Over the summer, I served as a Cadre in the Swab Summer Training Program. This program, intended to transition Academy applicants from civilians into functioning cadets, prioritizes effective application of stress and mentorship to create a well-structured training environment. While swabs are put through this program in order to learn how to be good cadets and gain the basic skills they will need to succeed at the academy, the cadre participate in this program in order to gain basic leadership skills, practice leading others in a practical environment, and experience handling high-stress scenarios as leaders with real responsibility. During my time in this program, I was responsible for ensuring that swabs under my care were properly trained in the proper execution of drill movements, understanding of basic brace bearing, and due regard for the gravity of the role they would fill as members of the United States Military. Compared to some of my peers, I filled much more of an instructional role as a cadre; focusing less on discipline, and more on ensuring that the swabs under my care understood what was expected of them and possessed all the techicnal knowledge they needed in order to meet that expectation. One particularly challenging situation that I was faced with in this role involved an unexpected administrative change to the company structure. Between phase 1 and phase 2, all of the swabs were shuffled among their existing companies, which meant that I was tasked; as 2nd phase drill cadre; with teaching relatively advanced drill concepts (that relied on teamwork and cohesive movement) to swabs who had never met, never worked together, and had not been taught drill according to the same regulations. In order to address this, I spend time each drill practice allowing them to teach each other, which allowed me to identify areas where they had been instructed incorrectly, and also gave them an opportunity to develop as a cohesive unit. This particular strategy worked well with my leadership style, allowing me to function as a teacher and address inconsistancies. I am a C type, which meant that I found it relatively easy to identify small areas for improvement and find effective solutions to amend technical issues in their drill. I had a difficult time stepping back however – when they were doing well on their own I found it somewhat difficult to take a step back from that instructional role and let them do that themselves. In the end, their improved teamwork benefited the other areas of their performance during swab summer outside of drill. This made my fellow cadre’s jobs easier as well, meaning that they had to spend less time reprimanding, could take more time with trainings, and generally performed more effectively as a team. Were I presented with this situation again, I do not think I would do anything differently, outside of small, individual interactions. I think the general approach was sound and effective, and I think it accomplished the goal that I intended it to accomplish – bringing the swabs together, and helping them to learn more effectively.