



THE CITADEL TRAINING MANUAL

A Guidebook for Effective Leader Development

2020



Three Principles of CTM

- Mutual respect
- Leadership as service
- Accountability

Five Steps of CTM

1. Set **EXPECTATIONS**
2. Build basic **SKILLS**
3. Give **FEEDBACK**

INPUT+ (Immediate; No name calling; Proper person; Uniquely specific; Talk behavior; +, plus end positively)

4. Follow through with **CONSEQUENCES**

PRIDE (Progressive; Relevant; Immediate; Directed at behavior; Evenhanded)

5. Work for **GROWTH** in others

From the Commandant:

“The Citadel Training Model” is a logical, intuitive, and easy-to-follow system to effectively build the type of mutually respectful training environment that achieves results and develops people. Even if they call it by some other name, I am convinced that most experienced leaders use something that mirrors CTM to guide their leadership actions. Consciously and deliberately applying CTM in a step-by-step manner as cadets will help you apply it instinctively after graduation and allow you to incorporate your own individual leadership characteristics into this proven framework.

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Commandant of Cadets

The basis of the *Citadel Training Model*, to include the five steps, INPUT+, and PRIDE, is derived from Rosebush, Michael. (1985). “*Applying the Academy Training Philosophy*.” Colorado Springs, CO: United States Air Force Academy and is used with the permission of the author.

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1

INTRODUCTION

The Citadel Training Model (CTM) is designed to provide a practical guide to the exercise of principled leadership. It is a philosophy of applied leadership and training that bridges the learning outcomes identified in the Guide to the Leader Development Program and the training management techniques explained in the How to Train at The Citadel manual. CTM consists of three basic principles: mutual respect, leadership as service, and accountability.

1. The Principles of CTM

1-1. Mutual respect. All organizations have missions, and one of the most important resources organizations have that facilitates accomplishment of that mission is personnel. Organizations invest heavily in recruiting, training, and retaining members who can contribute to the organization's goals. Leaders respect the fact that the people they are training have met the standards for entry into the organization. They respect the talents and experiences that each individual brings to the organization. They respect the individual's desire to learn new skills to better contribute to the organization. They conduct the training with the knowledge and attitude that the people they are training are critical to the mission of the organization, and they have a "training my replacement" philosophy. Moreover, leaders respect the worth, dignity, and feelings of each individual.

Subordinates respect their leaders based both on the leader's position power and personal power. Position power is the power the leader derives from the rank or position he holds in the organization (Northouse, 6). A 1SG, for example, holds the position power as being the ranking NCO in the company. Personal power is the power a leader derives from his followers. Followers give leaders personal power when they act in ways that are important to the followers (Northouse, 6). Leaders receive this personal power when they act as good role models, display high competence, or show special consideration for those they are training. A platoon sergeant who maxes his CPFT and goes running a couple times a week on his own time with a member of his platoon who needs help passing his CPFT probably receives much personal power from his subordinate.

Leaders must use both their position and personal power in positive ways, and be careful not to abuse it. They do not use their position power to be arbitrary, detached, or demeaning, and they do not use their personal power to build a cult-like following that can divide a subordinate's loyalty between the personality and charisma of the individual and the values of the organization. Likewise, leaders leading with mutual respect avoid any self-indulgence in their leadership style. This is not to say they have no ego, self-interest, or ambition. They merely channel their ego needs away from themselves and into the larger goal of building a great team (Collins, 21).

Subordinates who have afforded personal power to a leader respect her as a person, feel committed toward her, and look forward to being trained by her. They emulate the way that leader acts and take pride in their association with her. They have a desire to want to work for that person and develop a deep strong commitment to achieve their best results for her. The increased motivation leads to increases in subordinates' effectiveness, initiative, personal involvement, and acceptance of responsibility—especially over the long run (Rosebush; ADRP 6-22, 6-2).

However, leaders who have only position power may be able to generate short-term subordinate compliance, but often at the expense of creating a negative organizational climate that does not promote long-term commitment. In such situations, subordinates perform primarily out of obligation or fear. Their motivation is designed to free themselves from the leader's supervision rather than to achieve excellence for the organization. The tasks get done primarily out of fear of the consequences or out of a self-generated sense of duty. This sense of fear or obligation makes for quick results, but the results tend to be short-term. No feelings of commitment to or a desire to emulate the leader are created, so the relationship is completely transactional. Subordinates often look forward to the time they can end their relationship with the leader rather than looking forward to their next encounter with him (Rosebush; ADRP 6-22, 6-1).

In order for mutual respect to occur, it is critical to remember what the word "mutual" implies: respect is to be given as well as received. Some leaders make the mistake of refusing to show any respect toward the subordinate until the subordinate performs to a certain level (Rosebush). In effect, such a leader is respecting the subordinate's behavior instead of respecting the subordinate as a person. Behavior and performance will improve with training, and positive consequences will follow, but the personhood of the subordinate should be respected

throughout every stage of her development. Respectful treatment is a constant in the relationship rather than the result of individual transactions. When both the leader and the led enjoy respectful treatment, they can train more confidently, effectively, and openly. Such mutual respect deepens and thickens as the relationship grows, and the result is a stronger and more resilient organization.

1-2. Leadership as service. In his memoir of Operation Desert Storm and his life events that led up to it, former V Corps commander General Frederick Franks notes, “To lead is also to serve” (Franks, 246-247). Leaders who model such an approach identify and meet the subordinate’s legitimate needs in order to allow the subordinate to better focus on and accomplish the organizational mission. While the traditional authoritarian leader asks, “What can the organization do for me?” the leader dedicated to service asks, “What can I do for the organization?” (Hunter, 61-65; Donnithorne, 159).

CTM is designed to produce cadets who are trained to successfully accomplish the mission. It is the leader’s responsibility to equip them to do so. Legitimate needs of a subordinate might include such concerns as training, encouragement, resources, or help with personal issues. Leaders must use their interpersonal skills and situational awareness to uncover these needs, even if the subordinate does not explicitly state them. Such attention to the subordinate’s situation requires hard work on the leader’s part. He will often be required to put his own needs aside and devote time and energy to creating an environment where subordinates are both cared for and empowered. Leaders must both accomplish the mission and take care of their subordinates, and in many cases the tension between these twin demands can only be met if the leader is willing to herself work a little harder (Cohen, 175-176).

Consider the example of a cadet who fails the run on the CPFT, due in large part simply because he seldom runs on his own. A platoon sergeant who understands leadership is service might discern that the cadet has a legitimate need to have a running buddy to increase his motivation. In offering to be the running buddy, the platoon sergeant is giving of his own personal time to serve the cadet who needs to pass the CPFT.

1-3. Accountability. This principle makes an important distinction between responsibility and accountability. “Responsibility” for a task is generally extrinsically delegated to an individual by a senior,

the organization, or by virtue of a position, but “accountability” comes when that individual intrinsically takes ownership for the task and with it the consequences that come from success or failure (Browning, 7). Leaders that feel this sense of accountability are deeply invested in the entire body of work of the team they lead and every aspect of the needs of their team members, even those that originate outside of the work space (Browning, 19). For example, a cadet whose parents are in the midst of a difficult divorce may have trouble concentrating on his school work (Donnithorne, 101). An accountable leader recognizes this reality and helps the cadet holistically, either by meeting the need himself or connecting the cadet to the expert resources that can.

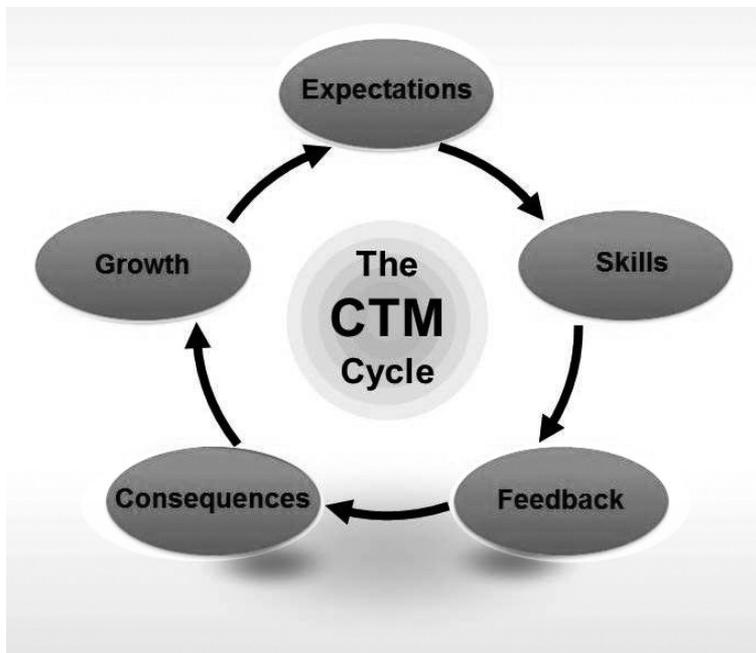
Accountable leaders understand that in developmental relationships, it is their responsibility to help the subordinate learn and to create an environment that is conducive to such learning (ADRP 6-22, 7-8, 10-5). At The Citadel, such an environment certainly embraces the four pillars, but it also extends to a cadet’s health and welfare, social dimension, family situation, and personal goals and objectives. This inclusive attitude transcends traditional notions of responsibility and requires a culture that encourages people to internalize and take ownership of a broad commitment as a leader.

An example of a cadet who models this type of accountability would be the squad leader who, before heading out for general leave on Saturday, checks on each member of her squad to see if they have a fulfilling plan for how they are going to spend their day. If she finds a cadet who appears to have no plans and seems lonely or in need of some wholesome distraction, she suggests some options to her and maybe even invites her to go get something to eat.

2. The Five Step Process.

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

provided during feedback in the form of both rewards and punishments. 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 (Rosebush).



The CTM Cycle

3. Internalizing CTM

Although CTM is trained at The Citadel in a very deliberate way, it is a natural process practiced almost universally by all people in all situations.

As a student in class, you receive and your professor articulates expectations via the syllabus. You build skills by reading the text, doing homework assignments, listening to class lectures, and participating in class discussions. Throughout the course, you receive feedback

on your tests, papers, projects, and class participation. At the end of the course, the consequences of your performance is captured in the letter grade you are assigned. Growth is reflected as you apply the skills you learned in this class to subsequent, more challenging classes.

As an employee, expectations about the work you will perform and the compensation you will receive are written in your contract. You will build skills through formal and on-the-job training. As you complete tasks, your boss will provide you feedback on the quality of your work and how you can make it better. At some regularly scheduled time, usually annually, you will receive a written evaluation that represents the consequences of your performance. As you master your present job, you will grow into new positions of greater responsibility and authority.

As a home owner, you will have changing expectations of what is the optimal place to live as you progress through life. Beginning with a starter home, you will build skills associated with both home ownership and financial management. When you sell your home, you will receive feedback on how well you managed this investment in the form of what sales price you can realize. The consequences of that process will be reflected in whether or not you can then buy the new home you desire. Hopefully, by steady growth in your real estate savvy, ability to add value to your property by home improvements, and credit rating, you will advance from your starter home, to a one-step-up home, to your ultimate dream home.

Few students, employees, or home owners consciously organize their activities by CTM. Instead, they intuitively apply the CTM concept as a result of its inherent logic and their past experience with its natural order. Such an approach will soon become second nature to you as well, but until then, it is helpful to deliberately and systematically use CTM to help you build your leadership and management habits.

2 EXPECTATIONS

“Set expectations” is the first step in CTM. In this step, leaders and subordinates become synchronized about what is going to happen, why it is worth the effort, and how, in general terms, it will occur. Clearly stated expectations let subordinates know what is required of them so they have every chance of doing the task correctly. It is also helpful for subordinates to understand why they are doing what they are doing. Understanding the rationale behind or the importance of the task helps subordinates see their effort as purposeful and of benefit to themselves and the organization. Such expectations become “compelling” rather than merely perfunctory. Likewise, if subordinates are given a general idea of what to expect in terms of how the event will unfold, it helps reduce the “fear of the unknown” and the stress associated with it (Rosebush; Donnithorne, 159; Cohen, 87).

Expectations are fundamental to any relationship. In a system like CTM that is built of mutual respect and trust, clearly understood expectations allow the senior and the subordinate to work together with cooperation rather than conflict.

2-1. Types of Expectations. Expectations can be both implicit and explicit. Because implicit expectations have usually not been openly discussed, they are often a source of ambiguity and friction. It is incorrect to assume our expectations are self-evident and understood and shared by others. Leaders can reduce this inefficiency by actively looking for clues of their subordinate’s unstated expectations and by, to the fullest extent possible, explicitly stating their expectations. Explicitly stating expectations can be labor intensive and at times awkward, but it is a sound investment that pays great dividends in the long run (Covey, 1989, 194-195).

Cadets come to The Citadel with all sorts of expectations, some of which may be implicit. Not all of these personal expectations align with the organizational expectations. Leaders must draw out these cases of conflict and be able to clearly and compellingly explain to subordinates the value of the organizational expectations.

2-2. Setting Expectations. Expectation setting should address five areas. First, desired results should be articulated by focusing on what, not how. This emphasis on results rather than methods

gives maximum freedom of maneuver and flexibility to subordinates. Second, guidelines that identify the parameters within which the individual should operate must be understood. Again, these should be as few as possible in order to optimize subordinate initiative, but if there are restrictions, the subordinate needs to know them. Third, the subordinate should be told the human, financial, technical, or organizational resources he can draw on to accomplish the desired results. Fourth, accountability is established through identifying the standards of performance and procedures that will be used in evaluation. Finally, the consequences, good or bad, that will occur as the result of the evaluation should be made known (Covey, 1989, 174).

Following these five elements gives agreements “a life of their own” because they create a standard against which people can measure their own success and achieve their own feelings of self-actualization. Indeed, most subordinates prefer a leader who, having established the standard, leaves them alone, lets them do their jobs, and appreciates work that is done well. In a high trust culture with clearly established expectations, the leader can “get out of the way” and assume a role as helper and monitor of progress, intervening only as the situation warrants (Covey, 1989, 224; Donnithorne, 28).

An example of how a TAC might communicate the five elements of his expectations to a company commander about an upcoming SMI might look like this:

Desired Result: I want you to get the company ready for you and me to do a joint pre-inspection at 0800 on Saturday of at least 1/4 of the rooms in each platoon.

Guidelines: I want you to make sure that the cadre coaches the knobs to get started early enough so they aren't up past 0200 and I want the hydration detail on Friday to be no more than 45 minutes and focus on cleaning the galleries and stairwells instead of just throwing water on the quad. I want it supervised by the cadre PSG.

Resources: I expect you to make maximum use of the NCO chain of command in your preparations. Also I checked the supply closet earlier and we have a hose, four scrub brushes, and two squeegees in there. If you need more supplies for cleaning the galleries let me know.

Accountability: We are going to go straight by the White Book for our standards. I'll spot check MRI a couple times this week and give you some feedback on how I think things are progressing.

Consequences: If things look good during the pre-inspection, I'll probably just do some sampling during the actual SMI and let you conduct the inspection. However, if the pre-inspection is unsatisfactory, I'm going to inspect every room during the SMI.

2-3. First Impressions. Part of the expectations step is setting an atmosphere that is conducive to learning. Leaders should be careful how they introduce themselves to subordinates, whether it is for the first time or before a particular training session. During the introduction, leaders should state their position and how it relates to the subordinate (Rosebush). For example, the Company Academic Officer might say, "I'll be your Company Academic Officer this year. As the Company Academic Officer I will help connect you to the resources you need to be academically successful."

Also as part of the introduction, leaders should state those parts of their qualifications, experiences, and background that help the subordinate consider them to be credible (Rosebush). For example, the Academic Officer might say, "I am in a good position to help you because I have Gold Stars, am one of the company tutors, and I just completed some orientation training from the Academic Support Center on what services they have to offer."

2-4. Conclusion. Properly setting expectations is fundamental to the success of the other four steps of CTM that follow. For example, clearly established expectations inform the set of skills that must be built to achieve them. Likewise, vague or misunderstood expectations make it difficult to provide meaningful feedback about a subordinate's progress toward achieving them.

Leaders must resist the temptation to jump immediately into a training session or other action without first clearly setting expectations. Army ROTC cadets negotiating the land navigation course at the Leader's Training Course at Fort Knox quickly learn the importance of properly setting their azimuth before they begin. If they are off even just a few degrees, that small error compounded over distance can lead them far away from their objective. It is the same with expectations. Clearly established expectations guide us to the training results we desire while incorrect or unclear expectations take us off course.

3

SKILLS

The second step in CTM is “BUILD BASIC SKILLS.” During this step, leaders both prepare themselves and develop others. Likewise, subordinates improve their own capabilities. The end result is professional, standards-based training that provides subordinates with the necessary skills to allow them to succeed at their assigned tasks.

3-1. Preparing Self. Leaders prepare for training by expanding their knowledge, developing self-awareness, and being prepared for expected and unexpected challenges (ADRP 6-22, 7-6). While leaders enter into a training iteration with a rich background of experience and knowledge, they must build on and refine that base to become expert at the task at hand. This process might involve studying lesson plans and other materials, participating in a train-the-trainer exercise, and seeking out new information on the subject.

As the leader expands her knowledge, she will also become more aware of her strengths and weaknesses. Subordinates do not expect their leaders to be experts on everything, but they do expect authenticity, humility, and good training. A self-aware leader may recognize that he needs support from an assistant instructor or a more seasoned one. There is no shame in drawing on such resources. Rehearsals are a good way a trainer can increase his self-awareness. A useful self-critique can be rendered from a simple rehearsal in front of the mirror. An additional level of self-awareness can be gained from rehearsing in front of a colleague and receiving her feedback.

Self-awareness is a critical component of a leader’s ability to handle expected and unexpected challenges. The leader should wargame all situations that are likely to present themselves during a training session and develop an appropriate response. These situations might include adverse weather, a disruptive or uncooperative trainee, a trainee who needs additional instruction, equipment malfunctions, a medical emergency, and additional or reduced time available. In spite of this preparation, unexpected challenges may present themselves, and leaders must be prepared to draw on their intellectual capacity, critical thinking abilities, frame of reference, and core values to develop an appropriate response.

3-2. Develop Others. The first step in developing others is to assess their developmental needs (ADRP 6-22, 7-9). Subordinates enter the training process already possessing certain strengths and weaknesses. They may in fact be quite capable in some areas, and the leader should build on that preexisting strength rather than feeling compelled to “start from scratch.” Instead, General Creighton Abrams advises leaders to “build on what a man [or woman] is, don’t tear him [or her] down” (Donnithorne, 100). Leaders can use such tools as the unit METL assessment, pre-tests, recent inspection results, and the personnel records available in CAS to help determine their subordinate’s developmental status and needs. Once this assessment has been made, leaders use a variety of tools to train their subordinates to standard.

3-2a. Teaching and Training. There is a difference between teaching and training, and leaders must know how and when to do both. Teaching involves delivering information in an understandable manner. After the information has been taught, training involves perfecting performance through repetition of the task (Rosebush). Training is standards-based and performance-oriented.

3-2b. Coaching. Coaching refers to the function of helping someone through a set of tasks or with general qualities. It relies primarily on teaching and guiding to bring out and enhance the capabilities already present. Those being coached may or may not presently appreciate their potential. The coach helps them understand their current level of performance and guides them how to reach the next level of knowledge and skill (ADRP 6-22, 7-10-7-11).

3-2c. Leading by Example. 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 (Kouzes and Posner, 74).

3-2d. Confidence Building. Learning a new skill can be a daunting task so leaders must present the training in a way that builds confidence. Two useful techniques that help instill confidence are the crawl, walk, run method and the idea of breaking up big tasks into smaller, more manageable discrete pieces. Both techniques generate the “small victories” that help subordinates press on to the larger goal (Kouzes and Posner, 189-197).

3-3. Building Skills as a Subordinate. Subordinates should strive in all ways to be “easy to lead.” This means respecting authority, complying with regulations and standards, giving maximum effort, being open and receptive to new ideas, and being active participants in the learning process.

3-3a. Respecting Authority. The positional authority of a leader must always be respected. Naturally, our individual personalities align better with some people than with others, but this social dynamic can never lead to disrespect. Disagreement, however, should not be confused with disrespect. General Colin Powell notes, “When we are debating an issue, loyalty means giving me your honest opinion, whether you think I’ll like it or not. Disagreement, at this stage, stimulates me. But once a decision has been made, the debate ends. From that point on, loyalty means executing the decision as if it were your own” (Puryear, 68).

3-3b. Complying with Regulations and Standards. Subordinates must obey all orders that are legal and moral. They should not compound the already significant demands on a leader’s time and energy by making her also have to ensure subordinates do their duty. Instead, subordinates should recognize that duty is doing what needs to be done without being asked or ordered to do so (Franklin, 18).

3-3c. Giving Maximum Effort. While it may take time and training for subordinates to achieve their maximum level of performance, they can always give maximum effort (Rosebush). Maximum effort includes reporting for training prepared, paying attention during the training, and demonstrating resiliency and perseverance until the standard has been achieved.

3-3d. Being Open and Receptive to New Ideas. Change is difficult, even if the change is merely learning something new. Procedures, technologies, personnel, resources, and societal norms continuously evolve, and leaders face the difficult task of defining what the future should look like, aligning people with that vision, and inspiring them to make it happen despite the obstacles (Kotter, 25). Subordinates must overcome the natural human resistance to change and trust that their leaders are working toward change that is useful to the organization and its members.

3-3e. Being Active Participants in the Learning Process.

Subordinates, like their leaders, must embrace the intrinsic sense of accountability that causes them to take ownership of the task. They cannot act as passive recipients of training. They must exercise their own agency in the process and its outcome. Active participation techniques include taking notes, asking questions, volunteering to play a part in the instruction, and providing the leader the feedback she needs to gauge your progress and the effectiveness of her instruction.

3-4. Conclusion. Every job or activity requires a certain set of skills. Carpenters must be able to measure, saw, and nail. Doctors must be able to diagnose, prescribe, and treat. Basketball players must be able to dribble, defend, and shoot. Pilots must be able to take-off, navigate, and land. The skills associated with these and all other activities are built through study, practice, and experience. No one would expect to be able to successfully complete these activities without first developing the necessary skills. Likewise, no one would expect to become an expert at these skills after a single training session. The “building basic skills” step of CTM initiates the process that results in the mental and physical ability to perform a task to standard.

4

FEEDBACK

“Give feedback” is the third step in CTM. In this step, leaders and subordinates exchange information about the progress of training and development, and the performance of duties in order to improve weaknesses and sustain strengths. Simply put, feedback is information about past action that is used to guide future action (Carroll, 3). It is essential to learning because without feedback it is impossible to know whether or not you are getting closer to your goal and whether or not you are executing the task properly (Kouzes and Posner, 284).

4.1. INPUT+. As important as feedback is, it can often be an awkward, embarrassing, and even painful process for both the giver and receiver. Setting the right climate for feedback is critical (Kouzes and Posner, 284). The mnemonic INPUT+ is a useful tool for providing constructive feedback. INPUT+ stands for:

- Immediate
- No name-calling, sarcasm, or profanity
- Proper person
- Uniquely specific
- Talk about behavior
- + End on a positive note (Rosebush)

4.1a. Immediate. Feedback should be given as soon as possible after the subject behavior so that the recipient is still mindful of the behavior and still perceives the learning goal as a learning goal—that is, something they are still striving for, not something they have already done. Feedback must be timely enough that the recipient still has a reason to work on the desired outcome (Brookhart, 11). Many shooters, for example, prefer steel to paper targets because of the immediate feedback they provide about hits and misses.

4.1b. No name-calling, sarcasm, or profanity. Feedback must come in a form that preserves the recipient’s sense of dignity and self-worth that is required by The Citadel’s core value of respect. Name calling is demeaning. Sarcasm can demotivate. Profanity offends many. None of these behaviors are professional or promoting of the mutual respect required by CTM.

4.1c. Proper person. Feedback should be directed toward the person that earns it (Rosebush). Diffusing positive or negative feedback across a group dilutes its impact on the rightful recipient. If the behavior is collective, then the feedback should be collective. If the behavior is individual, the feedback should be individual. For example, if a basketball team is playing a zone defense poorly, the coach directs his feedback to the team as a whole. If a single player is not hustling, the coach directs his feedback to the individual player. In very selective cases and with very specific objectives in mind, collective rewards and punishments may be used effectively, but research shows that, in cases in which an offense has been committed by a member of an egalitarian group at the expense of members of a hierarchical group (such as a knob in a knob squad whose poorly shined shoes “offend” the cadre), collective punishment is perceived as illegitimate (Falomir-Pichastor et al, 573). Having the individual cadet who has the improperly shined shoes do push-ups instead of the entire squad would be much more consistent with the idea of feedback being directed at the proper person. Indeed, it does seem an affront to logic that proponents of the collective punishment technique for knobs do not routinely replicate it in squads with upperclass cadet members.

4.1d. Uniquely specific. Effective feedback should be as specific as possible. The receiver should walk away from the exchange knowing exactly what she did and the impact it had on the giver of the feedback. When the feedback is this specific and direct, there is a better chance that the person getting the feedback will understand how and will be motivated to begin, continue, or stop behaviors that affect performance. On the other hand, vague or overly generalized feedback forces the receiver to draw her own conclusions about what specific action is required, and these conclusions may or may not be what the giver of the feedback intended (Rosebush; Weitzel, 7-9).

For example, vague feedback such as “Your room looked good during MRI today” will likely be welcomed as a compliment, but it is not specific enough for the receiver to know exactly what behavior he should continue. Uniquely specific feedback such as, “Good job on MRI today. That was the tightest bunk in the squad, and I noticed you fixed the full press arrangement problem we’d talked about last MRI” gives the receiver a much clearer understanding of how to respond.

4.1e. Talk about behavior. Feedback should focus on the behavior, not the person. Perhaps the most common mistake in giving feedback is putting it in judgmental terms that use adjectives that

describe a person but not a person's actions. Judgmental feedback puts people on the defensive and causes them to expend energy defending themselves as an individual from a perceived attack rather than focusing on improving or adjusting their behavior (Rosebush; Weitzel, 9, 13). As is the case with name calling, judgmental feedback also is likely to be inconsistent with the core value of respect.

“You're the worst knob I've ever seen” is an example of the type of judgmental feedback that focuses on the person rather than the behavior. It provides the recipient no actionable information about how to improve. Feedback such as, “You are not as far along as you should be at this point. You are behind on your knob knowledge, your shoes and brass are still not shined to standard, and you failed your CPFT” matter of factly tells the knob exactly what behaviors he needs to work on without attacking him as a person.

4.1f. + End on a positive note. Even after providing negative feedback such as just described, the leader should end the session with some word of encouragement, perspective, challenge, or motivation that helps the recipient maintain a positive attitude about his ability to improve. The intent of this technique is not to dilute the impact of the corrective feedback, but instead to place that feedback in the context of the overall developmental process. An example would be, “You need to cut 45 seconds off your run time in order to pass. The next CPFT is three weeks from now so all we need to do is shave 15 seconds off a week and you'll be OK. I'm going to get with the Athletic Officer to get some ideas about how we can do that, and then you and I will work together to make it happen. Sound good?”

4.2. Counseling. Providing feedback starts with observation and accurate assessment of performance. The leader develops a plan to observe the subordinate and makes notes. She shares those observations with subordinates as part of a continuous loop that includes immediate feedback about a specific behavior or event and periodic counseling that addresses longer-term and broader developmental strengths and weaknesses.

Leaders use the counseling process to guide subordinates to improve performance and develop their potential. Subordinates are active participants in this effort, and counseling is critical to the building of self-awareness. Leaders help subordinates identify strengths and weaknesses and create plans of action. Leaders then actively support the subordinate throughout the implementation and assessment

process. Counseling is usually done using a standard format such as the one provided in Citadel Form 112 (ADRP 6-22, 7-10).

4.3. Giving Positive and Negative Feedback. Leaders often ignore opportunities to give positive feedback even though studies show a direct correlation between positive feedback and improved performance (Kouzes and Posner, 284). Some leaders also are reluctant to give negative feedback because of the awkwardness involved or the desire to avoid a confrontation with the subordinate. While INPUT+ is a useful guide to all forms of feedback, there are some techniques that are especially appropriate for positive or negative feedback.

4.3a. Tips for Giving Positive Feedback.

1. Begin with a general compliment to signal positive feedback is coming.

EXAMPLE: "I really liked the way you handled things with Bob this morning."

2. Describe the behavior more specifically.

EXAMPLE: "He was starting to get out of line and you intervened in a way that both restored the proper training environment and also did not embarrass him."

3. Give the recipient an opportunity to reflect on the experience.

EXAMPLE: "It looked really successful to me. Can you talk me through what happened and how it felt from your perspective?"

4. Describe the impact of the behavior.

EXAMPLE: "I think the great thing about your technique was that you probably kept Bob out of trouble, he learned something about himself and his leadership style, and he did not lose any credibility with his subordinates. I'm sure his trust in and respect for you increased as well."

5. Acknowledge your appreciation of the behavior and challenge the subordinate to continue to progress.

EXAMPLE: “Thanks for intervening when and how you did. That sure makes my job easier when I know we’re all keeping an eye out for each other. I hope I can count on you to do the same for me if I ever look like I’m about to lose my cool.”

4.3b. Tips for Giving Negative Feedback.

1. Give feedback, both positive and negative, often so that the initiation of even negative feedback is fairly routine and not extraordinary.

EXAMPLE: “Can I talk with you a minute? I’ve got some feedback I’d like to share.”

2. Describe the behavior you observed and ask the subordinate to elaborate on it.

EXAMPLE: “The TAC tells me you have Fs in two classes on your mid-term grades. What’s going on with that?”

3. Recalling the expectations step of CTM, ask the subordinate to evaluate that behavior or outcome against the expected standard.

EXAMPLE: “So at the beginning of the semester, you told me you were shooting for a 2.5 this semester. With these mid-term grades, are you still on track for that?”

4. Ask the subordinate what changes might better align the behavior and the expectation.

EXAMPLE: “OK, well the reason we get mid-term grades is so we can make adjustments. What do you think you need to do get back on track to a 2.5?”

5. Help the subordinate decide on a plan of action and confirm it with him.

EXAMPLE: “I agree that a trip to the Academic Support Center might be a good start. I think you also might want to set up a meeting with your professors in those two classes.”

6. Conclude the session in terms of the positive result you expect to be achieved, your confidence in the subordinate’s ability, and your commitment to supporting him in that effort.

EXAMPLE: “There’s lots of time left in the semester. 2.5 is still a very realistic goal if you get back on track right now. I know you can do it. Want me to walk over to the ACS with you this afternoon?”

4-4. Conclusion. Feedback has been described as “the hinge that joins teaching and learning” in that it moves in two directions to allow the transfer of information from the teacher to the student and then back to the teacher again (Pollock, x-xi). During Step 1 of CTM, the leader articulates the standards she expects of her subordinates. During Step 2, she trains the skills necessary for the subordinate to meet those expectations. As the subordinate develops and uses those skills, feedback is what keeps everything moving in the direction set by the expectations.

5

CONSEQUENCES

“Follow through with consequences” is the fourth step in CTM. In this step, leaders add action in the form of rewards and punishments to the words expressed through feedback. The two basic types of consequences are natural and logical. A natural consequence is the inevitable result of a certain behavior. For example, if I continuously drive my car, it will eventually run out of gas. Like natural consequences, logical consequences occur as the result of an individual’s actions, but they are arranged by the leader and logically relate to the behavior. So if I repeatedly am late for work, my employer might impose the logical consequence of firing me. Leaders use both natural and logical consequences to shape subordinate behavior, but must take special care in developing the logical consequences.

5.1. Positive and Negative Consequences. The consequences of certain behaviors can be positive or negative. Positive consequences are represented by rewards, and negative consequences are represented by punishments. Both rewards and punishments can be used to shape behavior. Shaping uses rewards to recognize and encourage incremental positive changes in behavior, and it uses punishments to recognize and discourage incremental negative changes. Leaders should not reserve exclusively the administering of consequences, either good or bad, for climactic behavior (Rosebush).

5.1a. Rewards. Positive reinforcement is a strong motivator, and leaders should seek opportunities that are within their authority to administer but are not necessarily defined by the organization’s formal reward system. Formal reward systems usually involve a significant lag time between performance and reward, and also have limited options. Highly coveted rewards such as promotions, for example, are both infrequent and scarce (Kouzes and Posner, 292-293). Therefore leaders should explore both tangible and intangible options to reward subordinate behavior (ADRP 6-22, 6-4). While duty obligations may limit tangible rewards such as time off, intangible rewards such as praise and recognition can be quickly and frequently given.

Seemingly simple gestures such as a personal note or email, a comment in a public setting, a spontaneous “thank you,” or a personal visit to the subordinate’s workspace can be highly valued

consequences. Subordinates want to know that their effort is noticed, valued, and appreciated, and leaders should seek inexpensive, timely, and informal means of delivering such rewards (Kouzes and Posner, 292-299).

Rewards can also be generated as a result of healthy competition (ADRP 6-22, 6-4). Recognition of the cadet with the most improved CPFT, the companies who finish in the top five parade grading, or the platoon with the highest GPA in the company are examples of a positive consequence of competitive behavior.

5.1b. Punishments. Punishment is used to immediately discontinue undesirable behavior and to send a deterrent message that future undesirable behavior will result in negative consequences (ADRP 6-22, 6-4). Many leaders find administering punishment to be difficult and uncomfortable, but if the punishment is the natural or logical consequence of previously clearly articulated expectations, it is a much less emotional event. Another way to lessen the emotional impact of punishment is to not administer punishment while you are still angry or upset by the behavior.

Punishment should be used judiciously, and leaders should be mindful of its potential to negatively affect morale. This is not to say that punishment is not sometimes an appropriate consequence, but leaders should endeavor to fulfill the “immortal epigram” that “discipline is the training that makes punishment unnecessary” (Conroy, 174). CTM’s emphasis on the setting of clear expectations, the building of necessary skills, and the provision of useful feedback helps create this type of training.

5.2. PRIDE. The mnemonic PRIDE is a useful guide to developing and implementing both positive and negative consequences. PRIDE stands for:

- Progressive
- Relevant
- Immediate
- Directed at behavior
- Evenhanded (Rosebush)

5.2a. Progressive. Progressive consequences start with a small level of reward or punishment to allow the flexibility to increase the consequence as the behavior becomes more or less desirable

(Rosebush). According to this guideline, a cadet who is late for a formation the first time might be counseled by his squad leader. If the cadet is late again, his squad leader might write a PR for “late to formation” that results in demerits. If the cadet continues to be late, his company commander might write a PR for “repeated minor offenses” that results in cons. Likewise, a second-string football player who makes a good play in practice might get a word of praise from his coach. If the player continues to perform well during practice that week, the coach might give him some additional playing time during the game. If the player does well in the game, the coach might move him up to first-string.

5.2b. Relevant. Consequences must be relevant or meaningful to the subordinate (Rosebush). The leader must be attuned to what matters to the subordinate and administer consequences that are consistent with what the subordinate values. Leave is meaningful to cadets so the restriction that comes with cons and tours is a relevant punishment. For the same reason, the pass that comes with earning Gold Stars is a relevant reward.

Even more broadly, leaders must recognize that individuals are motivated in different ways and by different things. A leader must consider an array of consequences that address the psychic, opportunity, and responsibility related motivations of diverse team members. Psychic or psychological consequences include increases or decreases in recognition, approval, respect, or credibility. Opportunity consequences include training, development, perks, and other benefits. Responsibility consequences relate to both scope and authority (Covey, 1989, 228). A small word of praise from his squad leader may be extremely meaningful to a knob, but less so to a senior private. On the other hand, creating a forum that allows the senior private a greater ability to influence chain of command decision-making may be an increase in opportunity and responsibility that the senior private values.

5.2c. Immediate. For the same reason that feedback should be immediate, consequences should be administered as soon as possible after the behavior that earns them. The longer the consequence is delayed, the less the subordinate will associate the consequence with the behavior (Rosebush). This is the reason the chain of command works hard to minimize the “flash to bang” between the time an offense occurs and a cadet receives his punishment. Technological improvements and other phenomena have increased

people's expectations of "instant gratification." Leaders must be aware of this characteristic as they attempt to bring immediacy to consequences. This may require intermediate consequences be administered as subordinates progress toward larger goals. For example, if you are helping a new runner train for his first marathon, he may benefit from more immediate consequences than those that must be delayed until the day of the race. A training plan that involves participation in a 5K, 10K, and half marathon can help the runner experience the positive consequences of dedication to the training plan without having to wait for the final event. Such "short term wins" can be very useful in maintaining momentum in the process of changing behavior and providing evidence that the sacrifices are worth the effort (Kotter, 123).

5.2d. Directed at behavior. Consequences should be the natural or logical result of behavior. As much as possible, personalities should not be a part of the equation, and even the perception of favoritism must be avoided. The rank board process, for example, should result in the selection of those cadets who have demonstrated the highest performance of their present duties and the most potential for increased responsibilities, rather than those who are the most popular. Also based on this guideline, extra training should be directly related to the behavioral training deficiency. Thus, an effective logical consequence of a cadet's room not being in MRI order would be to have the cadet fix the deficiencies and have his squad leader reinspect it, rather than some purely punitive task that is independent of the behavior.

5.2e. Evenhanded. Consequences should be as fair, consistent, and predictable as possible. This outcome is much easier to achieve if expectations are clearly set in Step 1 of CTM and used as the standards for generating consequences. Evenhandedness is also easier to achieve if the organization's core values are used as the basis of decision-making about consequences. These values do not change with the situation or individual involved. In fact, by their very definition, principles cannot be true principles if we are willing to bend them to help our friends (Carter, 214).

Administering evenhanded consequences does not mean that in every case the same prima facie behavior automatically generates the same consequences. Leaders consider individual and situational factors such as matters of extenuation and mitigation when administering consequences. To do otherwise is to rely on "prescriptive" rather than "principled" leadership and unduly limits the freedom of action a leader gains through flexibility and adaptability (Simons, 379).

Instead, leaders administer evenhanded consequences by applying an “organized decentralization” that establishes certain guidelines, values, and authorities and then allows the leader the room to operate within the left and right limits of those parameters (Simons, 387). Thus, an otherwise outstanding cadet who accidentally misses the first formation of her cadet career may receive less punishment than a lackadaisical cadet who purposely and repeatedly absents himself. Likewise a squad leader might be more generous with his praise to a cadet who, after dedicating himself to an intense remedial PT program, barely passes his CFPT for the first time in several attempts, then to a cadet who routinely passes comfortably, even if her score were higher. Even allowing for such situational variables, however, the decision-making process that genuinely reflects principled leadership and the organization’s parameters should yield consistent and evenhanded consequences across similarly situated cases (Carter, 47).

5.3. Conclusion. While consequences are natural and logical, CTM is not intended to reduce leadership to a series of exchanges of things of value between the leader and the follower. Such transactional leadership focuses solely on performance rather than the personal development of subordinates as individuals that is a key component of The Citadel mission (Northouse, 178). In fact, relationships that center on the administration of rewards and punishments are based more on management than leadership (Covey, 2004, 265). CTM is designed to get subordinates to not merely perform, but also to grow. Thus it draws heavily on the emphasis within transformational leadership to help subordinates reach their fullest potential (Northouse, 170).

6

GROWTH

“Work for growth in others” is the fifth step in CTM. In this step, leaders work to reduce the amount of supervision subordinates require and to prepare them for additional responsibilities and challenges. Such transformational leadership motivates followers to exceed expectations by raising their level of consciousness about the importance of goals and values, getting them to transcend their own self-interest for the sake of the organization, and moving them to address higher level needs (Bass, 20).

6.1. Encouragement. In order to encourage subordinates to grow, leaders must create an optimistic organizational climate. While it is true that expecting positive results will not always lead to success, it is also true that not expecting positive results will almost always lead to failure (Cohen, 142). Leaders who display such optimism are “force multipliers” in their organization because their enthusiasm, hopefulness, and confidence encourages others to adopt the same positive outlook. On the other hand, leaders who display cynicism, doubt, and negativity are “force shrinkers” because they tend to demoralize, demotivate, and undermine the effectiveness of others (Harari, 215-216). Optimistic leaders encourage growth in both the organization and the individual members of it.

Learning new skills, especially in the context of change, can be a difficult and intimidating process. While leaders must encourage subordinates to be realistically self-aware, they must also ensure that they have the resiliency, self-esteem, and self-confidence to grow.

6.1a. Resiliency. Studies show that when faced with serious adversity, people generally fall into three categories: “those who were permanently dispirited by the event, those who got their life back to normal, and those who used the experience as a defining event that made them stronger” (Collins, 82). Resiliency is what allows people to be in this third category. It is the elasticity, durability, and adaptability that make it possible to recover quickly from change, hardship, or misfortune, but it is more than just “toughing it out.” Resilient people show an openness to learning that allows them to grow from disappointment as well as success (Pulley and Wakefield, 7). A cadet who receives a poor grade on a paper shows resiliency by meeting with the professor, receiving the professor’s feedback with a positive attitude, and incorporating this new learning into her next assignment.

6.1b. Self-esteem. 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” (Branden, 18).

People have a certain inalienable right to a sense of self-worth (Branden, 3-4). This assumption is reflected in The Citadel’s core value of respect and its emphasis on treating other people with dignity and nurturing a healthy respect for yourself (Guide for the Leader Development Program, 3).

Leaders 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 (Rosebush). For example, the 1SG may notice that an otherwise nondescript cadet really seems to enjoy sounding off with the cadences on the morning PT runs. He compliments the cadet on his enthusiasm, and the cadet tells him he used to be the cadence caller in his JROTC unit. The 1SG asks him if he’d like to call cadence during a run next week. When the cadet says “yes,” the 1SG offers to go running with him between now and then to let him practice. After the cadet does a good job calling cadence at PT, the 1SG tells him “good job” loud enough for everyone to hear.

On the other hand, leaders can decrease a subordinate’s self-esteem by comparing them poorly with their peers, placing them in situations in which they are likely to fail or can’t possibly win, calling them names, creating a crisis of competence, and ridiculing them in public (Rosebush). If right after this strong cadence-calling performance, the 1SG called on another cadet who is a marginal runner, has not been properly prepared to call cadences, and has a squeaky voice and poor sense of rhythm, he’d be setting that second cadet up for failure. If after the cadet stumbled his way through the ordeal, the 1SG made a loud derogatory remark, the humiliation would be complete.

6.1c. Self-confidence. Even if people know what needs to be done and have been taught the skills to do it, a lack of confidence may keep them from taking action. Without sufficient self-confidence, the fear of failure will prevent people from taking on new challenges. Leaders help subordinates grow by infusing them with the inner strength to move into uncharted territory, to make tough choices, and to face opposition with the knowledge that they have both the necessary skills themselves and the support of their leader (Kouzes and Posner, 263).

6.2. Greater Initiative. As subordinates grow, leaders transition from the authoritative end of the leadership style continuum to more participative and delegative approaches. They increase their use of “mission orders” that emphasize to subordinates the results to be attained, but not how they are to achieve them. This technique provides the subordinate maximum freedom of action in determining how best to accomplish the mission (ADRP 5-0, 2-13).

In spite of this greater subordinate freedom of action, leaders remain engaged in the process through backbriefs, in progress reviews, rehearsals, and closed loop systems. Through these techniques, leaders can intervene as necessary to ensure the subordinate is moving in the right direction, but otherwise allow the subordinate to execute the mission using her own problem-solving skills.

6.3. New Challenges and Responsibilities. Once the subordinate demonstrates proficiency in the tasks and objectives associated with the initial set of expectations, she is ready for new challenges and responsibilities. As part of the counseling process, the leader and the subordinate review past performance and discuss the potential the subordinate has for increased challenges and responsibilities. They jointly develop a plan to help the subordinate grow into and succeed at this new stage in her development, and as a result, inaugurate a new iteration of the CTM cycle (ADRP 6-22, 7-10—7-11 and Rosebush).

6.4. Mentoring. Mentoring is “the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.” It affects both personal and professional development, and usually occurs over a substantive period of time on a personal level (ADRP 6-22, 7-11).

At The Citadel, knobs are assigned a senior mentor. While the knob’s squad leader remains his principal trainer and direct supervisor, the mentor can help the knob grow in a different setting. The squad leader is responsible for approximately nine other cadets, where the senior mentor’s one-on-one relationship with the knob allows for more personal attention. Likewise, the squad leader is holistically responsible for the knob, where the mentor and the knob can mutually agree on specific areas in which to focus their developmental efforts.

Mentoring does not replace the developmental responsibilities of leaders in the chain of command, but it supports and augments them.

6.5. Organizational Growth.

6.5a. New leaders. Mentoring benefits not just the protégé, but it helps the organization grow as well. Mentoring helps the organization attract new talent and enhances organizational commitment among protégés. When mentors help protégés develop a deeper understanding of the organization’s direction and dynamics, organizational capacity increases. Because of the benefits it provides the organization, many organizations consider mentoring a key competency for their leaders (Hart, 9).

Whether through mentoring or some other process, leaders have a responsibility to create more leaders (Puryear, 188). Many organizations become very good on the strength of a single leader who achieves results through personal discipline and sheer force of will. However, when that leader departs, the reason for the organization’s success departs as well. There is no sustained growth (Collins, 130).

For this reason, some organizations go so far as to consider “training your replacement” to be a “moral obligation” (Roy and Lawson, 180). A leader who models the “I’m training my replacement” approach does so with a sense of commitment to and respect for the future health of the organization because the replacement will be there after the trainer leaves. She also leads with a sense of commitment to and respect for the trainee because she wants him to have the ability to do well at a position that the trainer presumably considers important since it is what she is currently doing. Leaders should resolve to leave the organization better than they found it, and developing a new generation ready to take the reins is a key part of a vibrant and growing organization.

6.5b. Continuity. Leaders also help their organization sustain its growth by ensuring continuity of operations. Many activities an organization performs are cyclic or recurring in nature. For example, The Citadel conducts Commandant’s and President’s Inspections each year. Complex operations such as these are exhausting, and harried leaders must resist the temptation of moving from one major event to the next without capturing the lessons learned in order to foster continuous improvement. The After Action Review is one

method of facilitating this growth. The written report of the AAR is one of many elements leaders include in continuity or “pass down” books that increase efficiency by sustaining and building momentum.

6.6. Conclusion. Neither individuals nor organizations can afford to remain stagnant. Whether due to changes in external variables such as technology and mission or internal desires to reach a higher level of self-actualization, growth is necessary to remain a sense of relevance and happiness. The Citadel’s four year development model is designed for cadets to grow through the “prepare,” “serve,” “lead,” and “command” stages. The Citadel mission is also based on growth. It makes no claim to “produce” principled leaders but instead to prepare its graduates to “become” principled leaders in all walks of life. The growth step of CTM represents a lifelong commitment to learning, developing, and adapting as a leader.

7

CONCLUSION

CTM is so foundational to leadership that it appears implicitly or explicitly throughout the learning tasks in the Guide for the Leader Development Program. Fourthclass cadets are expected to “understand the key leadership concepts and process in The Citadel Training Manual.” Thirdclass cadets are expected to “apply CTM principles to grow small-unit resiliency.” Secondclass cadets must “understand, apply, and execute CTM concepts to develop individuals and small groups.” The firstclass tasks involving command climate, training environment, achieving standards, and unit assessment all require the practical application of CTM.

Even more important is the fact that the “Citadel” Training Model reaches far beyond a cadet’s four year experience on campus. The Citadel Training Model is really the training model used by effective leaders everywhere. Consider, for example, the case of Bill Krause (Citadel 1963).

In 1974, Mr. Krause took over the HP 3000 product line at Hewlett-Packard. He describes the HP 3000 at the time as being a “severe embarrassment” with negative revenues because so many dissatisfied customers were returning the machines. At this point the expectations stage of CTM was obvious for Mr. Krause and Hewlett-Packard: turn those negative sales into positive sales (Copeland).

Four years later, Mr. Krause had turned things around to the point that the HP 3000 was now generating \$1 billion in sales. To achieve such impressive results, Mr. Krause had to build the necessary skills required by the second step of CTM. Mr. Krause credits much of his success in this area to the direct mentorship of Bill Hewlett. Before taking over the HP 3000 product line, Mr. Krause had accompanied Mr. Hewlett on his sales calls for the HP 9100A. While Mr. Hewlett did the product demonstration, Mr. Krause “mostly just stood and watched,” but as he did, he learned from the more seasoned executive. “I was blessed very early on,” Krause credits, “to have a great mentor in Bill Hewlett” (Copeland).

After fourteen years, Mr. Krause left Hewlett-Packard and became the highly successful CEO of 3Com. Under Mr. Krause’s leadership, 3Com grew from a venture capital funded start-up to a \$600 million publicly

traded data networking company with operations worldwide. Along the way to this success, however, Mr. Krause had some experience with CTM's feedback stage by making what he calls "a \$100 million mistake." Mr. Krause is referring to the acquisition of a company that was capable of competing with Cisco, but, "because of our slowness to get into the market," 3Com missed this opportunity. Mr. Krause learned from the experience that "innovations aren't simple, plain, and obvious. Sometimes you have to be hit over the head with a 2 x 4 to recognize the world is moving" (Copeland).

In the fourth step of CTM, Mr. Krause has enjoyed overwhelmingly positive consequences from his entrepreneurial spirit and business savvy, but perhaps the most relevant one for the purposes of this discussion is the direct connection he makes between his success and his Citadel experience. "I'm convinced," he reports, "that if I hadn't gone to The Citadel, I wouldn't have had anywhere near the financial success I've had" (Knich). While some consequences are more immediate, Mr. Krause's observation is a testament to those consequences of earlier effort that do not manifest themselves until later in life.

Mr. Krause describes his present position in the growth stage of CTM as being the "giving back phase" of his life. He enjoys helping organizations and individuals grow, noting that "nothing would be more satisfying to me than to be able to contribute to a young entrepreneur's success over time" (Copeland). Among the beneficiaries of this desire to help others grow is The Citadel. The personal and financial commitment he and his wife Gayle have made to the Krause Center for Leadership and Ethics allows The Citadel to sustain and improve its leader development program and its effort to educate and develop cadets to become principled leaders in all walks of life.

It is unlikely that Mr. Krause consciously organized his life around the five steps of CTM, and there is no guarantee that all practitioners of CTM will enjoy success of the magnitude he has. It is certain, however, that the Krause experience represents CTM in action, and that those who adhere to its principles will be better off for their efforts.

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Schofield's Definition of Discipline

“The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an army. It is possible to impart instruction and to give commands in such a manner and such a tone of voice to inspire in the soldier no feeling but an intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or the other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.”

Major General John M. Schofield
Address to the Corps of Cadets, U.S. Military Academy
August 11, 1879



PRINCIPLED LEADERSHIP is influencing others to accomplish organizational goals while adhering to the organization's core values. At The Citadel, this means placing primary emphasis on the core values of honor, duty, and respect.

Honor: "A cadet will not lie, cheat or steal, nor tolerate those who do."

Duty: Accept and accomplish the duties assigned to an individual and serve others before self.

Respect: Treat other people with dignity and worth.

Three Principles of CTM

Mutual respect • Leadership as service • Accountability

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Set **EXPECTATIONS**

Build basic **SKILLS**

Give **FEEDBACK**

INPUT+ (Immediate; No name calling; Proper person;
Uniquely specific; Talk behavior; +, plus end positively)

Follow through with **CONSEQUENCES**

PRIDE (Progressive; Relevant; Immediate;
Directed at behavior; Evenhanded)

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specific; Talk behavior; +, plus end positively)

Follow through with **CONSEQUENCES**

PRIDE (Progressive; Relevant; Immediate;
Directed at behavior; Evenhanded)

Work for **GROWTH** in others

