

Commandant Department Review of the Fourthclass System (FCS)

Jan 2019

Past Reviews

- The 16 March 1968 “Report to The President and The Board of Visitors of The Citadel by the Special Advisory Committee on the Fourth Class System” (“The Whitmire Report”)
- The 28 March 1980 “Recommendations for Improvement of The Citadel Fourth Class System” (“The Mood Report”)
- The 30 January 1992 “Lane Report, Fourth Class System Inquiry”
- The 9 May 1997 “Enhancement Initiatives for the South Carolina Corps of Cadets” (The Mace Plan)
- The 7 September 2012 IPAC (Institutional Program Assessment Committee) Final Report

This Review

- Commandant's guidance on 2 Oct 2018: take a "holistic look at the current 4C system and how we train, advise and coach the upperclass, and 4C in the execution."
- Uses the "ends, ways, and means" format



The FCS in Context of the Fourthclass Year

- The fourthclass system is one “way” that contributes to the “ends” associated with the “prepare” stage of the four-year development model.
- There are numerous other “ways,” including academics, that also make significant contributions but lie beyond the scope of this study.
- So what then distinguishes “the fourthclass system” from other elements of a cadet’s freshman year? The following is a working definition of The Citadel’s fourthclass system and is used as a means of informing this study:
 - “The fourthclass system is a developmental system which requires freshmen cadets to develop the transferable skills necessary to succeed in an artificially stressful hierarchical environment while upperclass cadets develop the transferable skills necessary to lead the fourthclass cadets to that success.”

Ends

- Explain “what” is to be accomplished.
- If accomplished, create, or contribute to, the achievement of the desired end state.
- Expressed using verbs.



Ends of the FCS

- The present fourthclass system has stated ends or objectives for both fourthclass and upperclass cadets.
- Those for the fourthclass cadets are stated with clarity and with some detailed development in the existing literature.
- The “Staged Development Guide” that accompanies The Citadel’s Leader Development Program identifies developmental foci for each of the characteristics of principled leadership in the “prepare” stage.

Ends of the FCS

- The Blue Book identifies and the Guidon offers a detailed explanation of the following objectives for fourthclass cadets:
 - To provide new cadets with an understanding of The Citadel's core values of Honor, Duty, and Respect
 - To teach new cadets the regulations, customs and traditions of The Citadel
 - To remove wealth and former station as factors in the development of new cadets
 - To instill in new cadets a sense of humility and selfless subordination
 - To develop personal character and create a foundation for honorable and ethical decision-making
 - To instill new cadets with self-discipline
 - To physically challenge new cadets and establish a foundation of understanding the necessity of physical fitness for life
 - To instruct new cadets in time management
 - To prepare new cadets for academic achievement
 - To inculcate class cohesion in support of The Citadel Mission and the development of Principled Leaders.

Ends of the FCS

- The Blue Book in a single sentence identifies the objective of the fourthclass system for the upper class:
 - “The system provides upper class cadets with the opportunity to demonstrate learned leadership characteristics as they set the example, motivate, train, and mentor new cadets.”
- The disproportionate attention paid to fourthclass objectives in Citadel publications transfers in to execution
- In order to emphasize the development of upperclass cadets, it is recommended that the four broad objectives listed in the Blue Book be refined in to ten singularly-listed objectives (the same number as identified for the fourthclass cadets).

Ends of the FCS

- A working set of objectives for upperclass cadets is:
 - To use “leadership by example” as a means of imparting new entry-level skills
 - To model The Citadel core values as a means of providing inspiration and example to new cadets
 - To motivate subordinates to overcome adversity, build resiliency, and accomplish organizational objectives
 - To receive, in-process, assimilate, and prepare for success, new members of an organization
 - To develop skills as a trainer and to use them to facilitate subordinate development by delivering standards- based training
 - To use the CTM model to deliver standards-based entry-level training and to prepare individuals for greater responsibilities
 - To create a training environment that uses artificial stress and rigid discipline to accelerate learning, but which is fair, positive, and consistent with all regulations and guidance, and is built on the challenge and support development model
 - To assess individual development and assist individuals in personalized development
 - To demonstrate care for individuals who have limited knowledge of or experience with the resources that are available to them
 - To contribute to the continued success and vitality of The Citadel by adopting a “training your replacement” philosophy

Ways

- “Ways” explain “how” the ends are to be accomplished by the employment of resources.
- A simple test for a way is to ask “in order to do what?”



Ways of the FCS

- The ways associated with the fourthclass system include:
 - Artificial stress
 - The Citadel Training Model
 - Team-building and shared experience
 - Discipline
 - Direct leadership and close supervision
 - The Challenge and Support theory of development

Ways of the FCS: Artificial Stress

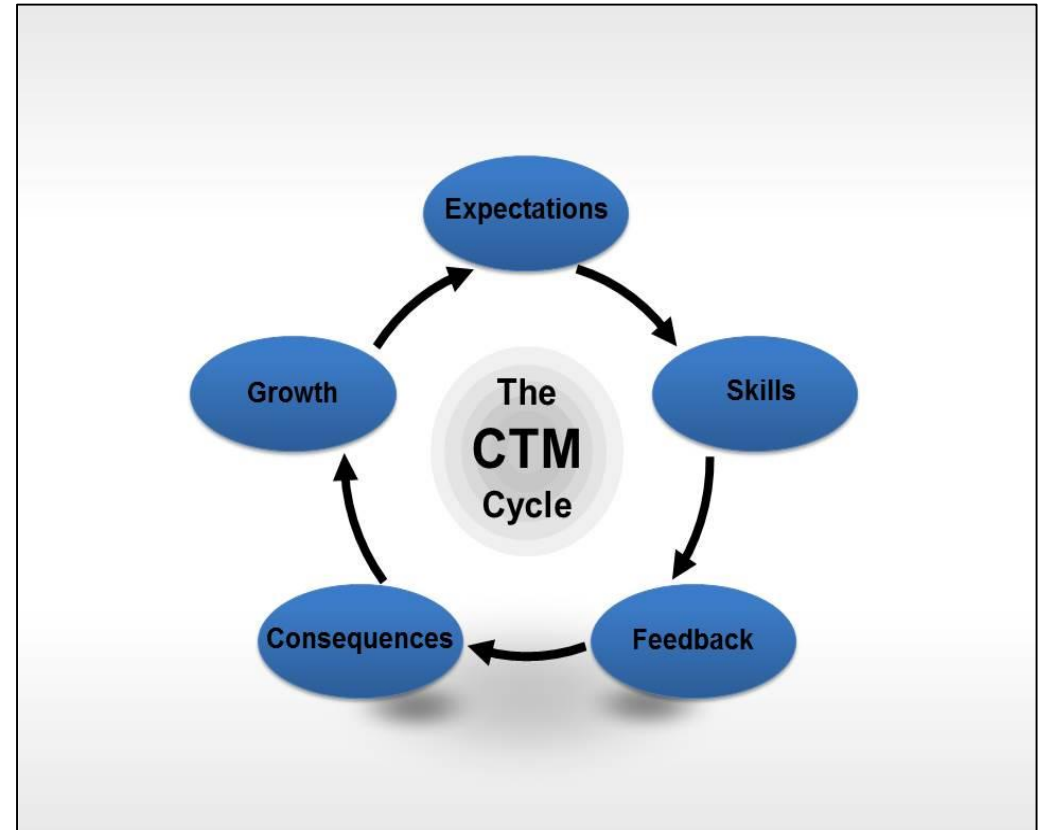
- The Blue Book notes that “The Fourth Class System creates artificial stress to accelerate and make second nature the habits of self-discipline, teamwork, and a collective sense of accountability for everyone on the team.”
- Artificial stress can promote remarkable individual growth in such areas as dealing with adversity, pushing yourself beyond your perceived limits, time management, understanding that life is not fair, teamwork, perseverance, and prioritization for the fourthclassmen.
- The potential leadership problem develops when the upperclass perceive their primary role as administering this system rather than helping the fourthclassmen succeed in it.
- The upperclassmen then assume an adversarial rather than a service or positive leadership relationship with the fourthclassmen.

Ways of the FCS: Artificial Stress

- The “system” should be a fairly neutral, detached, and impersonal organizational bureaucracy made up of rules, traditions, schedules, duties, knowledge requirements, etc.
- The “system” exists largely of its own accord. It is merely the operational environment.
- Like the fourthclass, the upperclass operate within that existing environment but their role is to learn leadership themselves rather than to ensure the fourthclassmen get their money’s worth.
- Instead of focusing on making things hard for their subordinates, the upperclass role is to serve the fourthclass by helping them succeed as they negotiate the environment. To do otherwise is antithetical to leadership.

Ways of the FCS: Citadel Training Model (CTM)

- The Citadel Training Model is a five-step process of expectations, skills, feedback, consequences, and growth.
- Its principles are mutual respect, leadership as service, and accountability.
- While CTM is applicable throughout the entire Citadel Experience, it is especially useful in bringing organizational order and conceptual understanding to the fourthclass system



Ways of the FCS: CTM Steps

- Cadet recruits enter The Citadel with little or no familiarity with their new environment. Their initial encounters with their cadre center around upperclass cadets setting, and new freshmen understanding, the **expectations** of The Citadel and the fourthclass system. These expectations are established for both the broad Citadel Experience and individual training iterations, and are especially demanding of fourthclassmen.
- The cadet recruits then begin a year of building the necessary **skills**, under the training direction of their upperclassmen, to meet those expectations using standards-based training.
- As this training progresses, fourthclassmen and upperclassmen give, receive, and exchange developmental **feedback**.
- **Consequences** are a significant part of the rigorous fourthclass system, and performance above or below the standard, however slight, receives deliberate positive or negative reinforcement in an effort to build good habits.
- As fourthclass cadets **grow** in their development, transactional exogenous consequences are replaced with principled endogenous ones, and fourthclassmen are given additional responsibilities to complete under less supervision.

Ways of the FCS: CTM Principles

- The principles of CTM apply to all cadets, but are particularly appropriate in the context of the objectives for upperclassmen in the fourthclass system.
 - Although upperclassmen enjoy nearly absolute positional authority in the fourthclass system, they should foster an environment of “**mutual respect**” that affirms the worth, dignity, and feelings of fourthclassmen and includes a “training your replacement” philosophy.
 - While it may seem counterintuitive for an upperclassman to “serve” a fourthclassman, that is exactly what “**leadership as service**” requires. Upperclassmen identify and meet their fourthclassmen’s legitimate needs in order to create conditions for them to be successful.
 - The “**accountability**” referred to in the sense of the CTM principle transcends traditional notions of responsibility and requires a culture that encourages people to internalize and take ownership of a broad commitment as a leader. Upperclassmen model this type of accountability with holistic and benevolently intrusive leadership of their fourthclassmen.

Ways of the FCS: Team-building and Shared Experience

- Individual weaknesses and insufficiencies are quickly laid bare by the rigors of the fourthclass system.
 - This new self-awareness is not designed to humiliate fourthclassmen but to impart in them the value of cooperation, unity of effort, synergy, and teamwork.
- In this experience as followers, they will realize the necessity as future leaders of building teams that balance the strengths, weaknesses, perspectives, experiences, and skills of individual members to create a whole that is greater than the sum of the parts.
- They will also, as a class and as Citadel men and women, gain the connection borne of shared hardship.
 - In this sense, the fourthclass system transcends being a mere individual rite of passage, and its successful completion becomes a foundational piece of the shared vision that leaders must instill in their followers.
- With Recognition, fourthclass cadets now possess the skills needed to make a greater contribution to The Citadel, and their upperclassmen have succeeded in “training your replacement.”

Ways of the FCS: Discipline

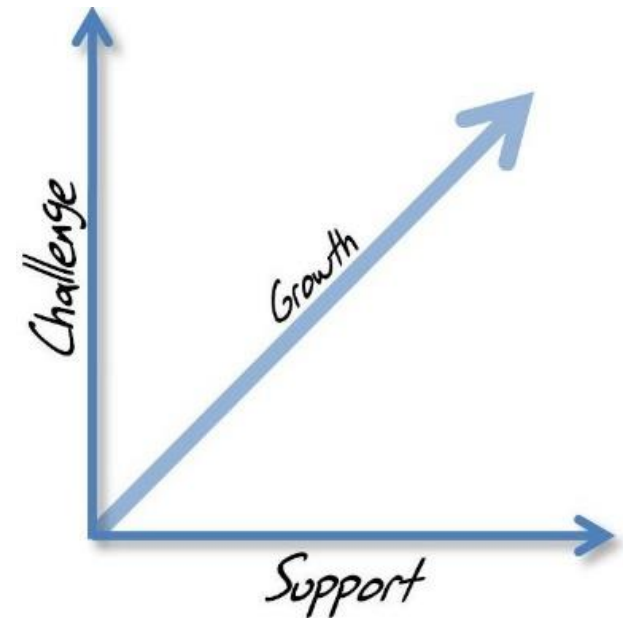
- In the fourthclass system, upperclass cadets “use discipline” to help fourthclass cadets “develop discipline.”
- For the upperclassmen, this discipline is “training that corrects, molds, or perfects the mental faculties or moral character.”
 - They administer discipline consistent with Schofield’s definition.
 - They use discipline as part of the “consequence” step of CTM in order to help fourthclassmen develop discipline as part of the “growth” step of CTM.
- For the fourthclassmen, this discipline is “self-control.”
 - In order to meet the relentless demands of the fourthclass system, fourthclass cadets develop the endogenous discipline necessary to subordinate impulses to values.
- Discipline within the fourthclass system is always developmental and purposeful.

Ways of the FCS: Direct leadership and Close supervision

- Both the intensity of the fourthclass system and the formative stage of development that fourthclass cadets are in, makes the leader-led environment of the fourthclass system one of direct leadership and close supervision.
- In this environment, fourthclass cadets learn the attributes of followership that will help them as leaders and the skill and will necessary to sustain peak performance at all times.
- Upperclass cadets learn the hands-on, leadership by example techniques associated with direct leadership and the accountability of holistic leadership.

Ways of the FCS: Challenge and Support

- The theory of challenge and support posits that in order for growth and development to occur, challenges in the environment must be balanced by environmental supports.
- When there is either not enough challenge and too much support, or not enough support and too much challenge, there will be no developmental change.
- For growth to occur, each cadet needs to be challenged and supported appropriately through a variety of experiences.
- The overall leader development program at The Citadel provides such an environment, and it is especially prominent in the fourthclass system.
 - “Challenges” are omnipresent in the fourthclass system and leaders must ensure that they are balanced with the appropriate “support.”



Means

- “Means” explain what specific resources are to be used in applying the concepts to accomplish the objectives and use no verb.
- Means can be tangible or intangible.
 - Examples of tangible means include units, people, equipment, money, and facilities.
 - Intangible resources include things like “will,” courage, or intellect.
- The “means” of the FCS can be organized based on which step of CTM they primarily represent



Means of the FCS: Expectations

- Challenge Night
- Fourthclass regulations and traditions
- Athletic and other event support
- Guidon

Means of the FCS: Skills

- Cadet Leader Development Training (“Cadre Training”)
- Challenge Week
- Cadre Period
- Physical Training
- Leadership Training Program
- CPT Exercise

Means of the FCS: Feedback

- Developmental counseling
- Senior Mentor Program

Means of the FCS: Consequences

- Kelly Cup
- Regimental Commander's Bowl
- Cadre Rodeo
- Corrective Push-ups
- Cadre Leadership Award
- Milton D. Bonnoitt Award
- Most Influential Upperclassman Award

Means of the FCS: Growth

- Parents' Day Promotion
- Recognition Day and Gauntlet
- Inspections
- Fourthclass duties and details
- Fourthclass knowledge
- Corporals' Academy

Project Timeline

- Oct-Dec 2018: Prepare White Paper outlining the project
- Jan-Mar 2019: Develop draft mission, intent, and concept statements for each “means”
- April 2019: Achieve department consensus and Commandant approval of draft “means” statements
- May-July 2019: Draft whatever supporting document is required for each “means” (POI, lesson plan, oporder/frago, class, etc)
- Aug-Dec 2019: Refine internally and staff with Citadel stakeholders via CRS and briefings
- Jan 2020: Begin incremental implementation

Responsibilities

- **Expectations**

Challenge Night (Fortenberry/Moffitt)

Fourthclass regulations and traditions (Sberna/S.Smith)

Athletic and other event support (Adcock/Sijtsma)

Guidon (Dougherty)

- **Skills**

Cadet Leader Development Training (“Cadre Training”) (Graham/A. Smith)

Challenge Week (Brace/Brower)

Cadre Period (Horlbeck/Dean)

Physical Training (Duke/Hucks/Raines)

Leadership Training Program (Dougherty)

CPT Exercise (Barton)

- **Feedback**

Developmental counseling (Quinn)

Senior Mentor Program (Polites)

- **Consequences**

Kelly Cup (Remsen)

Regimental Commander’s Bowl (Barton)

Cadre Rodeo (Panton/Webster)

Corrective Push-ups (Bell/Parson)

Cadre Leadership Award (Barton)

Milton D. Bonnoitt Award (Barton)

Most Influential Upperclassman Award (Barton)

- **Growth**

Parents’ Day Promotion (Hughes/Garcia)

Recognition Day and Gauntlet (Craig/Borden)

Inspections (Rodick/Riddick)

Fourthclass duties and details (Sharp)

Fourthclass knowledge (Dougherty)

Corporals’ Academy (Yagle/Dougherty)

Next Step

- NLT 15 Mar, OPRs develop mission, intent, and concept of operations statements for their assigned “means”
 - Mission should include task and purpose.
 - Intent should articulate the desired end state.
 - The concept states how various players (e. g., fourthclass, upperclass, TACs, LDRS instructors, etc) interact and in what sequence actions occur to achieve the end state.

Example of Mission, Intent, and Concept Statements: Fourthclass Knowledge

- **Mission.** Upperclass cadets train fourthclass cadets to memorize information about the military, leadership principles, and The Citadel in order to provide the fourthclass cadets a foundational base of military knowledge, to introduce them to The Citadel's leadership development model and ideas that support it, and to initiate the fourthclass cadets' connection to The Citadel's traditions, history, and culture.
- **Intent.** Using the "fourthclass knowledge tracking log" in The Guidon, the fourthclass cadet's squad leader certifies that the cadet has achieved and sustained proficiency in reciting the knowledge requirements identified in The Guidon.
- **Concept of Operations.** The knowledge requirements are organized into phases that correspond to various developmental periods during the fourthclass year. At the beginning of each developmental period, squad leaders brief the fourthclass cadets on their knowledge requirements for that period, to include the purpose of each piece of knowledge, practical advice for memorization, and the time line for competition of the task. Fourthclass cadets practice the requirements on their own and demonstrate progress on command of their squad leader at regular intervals. Squad leaders annotate performance in the tracking log. In addition to drilling memorization, squad leaders use the knowledge requirements as segues into deeper discussions of the topics they represent.

Challenge Week

- **Mission.** Upper-class Cadets, who are members of the training Cadre, familiarize and train 4th Class Cadets (Knobs) on the 4th Class System and essential military tasks required of all Cadets at The Citadel in order to lay the foundation and develop their basic skills prior to the Corps' reconstitution and the beginning of academic classes.
- **Intent.** Using the Citadel Training Manual, the Blue Book, and the White Book, company commanders train and battalion commanders certify that their knobs are properly trained to begin the academic year in the areas proper preparation and wear of the uniform, proper display and cleanliness of barracks rooms and common areas, military drill and ceremony, physical training, 4th Class System requirements, and campus/college orientation.
- **Concept of Operations.** The week begins with reception, accountability, unit/room assignment, initial issue, and move-in. Knobs are then introduced to their Cadre and divided into training squads. From that point, Squad Leaders are responsible for moving their squads through various in-processing stations that include haircuts, uniform and equipment issue, inventories, etc. Every movement and every block of instruction is done with military instruction and commands in order to begin the transformation into Cadet Life. The week consists of various classroom teachings and hands-on training that is conducted at a seemingly rapid pace due to the number of tasks to accomplish and the extremely limited amount of time. Since every Knob arrives with different levels of experience and abilities, the Cadre must continually assess their Squad, prioritize their training, and develop a plan to equally prepare every Cadet for success. Once the Knobs have made their initial adjustment to the military environment, the 4th Class System is put into effect mid-way through the week. This forces the Knobs to execute their newly learned skills in a more disciplined, demanding, and exacting environment in order to solidify their military foundation. At the end of the week, the Knobs are given the opportunity to celebrate, de-stress, and bond with their classmates while the Corps reconstitutes. The end-state of the operation is a Knob Class, effectively introduced to the basic military skills and 4th Class System, who are ready to continue their training and development with the additional stress of college academics.

CLDT

- Mission: During CLDT, TACs and other college officials train and prepare cadre members in order to ensure they are collectively and individually ready to perform their Challenge Week mission.
- Intent: Through performance oriented training and written tests, the battalion commander certifies and the BN TAC verifies that the cadre is prepared to accomplish its collective and individual Challenge Week mission.
- Concept: Cadre members report seven days (?) prior to Matriculation Day and are trained by TACs and other SMEs on a fixed POI that includes CTM-based leadership, roles and responsibilities for their duty position, and train-the-trainer certification for each block of instruction for which they are responsible. The battalion commander administers a “Cadre Rodeo” at the end of CLDT as a mission readiness exercise and recommends to the BN TAC approval of the battalion’s readiness to receive cadet recruits on Matriculation Day. The BN TAC verifies readiness based on the commander’s assessment.