

CADRE & RECONSTITUTION TRAINING

The Academies begin a process that is taken to an additional level of specificity during Cadre and Reconstitution training. Both these periods include two sessions that further refine cadet understanding of their duty positions. The sessions are organizationally similar, but the cadre session is tailored to the cadre period and the reconstitution session is tailored to the academic year.

The first session is a mission analysis exercise in which each cadet identifies the specified, implied, and essential tasks associated with his or her duty position. During the second session, the cadet develops the specific tactics, techniques, and procedures or unit SOP he or she will use to execute those duties.

Beginning in 2015, cadre training also includes a leadership training course taught by an outside contractor. During this training, cadre are immersed in an intense environment that exercises time management, prioritization, teamwork, and mission accomplishment skills under stressful conditions. Immersion training allows participants to learn by experiencing an unfamiliar and demanding environment. This

training models the intense but professional environment that is the goal of Challenge Week.



4th Class System and Four Class System

The Fourth Class System creates the discipline and instills the core values of Honor, Duty, and Respect which is expected of principled leaders in all walks of life. It is deliberately and appropriately stressful while always remaining positive, professional, and purposeful. It creates artificial stress to accelerate and make second nature the habits of self-discipline, teamwork, and a collective sense of accountability for everyone on the team.



While the “Fourth Class System” is the foundation of The Citadel Experience, it is merely the base-line of the much more important “four class system” of leader development. After completing this “prepare” stage their freshmen year, cadets advance to the “serve,” “lead,” and “command” stages each of their three upperclass years. In each stage, the cadet learns new skills and has increased responsibilities that collectively work together to produce principled leaders. As challenging as the fourth class system is, cadets soon learn that responsibilities of a leader far outweigh those of a follower.



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Commandant's Department

Mission:

to support The Citadel's mission in developing principled leaders by coordinating, implementing, *teaching, advising and coaching cadets* through a comprehensive four year leadership development program, spanning across all four Citadel pillars, while providing them with leadership training and experiences in a safe, challenging and rewarding environment.

Commandant's Priorities:

- ◆ Focus on the leadership and ethics training for all four classes
- ◆ Standardize and enforce the Rules, Regulations and Standards
- ◆ Focus on Core Values of Honor, Duty and Respect across the SCCC
- ◆ Organization Structure Alignment
- ◆ Physical Effectiveness Pillar Enhancement
- ◆ Cadet Life and Leadership Opportunities

LDP & CTM

The *Guide for the Leader Development Program (LDP)* provides the blueprint for leader development in the four pillars of academics, military, moral-ethical, and physical effectiveness. The Commandant's Department actively develops cadets in all four pillars and certifies their performance in the military, moral-ethical, and physical effectiveness pillars.

Leader development at The Citadel is informed by the Citadel Training Model (CTM), a leadership framework designed to build mutual respect and trust between seniors and subordinates. The five steps of CTM are expectations, skills, feedback, consequences, and growth.

TACS

Each battalion and company is assigned a TAC officer, and an effort is underway to also add TAC NCOs.

TAC Officers teach, advise, and coach cadets to become principled leaders by providing them with leadership training, knowledge, skills, and experiences in a safe, challenging, and rewarding environment, necessary to lead and command the South Carolina Corps of Cadets, while also meeting all requirements across the four pillars.

LTP

The Leadership Training Program (LTP) is the training component of the leader development program. It equips cadets with the skills, abilities, and behaviors associated with principled leadership in order to link the theoretical leadership knowledge taught in the curriculum with the practical experiential environment exercised in the barracks, athletic fields, ROTC labs, and elsewhere. LTP is generally conducted from 1100



Leadership

to 1200 on Tuesdays and is mandatory for all cadets not excused by a special order. LTP is a hybrid in-person and on-line program. The standard LTP hour has one in-person class conducted at the battalion level, one in-person class at the company level, and two on-line self-taught classes at the individual level.

LTP classes are organized around the following areas: Citadel Training Model, General Leader Development, Honor, Ethics, CARE/CADIC, and Career Services. The Officer, Sergeant, and Corporal Academies are also part of the LTP program. All LTPs are designed to support learning outcomes articulated in the *LDP*.

LTPs generally have three parts: information necessary to ensure understanding; modeling of that information through discussion, vignette, scenario, or role-playing exercises; and articulation of the subject's applicability both as cadets and after graduation.

Academies

The purpose of the Corporal, Sergeant, and Officer Academies is to facilitate the transition from one level of cadet leadership to the next, with an emphasis on the military pillar. All cadets attend the Academies, regardless of whether or not they have been identified as being a rank-holder in the upcoming year.



The Academies consist of five sessions conducted as LTPs between the return from spring furlough and the end of academic classes, and three practical application exercises conducted during Graduation Week. As a result of the first five sessions of the Academies, cadets 1) understand the Commandant's intent and expectations for the rank they are preparing to assume, 2) understand the military pillar key learning outcomes associated with that rank, 3) understand the general roles and responsibilities associated with that rank, 4) understand the specific roles and responsibilities of each chain of command position associated with that rank, and 5) have participated in some interactive exercise tailored to that rank.

The three sessions during Graduation Week are designed to create opportunities for the cadets to practice their developing skills in situations that simulate routine cadet activities during the academic year.

In conjunction with the Academies, a robust speaker program built around the four pillars reinforces the theme of Officer and NCO leader development responsibilities.