders must be prepared to handle willful non-compliance such as not performing exercises to standard, not obeying commands, and not being easy to lead. The leader should be able to rely on his or her assistant instructors for much of this correction, but needs to be ready to intervene as necessary.

Another execution challenge is accountability, especially controlling stragglers on the run. The standard for a group run is for the cadet to remain with the unit over the prescribed course at the prescribed pace. PT leaders need to enforce that standard. When a cadet starts to fall behind, a designated member of the straggler control team will assess the situation. If there is a medical issue, he or she will ensure the cadet is properly cared for. If the cadet just needs some encouragement, he or she will provide that. If at some point it becomes apparent that the cadet will not be able to keep pace with the group, the straggler control team member

will instruct him or her to remain running at his or her own pace to the side of the route, continue until ENDEX, and then join the company at accountability formation. The straggler control NCO will keep accountability of all cadets who leave the formation and regularly report the status to the group leader. No cadet should leave the formation, for example to go to the bathroom, without checking out with the straggler control NCO and receiving specific instructions.

3.5d. Assess: Assessment of training objectives and outcomes occurs during and after execution. During execution, designated NCOs and assistant instructors assess individual cadet performance based on the training standard and provide positive and negative reinforcement as necessary. Senior NCOs and officers also assess PT leaders in the performance of their duties and provide feedback during and after execution. Assessment includes reporting data on cadets who fail to meet the standard and developing the necessary plan of action for skill and will deficiencies.

Assessment can be formal or informal, but most cadet companies could benefit from a little more formalized assessment of Regimental PT. The Athletics Officer and ISG should lead the assessment effort. Assessment is often facilitated by a checklist. A sample checklist for assessing the exercises on Summerall Field might look like:

Date: 15 Oct 2017

Plan: Prep Drills 1-10 starting at 0535 and ending at 0545.
10 reps each.

Assessor: Brower

Trainer: Smith

Assistant: Webster

General adherence to plan: Started two minutes late and ended one minute early. Did not do windmill or high jumper. Instead did 25 repetitions of side straddle hops.

Preparation: Company satisfactorily placed in extended rectangular formation. The usual heel-dragging by some cadets, but Webster provided the necessary on-the-spot correction.

Performance of exercises: Below standard. Several cadets goofed off during the jog in place and the tin soldier. Neither Smith or Webster made corrections. Rear and forward lunges were conducted at too fast a cadence.

Leadership: Smith was unenthusiastic from the start and Webster tried to enforce standards in the beginning, but soon gave up. Smith did not display proper leadership presence or command voice.

Followership: The usual group—Greene, Moffitt, and Rich—were talking and goofing off.

Recommendation: Smith and Webster lead PT again next week after a thorough rehearsal with the 1SG. Greene, Moffitt, and Rich be counseled by the CO and separated in formation.

CHAPTER 4

The NCO and Cadet Development

NCOs have a holistic responsibility to prepare their subordinates to not only meet standards of conduct or performance but to also prepare them to assume higher levels of responsibility in the future. This individual growth is also the final step of the CTM. NCOs accomplish this by developing an honest and sincere relationship with their subordinates over time that demonstrates a genuine interest in their overall development. NCOs execute these cadet development responsibilities by such things as counseling, problem solving, and adopting a “train your replacement” philosophy.

4.1. Counseling: Counseling is a tool that the NCO uses to provide feedback to his or her subordinates. Counseling can be grouped in broad categories of “developmental” and “event/performance oriented.” In both cases, NCOs use the same counseling techniques discussed in the CTM on pages 17-18.

Citadel NCOs use counseling methods that focus on the development of all of their subordinates. Counseling of subordinates should help them develop a plan to achieve both individual and organizational goals. To this extent, counseling at The Citadel can be broken down into two typical counseling situations. The first typical counseling situation would be “developmental counseling” where the NCO is helping his or her subordinates to be better cadets. It focuses on the cadet’s performance and problems with the goals of meeting future objectives. The other counseling situation that the NCO is typically required to do is “event oriented counseling.” Event oriented counseling is usually focused on a specific problem or event that requires some sort of action or assistance by the superior.

4.1a. Developmental counseling: Developmental counseling includes planning for the accomplishment of individual and professional goals. The counselor 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.

4.1b. Event oriented counseling: Counseling based on certain events is recorded on CC Form 98; available at <http://www.citadel.edu/root/commandant-administration/commandant-administration-cc-forms>. Examples include excessive demerits, unsatisfactory grades, failure of a CFPT, appointment to a new chain of command position, or any other positive or negative event.

NCOs perform both event and developmental counseling, often in the same context. When a cadet fails a CPFT, his or her squad leader should counsel him or her based on that event, documenting both the exact performance and the consequences. Then the squad leader uses developmental counseling to work with the cadet to develop a plan of action to improve his or her CPFT performance.

4.2. Problem-solving. The problem-solving process involves identifying the problem, gathering information, generating, comparing, and analyzing possible solutions, and making and implementing a decision.

Because NCOs are first-line supervisors and have regular and routine interactions with cadets, they play a critical role in the problem-solving process. Cadets may report problems to a NCO or the NCO may become aware of a potential problem through counseling and involved leadership. NCOs do not have to be an expert in every area that their subordinates may have problems in. Sometimes the NCO may just have to know where that cadet can

go to get assistance. In all cases, NCOs must adopt the philosophy that if someone under their care has a problem, the NCO has an affirmative role in helping solve the problem.

It is not always easy to tell when a cadet has a problem. Very few cadets, especially new knobs, will openly come to a superior to talk about their personal issues and it is very difficult for the NCO to spot cadets who have even serious problems unless they are engaged with their subordinates on a daily basis. Therefore, NCOs must develop a routine of daily contact with their subordinates and look for specific indicators and changes in behavior. They do this by the involved or benevolently intrusive leadership described in Section 2.7.

In spite of such efforts, individual NCOs might still miss something simply because they do not personally see their cadets in every aspect of cadet life. The NCO Support Channel can help provide a more complete picture. For example, the perspective of the Academic NCO or the 1SG may provide an additional “piece of the puzzle” that helps a squad leader better understand a cadet’s situation.

4.3. Training your replacement: The philosophy of training your replacement is discussed in CTM on page 29 and is illustrated by the story of PFC Davis and SGT Gant presented in Chapter 2 of this guide. “Taking care of your people” includes training and developing them. NCOs at The Citadel both execute and benefit from this approach to developing subordinates. As an example, a platoon sergeant this year might well be a platoon leader next year. The sophomore corporal he or she is presently training may well be his or her platoon sergeant next year and one of his or her knobs might go on to become one of his or her squad corporals. Conducting yourself with a training your replacement approach sheds an entirely new light on how you engage with and treat subordinates.

CHAPTER 5

The NCO and Getting the Job Done

NCOs are “closers.” Everything about an NCO points to finishing the task, accomplishing the mission, running things to ground, and then being ready to do it again tomorrow. NCOs “Git –R-Done!” To do so they understand specified and implied tasks, executing, supervising, and checking on the statuses of actions and orders. When they do these things, they gain the credibility that enhances freedom of action.

5.1 Specified and implied tasks: In analyzing the mission, the NCO must determine both specified and implied tasks as described in the HTT on pages 4-5. Specified tasks are those directly issued to him or her by the higher commander. Implied tasks are those he or she identifies based on his or her experience, the METL assessment, and his or her understanding of the commander’s intent. An example of a specified task would be to have each cadet report to the CFPT with his or her score card. An implied task associated with that specified task would be to issue the cards and fill out the basic data the night before.

5.2. Supervising: Supervision can generally be defined as the art checking on the progress of actions, orders, or instructions in such a way as to not create undue harassment to those executing the instructions. NCOs are not just intermediate transmitters of orders or instructions that are issued by superiors. NCOs have the duty to ensure that such orders and instructions are being carried out.

If individuals had the skill and will to complete tasks on their own, supervision would be unnecessary. In reality, however, supervisors must overcome what Stephen Covey calls the “*weaknesses*

of others” and not allow it to negatively influence their lives.^{18[4]} Cadet NCOs at The Citadel are often confronted by this “weakness of others.” A squad leader inspecting his or her squad encounters a cadet who has not shaved. Rather than accepting responsibility for the deficiency, the cadet tries to implicitly or explicitly use peer pressure to influence the squad leader’s response to this stimulus. Unless the squad leader has conditioned him-or herself to choose based on principles, he or she might succumb to the weakness of the other cadet; specifically, the weakness that precluded that cadet from exercising the self-discipline to follow the regulations, do his or her duty, and accept the consequences for his or her poor performance.

5.3. Checking on the status of actions and orders: A closed-loop system is one in which some or all of its output is used as its input. Such systems create the feedback necessary to achieve desired results. On the other hand, open-loop systems are set up to achieve desired results, but there is no way of checking to see if that has actually happened. NCOs use closed-loop systems to check on the status of actions and orders. The “initial and date when complete” rosters discussed in Section 2.4 are an example.

NCOs will soon learn that the time and resource-intensive part of leadership is not in the issuance of orders; it is in the follow-through to ensure those orders are fulfilled. Announcements, emails, training schedule entries, and the like are all just means of communicating the requirement. NCOs must develop a plan to remain engaged in seeing the requirement through to completion.

Depending on such factors as the complexity of the task, the skill and will of the subordinates, and the time available, NCOs will determine the appropriate amount of scope of supervision required. Some supervision, however, will almost always be required. If that were not the case, leaders would be superfluous.

18 ^[4] Covey, *8th Habit*, 144.

5.4 Credibility and freedom of action. In the NCO Creed, U.S. Army NCOs pledge to “at all times conduct myself so as to bring *credit* upon the Corps, the Military Service and my country regardless of the situation in which I find myself.” General Stanley McChrystal says that this credibility is the sum of PROVEN COMPETENCE + INTEGRITY + RELATIONSHIPS, and it is that credibility that enables freedom of action.^{19[3]} NCOs gain *credibility* when they conduct themselves “so as to bring *credit* upon...,” and every time they do, they increase their freedom of action. At The Citadel, this freedom of action is the “corps running the corps,” and that is the work of NCOs.

19 ^[3] Stanley McChrystal, *My Share of the Task* (New York: Penguin Group, 2014), 142 and 271.

CHAPTER 6

Specific Duty Positions and Responsibilities

REGIMENTAL DUTY POSITIONS AND RESPONSIBILITIES

Regimental Sergeant Major: The mission of the Regimental Sergeant Major is to support the Regimental Commander in sustaining an organizational climate based on and reflecting the Citadel core values. The resulting regimental culture should optimize the ability of each cadet in the regiment to develop as a principled leader. The Regimental Sergeant Major's focus is on matters relating to individual training and readiness; character; fitness; good order and discipline; accountability of personnel and maintenance of equipment; and the development of the NCO Corps within the Regiment. He or she is the senior enlisted advisor to the Regimental Commander and the leader of the NCO support channel.

Specific responsibilities include:

- Liaison with key Commandant Department offices to include the Department Sergeant Major and Operations NCO. Meet with each IAW agreed upon schedule.
- Serve as NCOIC of the regimental staff, with responsibility for formations, accountability, inspections, and other traditional NCOIC responsibilities.
- Attend the Monday CSM/1SG meetings and prepare “Week at a Glance” document.

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

Specific responsibilities include:

- Monitor sophomore and junior staff members' academic performance and provide counseling as needed. Perform in-person degree evaluations for all juniors.
- Maintain continuity between academic years by having a large body of knowledge pertaining to academics throughout the corps.
- Supervise Battalion Tutor Rosters and create incentives for tutors.
- Execute freshman ITS training during Challenge Week.
- Approve and monitor corps-wide email usage. Establish and maintain liaison with Citadel ITS.
- With the Regimental Academic Officer, provide the student-perspective to regimental decision-makers about events that impact cadet academic performance.
- Maintain regimental academic statistics and provide the Regimental Academic Officer with appropriate analysis and recommendations.
- Periodically observe ESP environment throughout Corps of Cadets to ensure that proper policies are being adhered to.

- Support academic engagement opportunities (e. g., résumé workshops, career fairs, service learning opportunities, study abroad opportunities and undergraduate research).

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

Specific responsibilities include:

- Serve as a member of the Short Gray Line.
- Serve as NCOIC of the Ring Ceremony.
- Serve as NCOIC of the Talent Show.
- Serve as a member of the yearbook staff.
- Assist with the planning, preparation, execution, and assessment of all Cadet Activities events including Beach Day, pep rallies/field day, and fourthclass orientation.
- Serve as the back-up to the Regimental Administrative NCO.

Regimental Administrative NCO: The mission of the Regimental Administrative NCO is to assist the Regimental Adjutant in coordinating the unit’s personnel and administration systems. He supervises the Regimental Administrative Clerk. He also serves as the Presidential Aide Liaison and assists the Office of Executive Events with special events.

Specific responsibilities include:

- Supervise the clerk’s preparation of the Strength and Status Report that is submitted daily to Commandant Department Sergeant Major.
- Report to the Office of Executive Events at 1050 each day there is a parade practice to obtain instructions for upcoming parade operations. Schedule, brief, prepare, and supervise Presidential Aides according to instructions provided.
- Provide support during home football games at the Quarter’s One Tailgate.
- Assist the Regimental Adjutant during the Weekend Duty Brief, to include sorting punishment sheets.
- Assist the Regimental Adjutant with the personnel and administrative sections of all operations orders and the supervision of Cadets-in-Charge (CICs) assigned responsibilities for personnel and administrative tasks. Assist the Regimental Adjutant in the identification and tasking of details required to support major corps events (e. g., Parents’ Weekend, Homecoming, Corps Day, Graduation).
- Meet at least once a week with the Commandant Department Sergeant Major, Commandant Department Operations NCO, and the Assistant Commandant for Discipline. Maintain regular communication with the Regimental Adjutant, the Regimental CSM, and the Regimental Operations NCO.
- Assume responsibilities of the Regimental Adjutant during his absence, and assist with any administrative tasks.
- Submit Accountability reports through CAS as needed in the absence of the Regimental Sergeant Major.

- Ensure the Regimental Activities NCO is cross-trained as the back-up for Administrative NCO duties.

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

Specific responsibilities include:

- Assist the Regimental Athletic Officer and the Commandant's Department Director of Physical Readiness in the training of Company Athletic Officers.
- Assist with the planning, coordinating, and execution of all Physical Fitness Tests and Height and Weight screenings by ensuring that equipment/paperwork is on site when needed.
- Maintain, issue, and account for all physical fitness equipment on a regular basis.
- Collect PT plans from Battalion Athletic Officers on behalf of the Regimental Athletics Officer.
- Manage the intramural program on behalf of the Regimental Athletics Officer and ICW the Office of Intramurals, Clubs, and Recreational Activities.
- Develop Corps Competition/Field Day and Gauntlet activities under direction of the Regimental Athletics Officer.
- Maintain accountability during remedial PT.

- Assess Regimental PT sessions and report findings to the Regimental Athletics Officer.

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

Specific responsibilities include:

- Plan, prepare, execute, and assess the CARE training for sophomores (The Clarity Project).
- Meet with the Director CARE every other day to exchange information, specifically providing the cadet-perspective of the campus social climate.
- Help train battalion- and company- level Human Affairs Teams during Challenge Week.
- Take minutes of Human Affairs meetings.

Regimental Operations NCO. The mission of the Regimental Operations NCO is to assist the Regimental Operations Officer in planning, preparation, executing, and assessing corps operations. Directly supervises the Regt Operations Clerk.

Specific responsibilities include:

- Liaison with the Commandant Department Sergeant Major and attend the Monday CSM/ISG meeting.
- Liaison with the Commandant Department Operations NCO and meet IAW schedule.
- During Regimental PT, monitor the radio and give commands to Battalion Operations Officers IAW time schedule, to include air horn signals.
- Create a pass and review roster by COB Wednesday evening and enter that information of the Pass and Review spreadsheet.
- Supervise the Operations Clerk in the marking of Summerall Field before every practice parade or parade and preparing the jeep when needed.
- Monitor the radio, pass commands, and otherwise facilitate mass corps movements. Specifically, during football game march-overs, move at the rear of the formation and report passage of key locations to the Commandant Department Operations NCO.

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

Specific responsibilities include:

- Liaison with the Commandant's Sergeant Major and Department Operations NCO as required.

- Issue parking permits on behalf of the Regimental Provost Officer.
- Liaison with Public Safety to coordinate the execution of road closures as needed.
- Coordinate with Regimental Operations for the placement and execution of cadet road guards, water points as needed.

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

Specific responsibilities include:

- Liaison with the Office of Communications and Marketing and meet with designated POCs twice weekly IAW the agreed upon schedule.
- Assist the Public Affairs Officer in conducting group and VIP tours and the recruiting and training of four additional tour guides.
- Liaison with the Office of Admissions to ensure unity of effort with Admissions/Recruiting tour activities. Maintain overall responsibility for all cadets conducting tours.
- Keep OCM informed of any corps issues of media interest, particularly those that would impact very positively or very negatively on The Citadel. Bring weekly story ideas to OCM about exceptional cadet performance.

- Officially speak on behalf of the corps only upon request of and IAW training and guidance provided by OCM.
- Write articles and/or blog-style entries for OCM use (e. g., Dare To Lead). Assist other writers assigned to write stories about major corps events.

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

Specific responsibilities include:

- Provide oversight and guidance to company-level Recruiting NCOs.
- Liaise with the Admissions Office and assist with recruiting events as directed.
- Assist the Regimental Recruiting Officer with oversight and execution of the Pre-knob Program as directed.
- Assist the Office of Admissions with new student in-processing operations on Matriculation Day.
- Act as the Regimental Recruiting Officer in his/her absence

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

Specific responsibilities include:

- Serve as a member of the Mess Council.
- Be prepared to deliver lunches for designated meetings.
- Assist the Commandant Department Supply Tech with all rifle draws and turn ins, and perform a biweekly rifle count in the Armory.
- Hold the President’s flag and/or the Provost’s flag for parade.
- Check accountability for coolers at all PT tests.
- Oversee cooler setup in the football stadium for the corps for games.

Mascot Handler Team NCOIC: The mission of the Mascot Handler Team NCOIC is to perform first sergeant and platoon sergeant type duties for the Mascot Handling Team. The Mascot Handler Team NCOIC is assisted by the Assistant Team NCOIC. These cadets will be responsible for the day to day operations of the program and will be the first line supervisor of the corporals assigned to the team.

Specific responsibilities of the Team NCOIC include:

- Ensuring that team members present a professional appearance and meet the highest standards of conduct expected of a member of the Corps of Cadets.
- Ensuring that the house meets daily MRI standards.
- Monitoring and reporting status of repairs, equipment replacement, and services to the team leader.

- Monitoring and scheduling needed training for team members.
- Coordinating with the Regimental Sergeant Major about Corps of Cadet requirements.
- Reporting consolidated equipment status report to the team leader.
- Ensuring mascot veterinary appointments are scheduled and attended.

The **Assistant Team NCOIC** will assist the Team NCOIC in the performance of his or her assigned duties. He/she is also specifically responsible for:

- The execution of assigned cleaning duties within the house.
- Ensuring that the mascot jeep is well maintained and serviced on a regular basis
- Serving as primary supervisor of the team corporals.
- Identifying and reporting individual and collective training needs to the NCOIC.
- Accounting for and maintaining equipment assigned to the program.
- Submitting and tracking all work order requests.
- Ensuring that the daily, weekly, and monthly chore list is updated on a regular basis and that chores are completed in a timely manner.

Regimental Administrative Clerks. Two Regimental Administrative Clerks perform specific administrative tasks under the direct supervision of the Regimental Administrative NCO.

Specific responsibilities include:

- Complete Strength and Status Reports on behalf of the Regimental Administrative NCO. Provide courtesy copies to CSMs, 1SGs, and TACs. Create other special accountability reports as needed (e.g., knob away football game trips).
- Serve as Presidential Aides.
- Collect and turn in battalion and company folders to Jenkins Hall POCs each day.

Regimental Operations Clerks. Two Regimental Operations Clerks perform specific operations tasks under the direct supervision of the Regimental Operations NCO.

Specific responsibilities include:

- Mark the parade field.
- Provide radio and air horn commands and signals at designated transition points at events such as football game march-overs and Regimental PT.
- Maintain the physical appearance of the jeep.

Mascot Handler. The mission of the Mascot Handler is to ensure the routine care and custody of the mascot. There is a Primary Mascot Handler and an Assistant.

Specific responsibilities of the Primary Mascot Handler include:

- Ensuring that feeding, walking, bathing, and grooming standards are met on a daily basis
- Conducting assigned missions.
- Reporting mission results.
- Conducting assigned chores for the upkeep of the team house.

The **Assistant Mascot Handler** will assist the mascot handler when he/she is not available or as needed. The Assistant Mascot Handler will also be responsible for the primary care and custody of any mascot emeritus living in the house ensuring that feeding, walking, bathing, and grooming standards are met on a daily basis.

BATTALION DUTY POSITIONS AND RESPONSIBILITIES

Battalion Sergeant Major: The mission of the Battalion Sergeant Major is to support the Battalion Commander in sustaining an organizational climate based on and reflecting the Citadel Core values. The resulting battalion culture should optimize the ability of each cadet in the battalion to develop as a principled leader. The Battalion Sergeant Major's focus is on matters relating to individual training and readiness; character; fitness; good order and discipline; accountability and maintenance of personnel and equipment; and the development of the NCO Corps within the battalion. He or she is the senior enlisted advisor to the Battalion Commander and the leader of the battalion's NCO support channel.

Specific responsibilities include:

- Liaison with key Commandant Department offices to include the Department Sergeant Major and Operations NCO. Meet with each IAW agreed upon schedule.
- Serve as NCOIC of the battalion staff, with responsibility for formations, accountability, inspections, and other traditional NCOIC responsibilities
- Attend the Monday CSM/ISG meetings.
- Responsible for the overall training and performance of the battalion Color Guard.

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

Specific responsibilities include:

- Monitor sophomore and junior staff members' academic performance and provide counseling as needed. Perform in-person degree evaluations for all juniors.
- Maintain continuity between academic years by having a large body of knowledge pertaining to academics throughout the battalion.
- Ensure all freshman cadets are aware of the following Citadel policies during Challenge Week ITS training:
 - Memo 3-2 Computer and Networking Use Policy
 - Memo 3-3 Computing Resources Security Policy
 - Memo 3-4 Access to Electronic Mail Services
 - Memo 3-5 Appropriate Use of Mass Email
 - Memo 3-6 Electronic Information Security Policy
- Periodically monitor the battalion guard room computers to ensure compliance to appropriate policies. Coordinate with Battalion Supply to stock the printers with appropriate supplies.
- Maintain the Battalion Tutor Roster by identifying and classifying new tutors.
- With the Battalion Academic Officer, provide the student-perspective to battalion decision-makers about events that impact cadet academic performance.
- Maintain battalion academic statistics and provide the Battalion Academic Officer with appropriate analysis and recommendations.

- Support academic engagement opportunities (e. g., résumé workshops, career fairs, service learning opportunities, study abroad opportunities and undergraduate research).

Battalion Recruiting/PAO NCO: The mission of the Battalion Recruiting/PAO NCO is to assist the Regimental Recruiting Officer in support of the Office of Admissions’ efforts to attract and inform highly qualified applicants.

Specific responsibilities include:

- Liaison with the Regimental Recruiting staff and assist with recruiting events, including campus tours and Matriculation Day activities.
- Plan, prepare, execute, and assess pre-knob visits at the battalion level.

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

Specific responsibilities include:

- Provides battalion-level oversight of company supply rooms; key control; and rifle issue, turn-in, and security.
- Serves as a member of the Mess Council.
- Consolidates company requests for cleaning supplies, trash cans, brooms, etc on behalf of the Battalion Supply Officer.

Battalion Clerks: Two Battalion Clerks assist the Battalion Adjutant and Battalion Operations Officer with administrative and operational responsibilities. They also receive guidance from the CSM via the NCO Support Channel.

Specific responsibilities include:

- Consolidating the Company Strength and Status Reports and forwarding them to the Regimental Admin Clerk.
- Serving as Presidential Aides.
- Ensuring that parade stakes are properly placed and removed before and after parade practices and parades.

COMPANY DUTY POSITIONS AND RESPONSIBILITIES

Company First Sergeant: The mission of the Company First Sergeant is to assist the Company Commander create and sustain an organizational climate based on the Citadel Core values that optimizes the ability of each cadet in the company to develop as a principled leader by focusing on matters relating to individual training and readiness; health, welfare and morale; good order and discipline; accountability and maintenance of personnel and equipment; and the development of the NCOs within his or her company. He or she is the senior enlisted advisor to the Company Commander and is the leader of the company NCO support channel.

Specific responsibilities include:

- Attend CSM/1SG meeting each Monday at 1200.
- Supervise the drillmaster.
- Supervise the company clerks.
- Supervises the recruiting NCO/CPL.
- Prepare and maintain the hurricane roster.
- Assign rooms and maintain an accurate roster.
- Conduct company formations.
- Assume control of company in the absence of all officers.

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

Specific responsibilities include:

- Monitor sophomore and junior cadets’ academic performance and provide counseling as needed. Perform in-person degree evaluations for all juniors.
- Maintain continuity between academic years by having a large body of knowledge pertaining to academics in the company.
- Observe freshman academic skills to identify improvable weaknesses.
- Assist the Company Academic Officer in maintaining the proper Evening Study Period environment.
- Identify prospective tutors for Battalion Academic NCO and supervise tutoring sessions.
- With the Company Academic Officer, provide the student-perspective to company decision-makers about events that impact cadet academic performance.
- Maintain company academic statistics and provide the Company Academic Officer with appropriate analysis and recommendations.
- Support academic engagement opportunities (e. g., résumé workshops, career fairs, service learning opportunities, study abroad opportunities and undergraduate research).

Company Supply Sergeant: The mission of the supply sergeant is to assist the company commander in matters concerning supply, logistics, and maintenance and accountability of equipment. He or she is directly supervised by the executive officer and also receives guidance from the first sergeant through the NCO Support Channel. He or she directly supervises the company armorer. As an additional duty, the Company Supply Sergeant provides administrative management of company-level CAS requirements.

Specific responsibilities include:

- Maintains the company supply room.
- Issues keys IAW room assignments given him or her by the first sergeant and maintains key control.
- Monitors work orders initiated by individual cadets for their rooms and initiates OSD reports and work orders for common areas.
- Assumes duties of the first sergeant in his or her absence.
- Develops the company mess hall seating plan and serves as a member of the Mess Council.

Company Drillmaster: The mission of the company drillmaster is to serve as the commander's subject matter expert on all matters pertaining to drill and ceremonies, to include individual and collective training. He or she is directly supervised by the 1SG.

Specific responsibilities include:

- Conduct drill and ceremony train-the-trainer training for cadre and supervise drill and ceremony instruction during Challenge Week.
- Using the prior week's parade results, advise the TAC and company commander on emphasis areas for drill periods.
- Assist the company commander during parade practices and drill periods.
- Prior to parade, assists 1SG with the sizing of the unit.
- Assists with parade grading when assigned.

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

Specific responsibilities include:

- Conduct platoon formations.
- Take charge in the absence of the platoon leader.
- Responsible for the accountability of cadets in the platoon.
- Assess individual and small team readiness within the platoon and make recommendations to the platoon leader concerning training needs.
- Plan, prepare, execute and assess individual and small team training.
- Receive and act on guidance from the platoon leader and keep him or her informed about matters involving traditional NCO Business.
- Supervise squad leaders through the NCO Support Channel.

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

Additional information is provided in the “Human Affairs Training and Resource Guide.”

Specific responsibilities include:

- Establish liaison with the Director of CARE and other campus support resources.
- Monitor the climate of the unit and report any issues as required, with a particular emphasis on juniors and sophomores.
- Escort, or supervise the HA CPL’s escort of, fourthclass cadets being discharged through the out-processing procedure and the competition and submission of withdrawal paperwork.

Squad Leader: The mission of the squad leader is to be holistically responsible for the members of his or her squad and to assist the platoon leader create and sustain an organizational climate based on The Citadel core values that optimizes the ability of each cadet to individually succeed in all four pillars.

Specific responsibilities include:

- Conduct squad formations.
- Senior squad leader (first squad leader, unless otherwise designated) assumes platoon sergeant duties in the absence of the platoon sergeant.
- Responsible for the accountability of cadets in the squad.
- Assess individual and small team readiness within the squad and make recommendations to the platoon sergeant and platoon leader concerning training needs.
- Plan, prepare, execute and assess individual and small team training.

- Receive and act on guidance from the platoon sergeant and platoon leader and keep him or her informed about matters involving traditional NCO Business.
- Directly supervise squad corporal.

Squad Corporal: The squad corporal is responsible for assisting the squad leader and his or her specific responsibilities will be assigned by the squad leader.

Company Recruiting NCO/CPL: The mission of the company recruiting NCO/CPL is to assist the Battalion Recruiting Officer in support of the Office of Admissions' efforts to attract and inform highly qualified applicants and to advise the company commander on such matters. Within the company, he or she is supervised by the 1SG.

Specific responsibilities include:

- Liaison with the battalion recruiting staff and assist with recruiting events, including campus tours and Matriculation Day activities.
- Plan, prepare, execute, and assess pre-knob visits at the company level.

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

Specific responsibilities include:

- Establish liaison with the Director of CARE and other campus support resources.
- Monitor the climate of the unit and report any issues as required, with a particular emphasis on sophomores and freshmen.
- Under the supervise of the HA NCO, escort fourthclass cadets being discharged through the out-processing procedure and the competition and submission of withdrawal paperwork.

Company Clerk: The mission of the company clerk is to assist the company 1SG in the administrative support of the company.

Specific responsibilities include:

- Submit nightly strength and status reports to battalion clerks, and validate the accuracy of these reports following morning formations.....provide updates as required.
- Daily, turn in green administrative folders to the battalion clerks. Pick up these folders no earlier than 1630 each day from Jenkins Hall.
- Collect and file all cadet infirmary slips.
- Serve as the unit guidon bearer.
- Scribe as required for inspections.
- Prepare and distribute door cards.
- Compile hurricane roster.
- Maintain files.

Company Armorer: The mission of the armorer is to, under the supervision of the supply sergeant, maintain physical accountability of the company's assigned weapons and cleaning kits.

Specific responsibilities include:

- Establish liaison with the Commandant's Department Supply Technician and Arms Room.
- Conduct weapons accountability reports as directed by the Supply Technician.
- Submit and track weapons repairs as necessary.
- Issue and maintain accountability of cleaning kits.
- Assist with weapons draws and turn-ins.

Principled Leader Process Loop

(See illustration on back cover)

Step 1 is to RECOGNIZE. In this step, recognize the potential need to respond to a situation as a principled leader. Build awareness and place the situation in the proper context, aligning it with the existing principled leadership frame-of-reference and core values:

- Gather the facts relevant to the situation.
- State the desired end state.
- Determine what leader action is necessary to achieve that end state (e.g., make a decision, issue a statement, provide guidance or instruction).
- Review the definitions and descriptions of the values.
- Determine what values impact on or are impacted by this action.

Step 2 is RESPOND. In this step, develop the specific response and initiate action:

- Eliminate all solutions that are inconsistent with the values.
- Determine if there is a hierarchy of values in this situation.
- Develop potential solutions that are consistent with the values, especially those values high on the hierarchy.
- Analyze each potential solution in the context of the values and determine the relative advantages and disadvantages.
- Select the solution that best optimizes the values, with special emphasis on those values high on the hierarchy.
- If the solution involves some ambiguity, friction, or compromise, determine how to mitigate that risk. Included in this step is an accounting of those consequences that may result from optimization of values, such as economic costs. While not part of the principled leadership decision-making process, these consequences are real and must be addressed.
- Initiate the action. To the fullest extent practical, explain the “why” to all stakeholders in terms of the values.

Step 3 is REFLECT. In this step, reflects on the process to grow as a principled leader:

- Consider writing a brief synopsis that clearly states how each step was handled. At a minimum, do this mentally.
- Observe the results and impact of the action and determine if they were as intended. If they were, note positive aspects of the application to sustain. If they were not, develop a plan to improve in those areas.
- If appropriate, solicit feedback from trusted advisors, empowering them to act as devil’s advocates.

Step 4 is REALIGN. During this step, integrate what was experienced into a frame-of-reference, realigning with core values, and adjusting leadership philosophy, techniques, and skills, as necessary.

REALIGN

RECOGNIZE

**Principled Leadership
Process Loop**

REFLECT

RESPOND