

CTM

Five Steps

- Expectations
- Skills
- Feedback
- Consequences
- Growth

The Citadel Training Model is a leadership framework designed to build mutual respect and trust between seniors and subordinates. It encourages seniors to take “Capital A Accountability” for the well-being of their subordinates and their opportunity to achieve success. It encourages subordinates to do their best based on a deep commitment to the example set by their leaders and the values of the organization.

Expectations

The first step in CTM is “SET EXPECTATIONS.” In this step, leaders clearly spell out what subordinates are required to do in order to give them every possible chance of doing the task correctly.

The expectations step includes:

- An effective introduction
- Setting a positive atmosphere
- Stating the subordinate’s obligations
- Explaining the task’s rationale
- Providing an overview of the event

The **introduction** should include the leader’s position, the background that makes him credible, and the values that he hopes will define his relationship with the subordinates. A **positive atmosphere** is one of respect, encouragement, and communication. The **subordinate’s obligations** include respecting authority, complying with standards, and giving maximum effort. The **rationale behind the task** articulates its relevance and importance. The **overview** helps overcome the “fear of the unknown” that is a major contributor to stress helps subordinates approach the task with confidence.

Skills

The second step in CTM is “BUILD BASIC SKILLS.” In this step, leaders provide subordinates with the necessary skills to allow them to succeed at their assigned tasks. This step is about teaching, training, and developing subordinates.

There is a difference between teaching and training. Teaching involves delivering information in an understandable manner. After the information has been taught, training involves perfecting performance through repetition of the task. Training is standards-based and performance-oriented.

An important part of training is modeling the desired skills. Leaders by nature are role models, and the example they set can be either positive or negative. In leading by example, leaders not only show their subordinates “what right looks like,” they reaffirm their commitment to the organization’s values by demonstrating that their words match their deeds.

Rehearsals are an important part of the building skills process. There are many types of rehearsals ranging from covert rehearsals in which successful task completion is visualized in the trainee’s mind to full-scale rehearsals.

Feedback

The third step in CTM is “GIVE FEEDBACK.” In this step, leaders let subordinates know how they are progressing in developing a new skill and subordinates let leaders know their situations and needs as well.

Feedback is two-way communication based on CTM’s emphasis on mutual respect.

Feedback can be positive or corrective, but it is always constructive. Positive feedback helps subordinates build confidence and continue their hard work. Corrective feedback helps subordinates refocus their efforts to achieve better results.

Feedback should be a routine, focused, professional, and continuous part of leader development.

The mnemonic aid for the rules of feedback is INPUT+

- Immediate Feedback
- No Name-Calling, Sarcasm, or Profanity
- Proper Person
- Uniquely Specific
- Talk about the Behavior
- + End on a Positive Note

Consequences

The fourth step in CTM is “FOLLOW THROUGH WITH CONSEQUENCES.” In this step, leaders add action to the words provided during feedback.

Consequences can take the form of both rewards and punishments. Rewards reinforce desired changes in a subordinate’s behavior, even incremental ones. Punishments are designed to change behavior, to teach, and to deter. Both rewards and punishments must be sanctioned by the appropriate authority.

The mnemonic aid for the rules of consequences is PRIDE

- **Progressive** levels of rewards and punishments that start small and allow for future options
- **Relevant** from the subordinate’s point of view
- **Immediate** in order to help the subordinate associate the consequence with the behavior
- **Directed Towards Behavior**, not the person
- **Evenhanded** in order to be fair, consistent, and free from even the appearance of favoritism

Growth

The fifth step in CTM is “WORK FOR GROWTH IN OTHERS.” In this step, leaders create an environment in which subordinates perform the task to standard without excessive supervision and are ready for still greater challenges. As these new challenges are presented, the CTM cycle is started all over again with new expectations being set, new skills being built, etc. Continuous growth is a hallmark of a vibrant organization with a positive developmental climate.

Leaders can encourage subordinates to grow by fostering their self-esteem. Self-esteem can be increased by providing positive feedback, praising in public, celebrating incremental successes, focusing on strengths, finding the “niche” where a subordinate’s skills can have an effect, and giving support.

Leaders can build on a subordinate’s positive self-esteem by establishing a new performance goal that encourages the subordinate to “stretch” to new levels. This new goal should be a unified decision between the senior and the subordinate in which the subordinate assumes responsibility to accomplish the new goal and the senior pledges her support to assist the subordinate in being successful.