



CADET LEADER
DEVELOPMENT PROGRAM
AY 2017-2018

CADET LEADER
DEVELOPMENT
PROGRAM
AY 2017-2018

Contents

THE PRESIDENT'S CHARGE

INTRODUCTION

THE CITADEL'S MISSION

THE CITADEL'S CORE VALUES

PRINCIPLED LEADERSHIP

THE CITADEL EXPERIENCE

PILLARS

STAGES

CITADEL FOR LIFE

The PRESIDENT'S *Charge*

LIEUTENANT GENERAL JOHN W. ROSA, USAF (RET.) '73



Our overall strategic end-state is to establish The Citadel as a nationally recognized college for the education and development of principled leaders. Over the years, we have revised our Leader Development Program and established the requisite academic courses, training programs, and experiences that focus on leadership. Our Leader Development Program is a distinctive feature of The Citadel because it affords the opportunity for cadets to apply what they learn about the science of leadership in the classroom as they practice the art of leadership in everyday cadet life.

Everyone at The Citadel bears the responsibility for cadet leader development. First and foremost, cadets must aspire to becoming principled leaders. In addition, all cadets must accept responsibility for their own development and be accountable for the development of the cadets for whom they are responsible. All members of our community to include the faculty, staff, and alumni share the responsibility to serve as role models for our cadets and help create an environment which provides them the opportunity to receive feedback and learn from mistakes as well as successes.

Our program improves each year as we apply lessons learned and provide additional resources to improve the leader development processes. The Class of 2013 was the first class to complete the four-year Leader Development Program. After nine years of cadet and instructor feedback, revisions to academic courses and training programs, and the development of standards and outcomes, this revision includes the addition of eight principled leader behaviors that serve to strengthen the existing values-based leader development model, first designed in 2008.

Other advances in the steady progress of leader development at The Citadel include the inception in 2017 of a Leadership Development transcript that certifies cadet performance in the areas of civic engagement, global studies, internship, leadership, and research. In 2017, the college also chartered a new Citadel Circle of the Omicron Delta Kappa (ODK) National Leadership Honor Society to foster scholarship, service, integrity, character, and fellowship. These are exciting times of innovation and excellence in leadership development at The Citadel of which we can all take pride and make contributions.

I urge each of you to read this document carefully. Most importantly, I want the Corps and the staff and faculty to use it regularly as a guide to achieving excellence in the education and development of principled leaders.

John W. Rosa

Since 1842, The Citadel has developed leaders, instilling those qualities and guiding principles that form the whole person and equip graduates who can serve their families, communities, professions, and country.



THE CITADEL'S *Mission*

The Citadel's mission as an institution of higher education is

“TO EDUCATE AND DEVELOP OUR STUDENTS TO BECOME PRINCIPLED LEADERS IN ALL WALKS OF LIFE BY INSTILLING THE CORE VALUES OF THE CITADEL IN A DISCIPLINED AND INTELLECTUALLY CHALLENGING ENVIRONMENT.”

The Citadel recognizes that this lifelong process of education and development begins before matriculation and continues long after graduation. Leadership is inherently relational, and “good” leadership proves to be both effective and ethical. Such leadership requires actions and behaviors that influence others toward positive, beneficial change. Therefore, while leadership development may begin with one's own development, at its best, leadership is not about one's self or personal success but rather about developing and serving others in ways that help everyone to succeed together.

While leadership education and development draw from many different leadership approaches, styles, and techniques, none alone serves equally well in every possible context and situation. Therefore, to be fully effective and successful, emerging leaders must understand and master an array of concepts to discern the type of leadership that will be most effective in a given situation. Recognizing that The Citadel's mission calls for preparing principled leaders in all walks of life, students learn a wide range of leadership approaches and techniques that this program tests in proven, diverse organizational settings.

Applying two of the key concepts within The Citadel's mission, the Cadet Leader Development Program emphasizes the importance of development and environment. Development engages a process in which the individual becomes able to respond effectively in many different situations and integrate many diverse experiences. The environment consists of the context in which the development process occurs, including the challenges and support that enable such growth, both in the classroom and beyond.

THIS GUIDE PROVIDES THE *Purpose* OF THE CADET LEADER DEVELOPMENT PROGRAM

and serves as the starting point in fulfilling The Citadel's mission of educating and developing principled leaders.

It also serves as a practical foundation for everyone at The Citadel engaged in planning, preparing, and implementing initiatives and opportunities to enhance leadership development and training.

Finally, it sets the conditions needed to measure and assess the

effectiveness of the program.

THE CITADEL'S CORE

Values



From The Citadel's longstanding history and deeply embedded traditions have emerged the institution's three core values: **HONOR, DUTY, AND RESPECT**. Their importance permeates the entire Citadel community, and their emphasis creates a common identity, sense of unity, and shared expectation that cadets integrate these values into all aspects of life and demonstrate them at every level and in every endeavor. The values of honor, duty and respect constitute the foundation of the Cadet Leader Development Program.

Honor preserves the moral authority and trustworthiness leaders must earn to effectively influence others. People of honor lead with integrity and conduct themselves with the knowledge of being part of something larger than they are. A person of honor does the right thing the right way—even when no one is watching or when a personal cost is incurred. This value begins with personal adherence to the letter and the spirit of the Honor Code that “a cadet does not lie, cheat, or steal, nor tolerate those who do.” In its more advanced stages, honor includes forging a unity of values that guides the action of all members in the organization.

Duty instills a personal sense of accountability and eagerness to lead others to mission accomplishment. It means doing what needs to be done without being asked or ordered. A strong concept of duty allows a leader to persevere, overcoming obstacles and challenges, leading a team to success. This value begins with adherence to the Cadet Regulations. In its more advanced stages, duty includes building an organization in which individuals act on their own initiative to fulfill a vision.

Respect encompasses self-respect and respect for others. Leaders earn respect by developing the technical, interpersonal, and conceptual skills necessary for building teams and leading others. Respect means recognizing and nurturing the inherent dignity and self-worth of each individual and creating the opportunities uniquely needed for them to grow individually and contribute to the organization. This value begins with protecting basic human rights and civil liberties. In its more advanced stages, respect includes empowering members of the organization to become the best version of themselves possible.



PRINCIPLED *Leadership*

The Citadel's most recognizable leadership brand is a form of values-based leadership called principled leadership. Principled leadership puts the leader's character into action, guiding thoughts, words, and deeds to produce outcomes consistent with the core values of the organization. While principled leaders must reject any decisions, priorities, or actions

counter to the organization's core values, or inconsistent with their own moral and ethical standards, principled leadership represents a particularly empowering form of leadership that allows the freedom to develop creative and adaptive solutions that meet the demands of fluid and complex situations.

PRINCIPLED LEADER *Behaviors* While other actions may accurately describe a principled leader, eight specific behaviors serve The Citadel particularly well because they align directly with the college's core values. Moreover, the identified behaviors provide benchmarks for 360-degree observation and evaluation, in any context on campus or beyond. The behaviors constitute factors derived by scientific method from a formal model of ethical leadership, accompanied by an empirically validated survey instrument. These features combine within the Cadet Leader Development Program to make the eight principled leader behaviors particularly valuable for achieving learning goals and measuring effectiveness.

PRINCIPLED LEADER *Behaviors*

The Citadel's Cadet Leader Development Program focuses on eight key behaviors¹ that describe the actions of a principled leader:



EMPOWERING OTHERS FOR ACTION AND DECISION-MAKING. Enabling and encouraging the personal development of others, believing in the inherent value of each individual, and giving authority and power to make decisions.

HOLDING TEAM MEMBERS ACCOUNTABLE FOR RESULTS. Holding others accountable for performance and outcomes within their control, ensuring they know what is expected.

PUTTING TEAM MEMBERS FIRST. Serving others by giving support and priority to the interest of others and by giving them credit for achievements.

KEEPING A BALANCED VIEW OF ONE'S OWN IMPORTANCE. Viewing one's own strengths

and weaknesses in a balanced perspective that recognizes the abilities of others and invites their contributions; demonstrating humility.

STAYING AUTHENTIC TO ONE'S REAL SELF. Staying open and truthful with others by acting consistently with who one is as a person; demonstrating authenticity by accurately representing one's true intention and commitments; not behaving inconsistently, that is, according to a role or position.

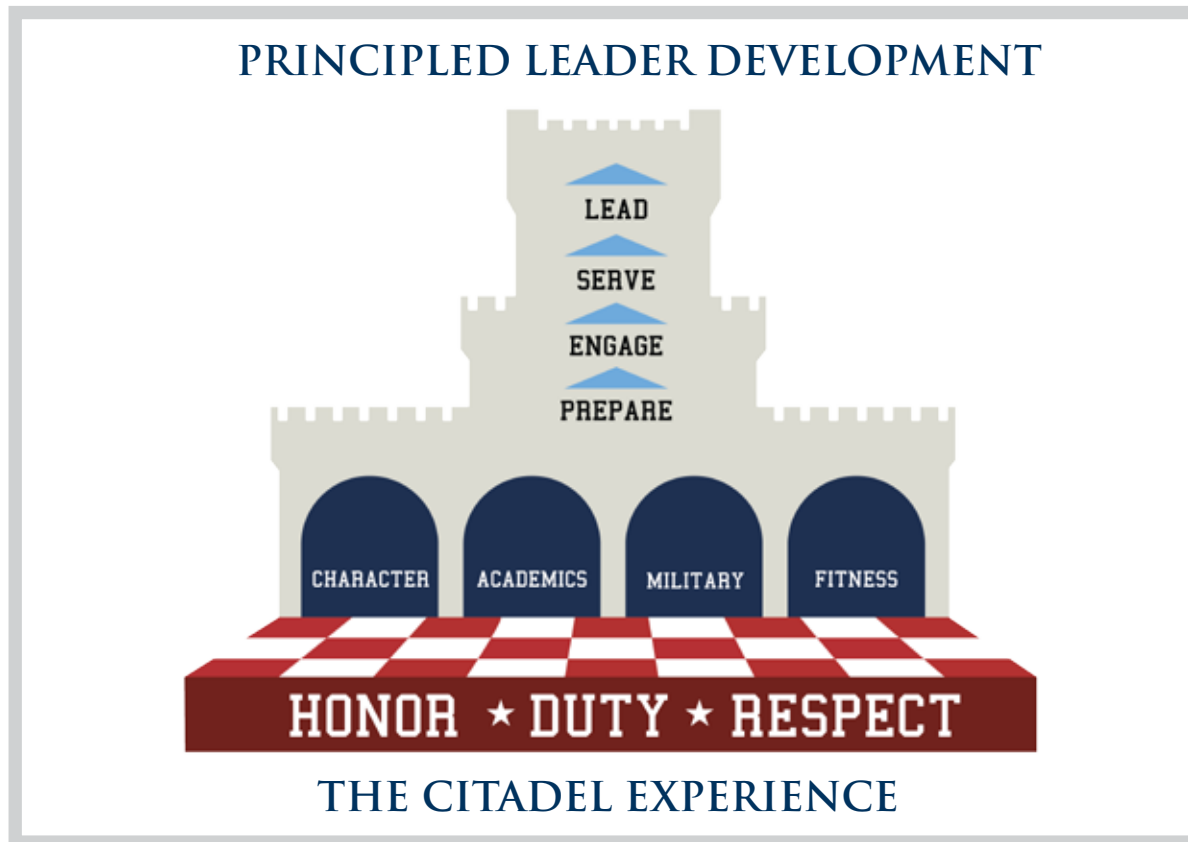
ACTING AND SPEAKING WITH COURAGE. Engaging challenging situations pro-actively and strongly by relying on values and convictions. Taking risks that are reasonable in view of potential benefits, particularly for innovation and creativity.

CREATING TRUST THAT PERMITS OTHERS TO MAKE AND LEARN FROM MISTAKES. Creating an environment of trust and freedom in which others can make and learn from mistakes. Accepting and understanding others to build trust and healthy interpersonal relationships and to bring out best efforts of others; making reasonable efforts to avoid rejecting or punishing others; not trying to get even.

DEVELOPING PEOPLE AND RESOURCES. Taking responsibility for the value of people and resources; stewarding them in the common interest versus using them in one's self-interest.

¹ See Van Dierendonck, D., & Nuijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. *Journal of Business and Psychology*, 26(3), 249–267. <https://doi.org/10.1007/s10869-010-9194-1> (as adapted).





The Citadel provides the organizational support and educational curricula to achieve the institution’s mission,

seeking by design to *engage and develop* the whole person.

This constitutes the essence of **THE CITADEL EXPERIENCE**. For the South Carolina Corps of Cadets (SCCC), The Citadel employs a military environment, which provides a particularly effective means and efficient framework for creating leadership challenges and opportunities. Within this *leadership laboratory*, emerging leaders learn values and grow in leadership effectiveness.

THE CITADEL EXPERIENCE integrates the core values and eight principled leader behaviors across four functional areas, known as pillars: Character, Academics, Military, and Fitness. Meeting a baseline standard in each pillar helps cadets achieve balance and success in their overall development and beyond.



THE CITADEL EXPERIENCE

Pillars



CHARACTER. The concepts undergirding this pillar represent a consistent thread that runs through all aspects of The Citadel Experience. This functional area instills the high moral standards represented by the college's core values and the key behaviors manifested by principled leaders who act accordingly. Such leaders demonstrate integrity, truthfulness, and transparency in word and deed, building trust in those around them. Such leaders hold themselves and others accountable for these moral and ethical standards. Such leaders consistently uphold these standards into every aspect of problem solving and decision-making, avoiding merely temporary, pragmatic, or convenient solutions.

ACADEMICS. Academic success provides the requisite specialized knowledge and skills to succeed in a chosen professional field or career path. This pillar encourages lifelong learning and shapes intellectual ability by expanding knowledge, developing critical thinking skills, analyzing complex problems, and producing innovative solutions. The Citadel's challenging academic environment enhances mental agility and flexibility in thinking strategically, applying theory practically, and engaging others cross-culturally. For emerging leaders, academics lay the foundation for the technical, interpersonal, and conceptual skills that are indispensable for effective and ethical leadership. A well-educated cadet engaged in a strong core curriculum in the humanities, sciences, and math also increases the capacity for applying sound judgment and for influencing and serving others.

MILITARY. Since its founding in 1842, The Citadel has combined rigorous higher education with a classical military environment for character formation and leader development. The military pillar develops personal discipline, a commitment to serve, and a strong sense of honor, duty, and respect. It also creates an environment for cadets to experience and demonstrate a capacity for teamwork, genuine respect for others, and mutual accountability among team members. The derived lessons and experience equip cadets for building and leading teams, reinforce the importance of accomplishing a mission, and instill an understanding of leadership as service. In application, cadets train in the Citadel Training Model (CTM) and acquire specific leadership skills learned through executing the CTM.

FITNESS. A focus on fitness engages cadets in developing the physical and mental strength and endurance necessary to attain an optimum functioning of their bodies and minds, even within environments of prolonged stress. The Citadel creates systems that enhance and monitor fitness for each cadet through bouts of physical and mental challenges, along with proper recovery from those challenges. These systems are created in recognition of the fact that those who are fit and healthy tend to be able to handle stress better, work harder, and tend to project a competent and confident presence that resonates with others. Beyond just helping cadets maximize their personal fitness, this pillar seeks to develop leaders who can create environments that support organizational fitness and health. Through the fitness pillar, The Citadel prepares cadets to become leaders who can make substantial contributions to society through their embodiment of those essential fitness behaviors necessary for productivity at every level – organizational, community, and national.

THE CITADEL EXPERIENCE *Stages*

STAGES. Progressing through The Citadel Experience, cadets steadily confirm their values and enhance their leadership effectiveness. While each cadet advances along a unique trajectory in leadership development, The Citadel model leverages the curricular and co-curricular in tandem each semester that a student is enrolled. Therefore, students are engaged in a leadership curriculum as they experience leadership roles and responsibilities in the SCCC. During this process, The Citadel identifies four distinct, but overlapping, stages that correspond with class years: freshmen prepare, sophomores engage, juniors serve, and seniors lead.

PREPARE. Freshmen prepare by engaging in an intense environment where they learn to operate under stress and to stretch themselves by reaching into the deepest aspects of self-awareness, character, and perseverance. Freshmen learn personal discipline, time management, and teamwork. They also develop their personal capabilities and potential as principled leaders by internalizing the core values of honor, duty, and respect.

ENGAGE. During this transition stage from followership to first-line leadership, sophomores engage by learning the skills associated with direct leadership of individuals and small teams and the management of specific administrative and logistical duties under close supervision but with no intermediary leader between themselves and their subordinates. In this new role, sophomores begin to take an active, formal role in the SCCC leadership effort.

SERVE. Juniors serve by personally and directly engaging in leadership, applying the skills, and practicing the behaviors learned in the first two stages and assuming holistic responsibility for the people under their care. In fact, the very word “sergeant” traces its origins to the Latin and then French words for “servant.” As direct leaders of teams and groups, junior cadets must organize and motivate teams to achieving various operational and logistical duties while holding team members accountable for actions and results. As these leaders prove themselves, more experienced leaders entrust them with greater responsibilities for the welfare and actions of more people as they operate under progressively less direct supervision.

LEAD. Seniors put together all their leadership development experiences as they accomplish broader and more complex organizational goals through organizing and influencing other leaders and making increased use of such tools as climate-setting, policy-making, and systems integration. As The Citadel continues to fulfill its mission of educating and developing principled leaders in all walks of life, seniors will increasingly focus on a new transition, preparing for future leadership roles in their chosen career or profession.



In each stage, cadets participate in a combination of academics, training, and experiential learning that exposes them to the art and science, the theory and practical application, the extrinsic and intrinsic, and the learning and doing aspects of leadership. (See Figure 2)

Through leadership courses, as well as other academic classes, cadets learn the knowledge necessary to conceptualize leadership situations and actions. Training events such as the Leadership Training Program, Challenge Week, and weekly ROTC labs help cadets refine their leadership skills by performance-oriented and standards-based practice. Cadet life is designed to provide a continuous leadership laboratory where cadets apply their leadership knowledge and skill experientially in a nurturing, developmental, and safe environment.

Figure 2: Leader Development Components



CHALLENGE AND SUPPORT AT THE CITADEL AND *Beyond*



Figure 3: Challenge & Support

²Sanford, Nevitt. (1966). *Self and society: Social change and individual development*. New York, NY: Atherton.

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.² (See Figure 3) 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 leader development program at The Citadel provides such an environment.

All cadets at The Citadel will experience a common set of challenges. These include the demands of their academic major, adherence to the regulations, a rigorous physical training program, the fourth-class system, and a host of military duties. Based on their own interests and abilities, they can choose the additional challenges presented by such opportunities as serving as a member of the chain of command; participating in clubs, intramurals, and club and NCAA sports; studying abroad; engaging in research; and pursuing an ROTC contract. Cadets should also expect to face the inevitable and often unwelcome challenges of life that will affect them all in unique and unpredicted ways.

To help cadets negotiate these challenges, a robust support infrastructure is not only at their disposal, but also actively and intentionally engaged in their leader development. This support infrastructure includes TAC officers, professors, academic advisors, coaches, club advisors, mentors, campus ministers, and student affairs professionals. Fellow cadets serve as peer advisors, who often are especially suited to provide particularly empathetic support from a peer perspective.

The TAC (which stands for *teach, advise, and coach*) functions at the center of cadet life to help students develop individually as leaders and to collectively conduct the daily business of the SCCC. Through the developmental counseling process, the cadet and the TAC identify and discuss the cadet's strengths and weaknesses and create an individual development plan that builds upon those strengths and compensates for (or eliminates) weaknesses. The TAC helps the cadet develop a "pathway to success" with short- and long-term goals and objectives. The TAC then connects the cadets to the support resources that are best suited to help achieve their goals. As the cadets develop, the TACs receive continuous feedback from their own observations as well as from other members of the support infrastructure. The TAC regularly reviews progress with the cadet based on these observations, and the two adjust the plan as necessary. Every member of the support infrastructure makes a unique and valuable contribution to the cadet's leadership development, but the large number of resources and enormous amount of information they provide can be overwhelming. In order to help cadets best process all the support available to them, TACs serve as the primary integrators of the overall leadership development effort.

CHALLENGE AND SUPPORT AT THE CITADEL

AND *Beyond*

PROFESSORS AND ACADEMIC ADVISORS help cadets develop the intellectual capacity to be leaders. The Leadership courses (LDRS 101-411) provide a very specific leadership focus that addresses the theoretical and reflective understanding appropriate for each year of a cadet's development. Through all course offerings, professors help cadets develop the critical thinking, communications, philosophical, analytical, and other skills associated with their academic development as leaders. These academic efforts combine to drive self-awareness and help cadets intentionally "connect the dots" as they progress through the overall developmental experience.

CLUBS AND CLASS OFFICES often provide an experiential component of the learning that begins in the classroom. They provide cadets an opportunity to develop in specific areas of interest and also to exercise leadership skills through official positions outside of the cadet chain of command. Club advisors may help guide this effort and help cadets develop important leadership skills through their mentorship.

MENTORSHIP is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that focuses on developing a more experienced leader for the future. A variety of formal and informal mentors are available, and every student is encouraged to actively pursue this resource to meet specific developmental objectives. One very good example of this opportunity is the various campus ministers who represent potential mentors for students seeking specific moral and ethical character development. Finally, the host of student affairs professionals in the infirmary, counseling center, registrar's office, cadet activities, and elsewhere perform essential student services in their specific functional area and help cadets develop in very personal and individualized ways.

Nevertheless, each cadet has the opportunity within the structures provided to develop and navigate their own path, at their pace and level of interest, to achieve a quality outcome. Some cadets may prefer to develop their leadership skills through the traditional means of serving in the chain of command. Others may prefer to be active in club or sports leadership. Some might become leaders in service learning and civic engagement programs, others may lead group projects in the classroom, and some might lead undergraduate research studies. The challenges and supports available at The Citadel provide many different ways for cadets to achieve the common goal of developing as principled leaders.

CITADEL LEADER FOR *Life*

Development as a principled leader does not end with graduation. By its very nature, development is a continuous process of growth, change, and improvement over time. Rather than representing an end state, for many, the four-year Citadel Experience and Principled Leader Development Program are just the beginning of a lifelong emphasis on values-based character, learning, service, and fitness. Whether serving in the military, working in the public or private sector, or pursuing graduate education, the core values and principled leader behaviors instilled during these four years have served Citadel graduates extremely well.



THE KRAUSE CENTER FOR LEADERSHIP
AND ETHICS
171 MOULTRIE ST.
CHARLESTON, SC 29409
WWW.CITADEL.EDU/ROOT/KRAUSECENTER
843-953-5815





THE CITADEL

THE MILITARY COLLEGE OF SOUTH CAROLINA
171 Moultrie Street, Charleston, SC 29409

www.citadel.edu