Journal of
Character and Leader Scholarship

Center for Character & Leadership Development
US Air Force Academy

JCLS Staff

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THE VISION OF THE JOURNAL OF CHARACTER AND LEADER SCHOLARSHIP

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VISION OF THE JCLS

The JCLS vision is to be the premier venue for advancing the integrative study and development of character and leadership. We aim to become the world's preferred medium for scholarly and practical discourse on the constructs, concepts, and contexts of character and leadership development. Although many sources purport to examine the different aspects of this multi-dimensional puzzle, currently there is no single source wherein both researchers and practitioners can find a coherent and synergistic treatment of the relationship and attendant contextual factors of character and leadership. The JCLS fills this void and promises rigorous advancement in the midst of unprecedented global challenges.

Due to the increasing complexity and massive globalization of the world in which leaders operate, a more sophisticated treatment of the nexus between leadership and character is a 21st Century imperative. Several conditional factors contribute to this assertion. For instance, the ongoing shifts in the political and economic landscape will leave leaders to contend with an unstable balance of power. The burgeoning technology and information revolution will significantly alter the interface among leaders, followers, and the mission. Cultural demographics will also become increasingly diverse over the next century. In addition, approaches to national security will have to adopt "irregular warfare" strategies in order to appropriately hedge against the asymmetric threats of global terrorism. Succeeding under these conditions will demand a full measure of leadership that engenders trust and confidence, facilitates a sense of meaning and purpose, and generates development for stakeholders. This measure of leadership must be calibrated by character. The character of a leader will provide stakeholders with a stable vector as they chart a course across the unstable terrain of the future. Conversely, when a leader makes an error due

BIOGRAPHICAL INFORMATION

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to a lapse in character, it will not be an isolated event with local impact on predictable factors.

The presence or absence of character in leadership will now have broader implications, which will contribute more directly to the destiny or fate of our global society. In sum, the leader's decisions and actions will have seismic impact in this new high-stakes environment. It is within this critical context that both researchers and practitioners must unite to define, strengthen, and understand the nexus of character and leadership.
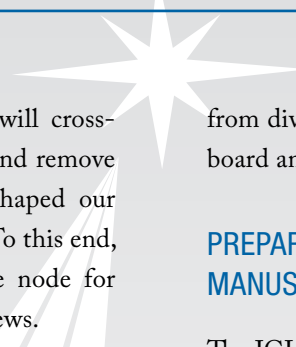
MISSION

This Journal is a partnership effort between the Center for Character and Leadership Development and the Department of Behavioral Sciences and Leadership at the United States Air Force Academy (USAFA). Specifically, the purpose of the JCLS is to foster and advance the scholarly study and development in the integration of character and leadership. While there are many different outlets that exist to talk about leadership (e.g., *The Leadership Quarterly* and the *Journal of Leadership & Organizational Studies*) and character (e.g., *Journal of Positive Psychology* and the *Journal of Research in Character Education*), there is currently not a venue that exists where the two can be consistently examined together. It is the intent of the JCLS to serve as a catalyst for the fusion of research between these

two critical areas. To this end, we have outlined three interrelated objectives.

The first objective is to establish a generative domain of discourse. This journal is a forum for conversations that foster new ways of thinking about and relating to character and leadership. This discourse will be shaped to create leading-edge inquiry and forward innovative concepts, methods, analyses, and application for a global network.

Next, we will establish a dynamic partnership of scholars and practitioners. This partnership will transcend traditional disciplinary and professional boundaries by embracing diverse fields of study, theoretical contexts, paradigms, and communities of practice. In particular, the military and civilian communities have enjoyed a rich history of collaboration and information sharing; the JCLS will pull from both communities and serve as an additional thread in this cohesive tapestry. The breadth of experiences and perspectives from those in different branches of the military, civilian, academic, and corporate communities should provide a rich integration of character and leadership from theoretical development to practical application.

Finally, this Journal will facilitate the convergence of diverging worldviews. Worldviews are often the manifestation of unexamined assumptions that can lead to a limited and constraining

interpretation of events. The JCLS will cross-examine the respective assumptions and remove the limiting constraints that have shaped our current understanding of the world. To this end, the JCLS will serve as a connective node for networks with seemingly opposing views.

The JCLS will employ two strategies to achieve the above objectives. The first strategy is to increase international engagement. While the JCLS will initially be focused on USAFA and Air Force (AF) issues regarding character and leadership, the JCLS will quickly become an international outlet for those interested in the rigorous examination of character and leadership. Therefore, the primary audience for the first issue of the JCLS will be USAFA and the AF. This will expand in the second and subsequent issues to include all military branches and the civilian academic community. Ultimately, this will increase to include the international community.

This expansion will be aided by the second strategy of establishing a robust journal publication process that expands our capacity to efficiently disseminate leading-edge research and development around the world. This will involve innovatively leveraging current and future information and technology media for submission and distribution efforts. It will also entail the enrollment of subject matter experts from diverse disciplines to serve on the editorial board and to be part of our reviewers database.

PREPARATION AND SUBMISSION OF MANUSCRIPTS

The JCLS will publish manuscripts that advance the integration of character and leadership. The manuscripts should align with the following categories: Pedagogical Methods and Techniques, Individual Development, Organizational Development, Theory Development, Empirical Research, and Commentaries.

Manuscripts will primarily be in the form of Feature Articles or Article Briefs. Feature Articles will be approximately 6000 words and focus on theory development or empirical studies.

Article Briefs will be approximately 2000 words and will present brief empirical reports, conceptual frameworks, and case studies that do not lend themselves to the length of the Feature Articles.

All articles should include an abstract (100 words maximum) and a separate title page that consists of the name(s) and affiliation(s) of authors and contact information (institutional affiliation, phone, and e-mail). All articles must conform to the style of the most recent edition of the *Publication Manual for American Psychological Association (APA)* currently in its Sixth edition.

Once a manuscript is received, it will be given a preliminary editorial review and then be assigned to an action editor. The action editor will serve as the point of contact for all correspondence regarding the manuscript. The JCLS staff will return feedback to the author within 2 months of initial submission.

In addition, the JCLS will selectively invite global perspectives from leading scholars and subject matter experts from the field. These perspectives will be used to stimulate thought and to provide a context for conversation with respect to the topics in the current issue of the JCLS. These perspectives will also provide reflective commentaries on topics discussed in previous issues. All manuscripts should be submitted electronically to JCLS@usafa.edu.
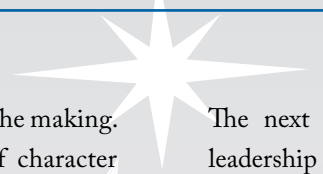
ACCESSING THE JOURNAL

The JCLS will be disseminated electronically and via bound hard copy twice a year (December and May). Initially, hard-copies will automatically be sent to individuals and organizations on the CCLD's distribution list and additional copies will be made available upon request. Eventually, full subscriptions will be made available to interested scholars and practitioners.

CURRENT ISSUE

The United States Air Force Academy is fundamentally driven by its mission and vision. The mission of USAFA is to educate, train, and inspire men and women to become officers of character, motivated to lead the United States Air Force in service to our nation. The vision of USAFA is to be the Air Force's premier institution for developing leaders of character. In these core statements, we find character and leadership to be inextricably linked. Inherent in these two statements is the notion of developing intelligent, competent leaders whose actions are informed and guided by the content of their character.

However, while we intuitively know these two constructs are profoundly related, when it comes to scholarship, character and leadership are overwhelmingly treated in isolation. The result is that there are many people claiming expertise in leadership and others in character, but very few who are well-versed in both. If USAFA is to be truly effective at developing officers of character who are motivated to lead, it must bridge the gap between the study of character and the study of leadership. This critical juncture between character and leadership and the nexus between theory and application is what the *Journal of Character and Leader Scholarship* (JCLS) aims to address.

The genesis of the JCLS is decades in the making. USAFA has been in the business of character and leadership development since its inception in 1954. Integration has been an elusive concept for decades promising fruits if one could ever reach it. Take a look at the organizational structure for instance. Each mission element at USAFA (academics, military, and physical education) along with other programs such as flying and parachuting know they play a critical role in developing leaders of character. However, year after year, as mission elements work independently to serve USAFA's purpose, all are challenged by the persisting question: How can USAFA as an institution align itself in such a way that all of its programs and processes follow a deliberate progression such that the benefits of the numerous programs that cadets experience are maximized? In other words, how can it create the synergy that is lying dormant beneath the surface? How can one tap into that integrative power?

The initial issue of the JCLS is specifically designed to provide a set of perspectives that will aid in the progression and applicability of the Journal. The first article by Lt Col Joseph Sanders, PhD and Lt Col Doug Lindsay, PhD proposes a bold framework to progressively synthesize leading-edge thought and application of character and leadership development.

The next two articles are by world-renowned leadership researchers who offer their ideas on the relationship between character and leadership. The first of these articles is by Dr. David Day who is currently the Woodside Professor of Leadership and Management at the University of Western Australia Business School. He has published or contributed to over 60 publications on the topics of leadership and leadership development in such premier journals as *The Leadership Quarterly, Personnel Psychology, Journal of Applied Psychology* (for which he serves as an Associate Editor), *Academy of Management Journal,* and the *Journal of Applied Social Psychology*. His article focuses on the different perspectives that factor into the development of a leader of character. Specifically, he examines the role of the follower in the character and leadership development process. Additionally, he discusses topics such as behavioral integrity and leader-member exchange and their impact on individual leader development.

The next article is by Dr. Michael Mumford and Jamie D. Barrett. Mumford is a professor of Industrial/Organizational Psychology at the University of Oklahoma. He has an extensive publishing record with over 100 articles on the topics of leadership, integrity, and creativity. He is currently the editor for the journal *Leadership Quarterly*. This article examines the relationship between leadership, ethics, and cognition as they relate to decision-making. Specifically, they talk

about leader decision-making, ethical decision-making, and how to improve leader ethical decision-making.

The next set of articles focuses on senior leader perspectives from around USAFA. The first of these is by Colonel John Norton (Director, Center for Character and Leadership Development) and Colonel Gary Packard, PhD (Permanent Professor and Head, Department of Behavioral Sciences and Leadership). In this article, Norton and Packard discuss several of the integration and collaborative efforts that are going on with respect to their organizations.

The next article is a result of interviews with several of the mission element leaders at USAFA. For this article, Brigadier General Dana Born (Dean of the Faculty), Brigadier General Samuel Cox (Commandant of Cadets), and Dr. Hans Mueh (Director of Athletics) discuss how their respective mission elements relate to the development of leaders of character as well as share some of their personal experiences.

The final section includes two perspectives from unique vantage points: one from a professor emeritus and another from a current cadet at USAFA. The first commentary is by Dr. Malham Wakin (Brigadier General, USAF, retired). In his article, Dr. Wakin discusses the question of "Does good leadership require good character?" The second commentary is by Cadet First Class Greg Cappuzzo who is the Wing Character Officer at the U.S. Air Force Academy. Cadet Cappuzzo talks about the institutional possibilities and opportunities for character and leadership development.

While this inaugural issue has a specific focus on USAFA, the constructs of character and leadership are certainly not unique to USAFA or the military in general. It is hoped that this first issue will provide the necessary framework and infrastructure to bring the vision of the JCLS to fruition. At this point, we would like to welcome all scholars and practitioners who study character and or leadership to join us in the endeavor of understanding these connections through participation in the JCLS.

A FRAMEWORK FOR THE SCHOLARSHIP OF CHARACTER AND LEADERSHIP

DR. DOUGLAS R. LINDSAY
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Scholarship aims to advance the understanding and application of concepts based on rigorous inquiry and disciplined principles. The ancient cities of Athens and Sparta provide a great context for understanding the role and value of scholarship. Both societies were relatively successful, but had starkly different approaches to achieving success. Athens was the home of some of the most sophisticated philosophy, art and music of its day. They emphasized strengthening of the mind as a means to maintain their completive edge. In contrast, Sparta was the most feared military might during their time, because they placed a premium on enhancing physical skills and propagating a warrior spirit.

Scholarship provides for both the Athenians and the Spartans. It could serve to expand intellectual capacity for the advancement of the Athenian society as well as equip the body and spirit of the Spartans for defense of their society. However, we contend that in a global environment, successful societies should consist of elements from both Athens and Sparta. As such, emphasis should not be disparate, but should synergistically develop both understanding and application. In this article we advance a framework that will guide the theoretical and practical synthesis of character and leadership. The aim is to generate new knowledge and practice of leadership and character for scholars and practitioners in contemporary societies.

WHERE ARE WE NOW?

One of the challenges we face when studying any two constructs (e.g., character and leadership) is that the knowledge surrounding each of the topics is often developed in isolation. This makes sense as those who are studying the two topics are often in different domains or come from different educational backgrounds. Each is involved in trying to develop and understand the nomological

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net surrounding its particular topic or area of interest. While understandable, this often creates a challenge since different literatures need to be referenced, accessed, and understood.

The model proposed in this paper is an attempt to bring together those who study leadership and those who study character by creating a single space in which these related constructs can be discussed not in isolation, but in a synergistic way. However, in order to do this, it is imperative to at least briefly discuss what is known about the constructs of leadership and character. This will serve as a point of departure from the separatist approach mentioned above to the synergistic approach proposed by the present model. While not intended to be an exhaustive review of both the leadership and character literatures, it will serve as a review of some of the major issues and themes that have been developed in each of the literatures. Where possible, seminal reviews of the respective topics will be included for those who are interested in gaining more insight and detail into each construct.
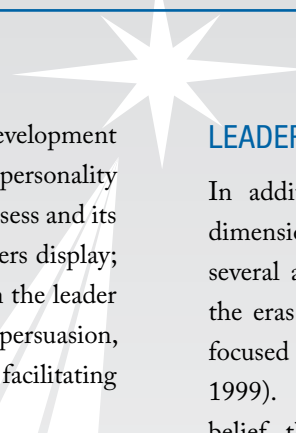
LEADERSHIP
DEFINING LEADERSHIP

In pursuit of acquiring and providing understanding, scholars from multiple disciplines have studied leadership (e.g., Bass, Daft, Day, Hackman & Johnson, House, Nhavandi, Northouse, Rost, Stogdill, and Zaccarro).

These scholars have introduced multiple factors attendant to leadership to include the characteristics, behaviors, and competencies of the leader; the perceptions of the follower; and the impact of the situation (Daft, 1999). These studies have produced numerous definitions and descriptions that have served as the bases of leadership theory for over half a century.

Although scholars contend that the phenomenon of leadership is a universal concept that can be experienced by everyone, a universally agreed upon definition of leadership has proven to be elusive. Even the most casual review of the literature will reveal that there is no shortage in definitions of leadership. As Stogdill (1974) noted, "There are almost as many definitions of leadership as there are people who have attempted to define the concept." Of note here is that quote was from over 30 years ago and definitions surrounding leadership are still being added to the literature. There seems to be a predominant belief and practice that merely adding another definition will lead to a clearer understanding of the construct of leadership (Avolio, 2007).

In his seminal work, Bass (1990) provided a framework to help classify the myriad of leadership definitions. Based on his extensive review of nearly 5,000 studies, he concluded that leadership could be classified in at least five different ways: 1) a process which places the
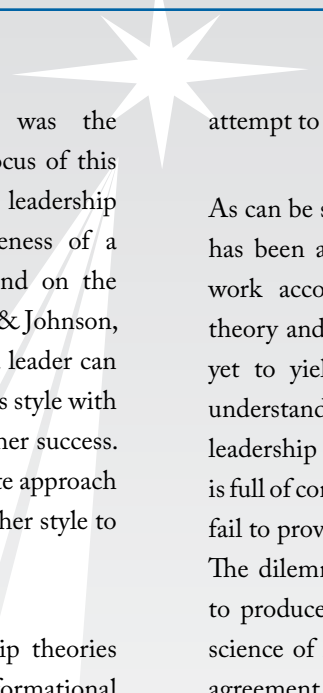
leader at the center of the group's development and commitment; 2) a combination of personality traits or characteristics that leaders possess and its effects; 3) an act or behavior that leaders display; 4) a power-based relationship between the leader and the follower to include influence, persuasion, and coercion; or 5) an instrument for facilitating the achievement of group goals.

Consistent with these classifications, Northouse (1997) conceptualized several components that seem central to leadership definitions. He said that leadership is first and foremost a process, which implies that there is interplay of multiple factors that exist in a complex yet fluid relationship. Secondly, leadership involves influence, which speaks to the leader's ability to effect change in followers. Next, leadership occurs in the context of groups, which can vary greatly in size and scope of responsibility. Finally, Northouse suggested that leadership consists of goal attainment in which leaders direct their energies and the energies of the group toward accomplishing a specific task or mission. As is apparent from above, leadership is a complex process involving not only the individual leader, but also the follower and organizational processes at work in the situation. With this in mind, it is not hard to see why a concise, universally accepted definition of leadership has been elusive.

LEADERSHIP PERSPECTIVES

In addition to defining and categorizing the dimensions of leadership, scholars have advanced several approaches which have evolved through the eras. First was the "great man" theory that focused on the leader's personal traits (Daft, 1999). Fundamental to this approach is the belief that leaders are born and not made. Scholars have studied different characteristics of the leaders to include physical attributes, social traits, intelligence, personality, and work-related characteristics (Bass, 1981). As a result, traits such as self-confidence, determination, intelligence, and integrity have been shown to have a positive impact on leader effectiveness (Kirkpatrick & Locke, 1991; Lord, De Vader, & Alliger, 1986; Mann, 1959; Zaccaro, 2007).

The next approach advanced by scholars was the behavior approach. It is different from the trait approach, in that the emphasis is on what the leader does and how s/he acts, not what s/he possesses. In essence, research to support this approach was concerned with indentifying leadership behaviors, determining if these behaviors had a positive relationship with effectiveness, and identifying ways to develop behaviors related to effectiveness (Hughes, Ginnett, & Curphy, 1999). For the most part, leaders who managed to balance the focus on people and mission were considered most successful (Blake & McCanse, 1991).

A third approach to leadership was the contingency approach. The central focus of this approach is the situation in which leadership occurs, contending that the effectiveness of a leader's traits or behaviors will depend on the conditions of the situation (Hackman & Johnson, 2000). According to Fiedler (1967), a leader can increase effectiveness by matching one's style with the situation most favorable to his or her success. Blanchard (1985) suggested an alternate approach in which the leader could adapt his or her style to match the situation.

More recently, several other leadership theories have been proposed such as transformational leadership (Bass & Avolio, 1994), servant leadership (Spears, 1995), and authentic leadership (Avolio & Gardner, 2005). Each of these approaches tends to focus on the different behaviors that the leaders employ in their formal positions (i.e., individualized consideration). While these theories have all been validated in their respective studies, they again point to the often disparate approaches that individuals have taken in an attempt to understand effective leadership. At this point, it is important to note that these descriptions have not been intended to be all inclusive of the vast body of leadership literature. Instead, they were an attempt to start to describe some of the different approaches that scholars and practitioners have taken in an attempt to understand the construct of leadership.

As can be seen from the above descriptions, there has been a tremendous amount of foundational work accomplished in the area of leadership theory and practice. However, these efforts have yet to yield an integrative and comprehensive understanding and disciplined practice of leadership (Rost, 1991). As a result, the literature is full of concepts and definitions of leadership that fail to provide access to meaningful advancement. The dilemma is that this additive approach fails to produce integrative strategies for moving the science of leadership forward (Avolio, 2007). In agreement, Richmon and Allison (2003) note that the increased attention given to leadership over the past half-century belies the conceptual incoherence that consumes leadership inquiry; further contending that leadership encompasses a wide variety of features and characteristics, depending on the scholar who is forwarding the understanding. Interestingly, a similar pattern can be seen with the construct of character.

CHARACTER
DEFINING CHARACTER

Like leadership, the theory of character is a complex concept that has been observed and studied for years. In fact, its genesis can be traced all the way back to the ancient Greeks. The term character is derived from the Greek
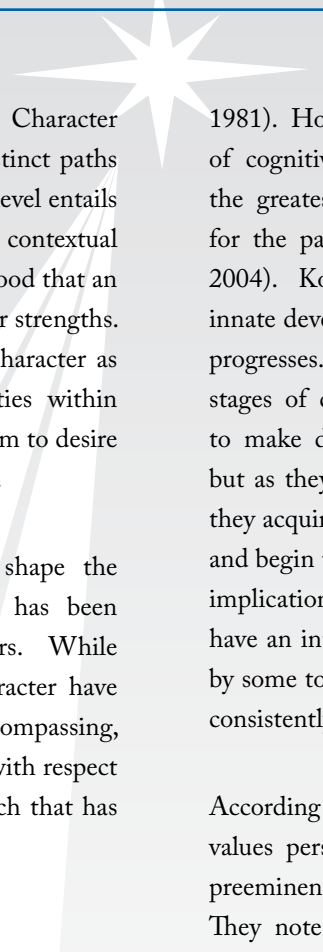
word kharassein, which meant to engrave or inscribe (Klann, 2007). When applied to people, it refers to the human qualities that have been internally engraved in an individual (Sheehey, 1988). The Greek notion of character evolved to mean moral goodness as a function of an individual's essence. The Greeks further noted that this good is not automatic, but must be socially cultivated. While Plato believed that a person who knows good will subsequently do good, his student, Aristotle, departed from this view. Aristotle believed that we become good by practicing good actions, and that a person may have knowledge of what is good, but lack the disposition to do good based on that knowledge (Wakin, 1996). For Aristotle, to be virtuous was the ultimate pursuit of human fulfillment and reflected the excellence of a person's character (Sison, 2006).

Several years later German philosopher Emmanuel Kant saw character as the manifestation of an individual's moral duties. He reasoned that individuals should only act in a manner in which everyone could act (Hill, 1992). Further, he believed that contributing to the greater good of society was a categorical imperative, which extended beyond mere self-interest (Wright & Goodstein, 2007). Thus, from a historical perspective, character was based on the ingrained habits of an individual and served as a response to an obligation to contribute to the greater

good of society. The evolution of the concept of character has continued as contemporary scholars have built on this foundational understanding in an attempt to define and describe character in a holistic fashion.

According to Wakin (1976), the examination of character must be all-encompassing. It has been duly noted that character is best defined as a multi dimensional construct that is determined by personal and social factors (Peterson & Park, 2006). Additionally, Lickona (1991) asserts that character consists of "knowing the good, desiring the good, and doing the good—habits of the mind, habits of the heart, and habits of action." In agreement, Berkowitz (2002) proposes that character involves an individual's capacity to think about what is right and wrong, experience moral emotions, engage in moral behaviors, and believe in the moral good. In essence, character relates to how we think, feel, believe, and act.

More recently, Peterson and Seligman (2004) assert that character is inherently plural and unpack it by distinguishing three levels of abstraction. At the top level are core virtues which consist of core universal qualities valued by moral and religious philosophers throughout history: wisdom, courage, humanity, justice, temperance, and transcendence. Character strengths reside at the next level. Peterson and Seligman (2004) refer to these as the "psychological ingredients"

or processes that define the virtues. Character strengths provide individuals with distinct paths for manifesting the virtues. The final level entails situational themes, which are the contextual elements that contribute to the likelihood that an individual will display certain character strengths. Wright and Huang (2008) sum up character as those interpenetrable habitual qualities within individuals that constrain and lead them to desire and pursue personal and societal good.
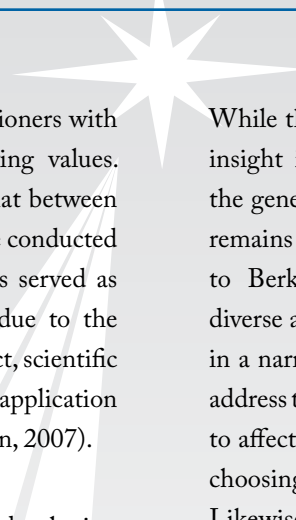
These definitions and descriptions shape the conceptual focus of how character has been studied and developed over the years. While attempts to define and describe character have been somewhat holistic and all-encompassing, much of what we know and practice with respect to character has emerged from research that has been steeped in isolated approaches.

CHARACTER PERSPECTIVES

There are several perspectives that have guided our understanding and development of character. One of the most prominent approaches to understanding and developing character is the cognitive structural perspective (Berkowitz, 2002). This perspective focuses on an individual's ability to discern right from wrong, evaluate personal and social values, and make the appropriate decision. Several theoretical frameworks have served to bolster this approach (e.g. Chickering & Reisser, 1993; Gilligan, 1982; Kohlberg,

1981). However, it is Lawrence Kolberg's theory of cognitive moral development that has had the greatest influence on research in this area for the past three decades (Treviño & Brown, 2004). Kohlberg (1981) describes six stages of innate development through which an individual progresses. He suggests that during the early stages of development, it is natural for people to make decisions based on personal interests, but as they advance in their moral development they acquire more sophisticated ways of thinking and begin to wrestle with the social and universal implications of their decision. While these stages have an intuitive appeal, they have been deemed by some to be impractical and too complex to be consistently applied (Leming, 2008).

According to Wright and Huang (2008), the values perspective of character has also gained preeminence in the domain of applied research. They note that several scholars (e.g., Barry & Stephens, 1998; Bass, 1981; Howard, 1985; and Rokeach, 1973) have explored the concept of values and their impact on the attitudes, judgments, decisions, and preferences of individuals, organizations, and society. Most notably, Rokeach (1973) described values as a mode of conduct or an end-state that is considered personally or socially preferable, providing a distinction between instrumental values.(i.e., a means to an end) and terminal values (i.e., an end in and of itself). Based on this conceptualization,

researchers have sought to arm practitioners with strategies for developing and clarifying values. For example, Leming (1987) noted that between 1969 and 1985 nearly 150 studies were conducted in which values clarification strategies served as the independent variable. However, due to the subjective nature of the values construct, scientific inquiry and subsequently practical application have been stifled (Wright & Goodstein, 2007).

Another approach to studying and developing character has been through a social learning lens. Berkowitz (1997) asserts that character has to do with the manner in which an individual acts and how those acts are socially constituted. For instance, if an individual behaves in a manner that is "kind," s/he may be deemed by others to have good character, but if s/he acts "cruelly," others may conclude that the individual has bad character. The social learning perspective has focused on the examination of how character is cultivated and propagated the social context. Specifically, this approach has been concerned with how individuals acquire and manifest moral behaviors (Bandura, 1977). An explication of the mediating and moderating environmental variables, along with an emphasis on the impact of "modeling" on shaping moral behavior, has been the central focus of this approach (e.g., Bandura, 1986; Berkowitz & Fekula, 1999; McCabe, Trevenio, & Butterfield, 2002).

While these and other approaches have provided insight into their respective realm of character, the general state of character theory and practice remains fragmented (Swaner, 2004). According to Berkowitz (1997), each group from these diverse approaches views character as "flourishing in a narrow realm, embraces models that directly address that realm, implements programs designed to affect that realm, and uses different criteria for choosing labels for their respective realm" (13). Likewise, Rest (1984) asserts that our theoretical tendency to divide the character field into multiple approaches has been more of a liability than an asset. To address this duality of perspectives, both Berkowitz and Rest, along with others like Likona (1991), have advanced a more integrative perspective that synergistically incorporates components from several approaches. Swaner (2004) acknowledges that these pioneering efforts have been extremely useful in cataloguing the components of character, but suggest that these efforts have yet to produce an integrated understanding of how these components relate to each other. This limited knowledge makes it tough to put theory into practice in a meaningful way.

Of relevance here is that while the constructs of leadership and character have been studied in virtual isolation from one another, they have two striking similarities. First is the fact that they each lack integrated, conceptual definitions that

can be agreed upon by scholars and practitioners. It appears that much of the effort has been in looking at the constructs from differing, as opposed to unifying, perspectives. As previously mentioned, that has led to a fragmented literature that often leaves it up to the researcher to describe what s/he is examining versus consensus in the field.

The second is that even though people have a difficult time describing the concept, there is no shortage of practitioners who are available to help improve in these areas. This is not an indictment on these practioners. Instead, it shows how important these constructs are to individuals and organizations that they are willing to do whatever they can to improve in these areas.

What we propose is that, instead of continuing to examine these two constructs in isolation, we start to address the two constructs together and leverage that understanding to gain greater insight into each of the constructs. However, in order to do this, we must determine a framework that will help us to synthesize the aforementioned research. It is at this point that we propose the following integrated framework.

A SYNERGISTIC APPROACH TO CHARACTER AND LEADERSHIP

Due to the daunting challenge of attempting to integrate the theory and practice of character
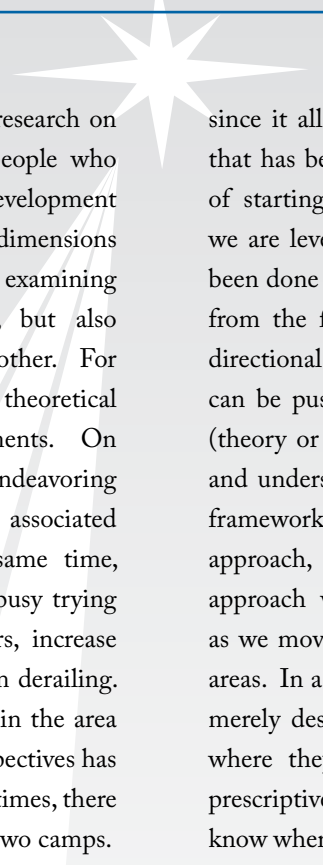
and leadership, it is perhaps useful to examine it with respect to a guiding framework. Figure 1 represents such a framework.

Figure 1: An Integrative Framework to Study Character and Leadership

As mentioned previously, one of the challenges with examining these constructs of leadership and character is that the vast majority of the research that has examined them lies in disparate literature. This is represented in the framework as the distance between the constructs of character and leadership, and can be viewed as the vertical dimension of this model. This makes sense since character and leadership are separate but related constructs.

In addition, there is another dimension that exists. This can be viewed as the balance between theory and practice. Again, as represented in Figure 1, these are represented as opposite ends of the veritcal continuum. This also makes sense

since, typically, the people doing the research on these constructs are not the same people who are implementing the training or development programs. The result of these two dimensions is a diagram that represents a way of examining not only character and leadership, but also how these constructs relate to each other. For example, leadership research has both theoretical components and application components. On the one hand, leadership scholars are endeavoring to define leadership and other factors associated with effective leadership. At the same time, however, leadership practitioners are busy trying to figure out how to develop leaders, increase their productivity, and keep them from derailing. Concomittantly, this is also going on in the area of character. While each of these perspectives has value that can support the other, oftentimes, there is very little discussion between these two camps.

What is immediately noticeable from this framework is that there is a point of intersection at which these two dimensions converge. It is at this convergence, that we can start to understand the interrelationships between character and leadership. The arrows serve as a visual indication that all we have learned about leadership theory and practice and all that we have learned about character theory and practice can be brought to bear to help us understand how character and leadership are related. This is a critical approach

since it allows us to benefit from the past work that has been done in each domain. So, instead of starting from scratch in our understanding, we are leveraging all of the great work that has been done in the past. What you will also notice from the framework is that the arrows are bi-directional. What is learned at this intersection can be pushed back out to the respective fields (theory or practice) to continue to help develop and understand these two domains. While this framework may seem relatively simplistic in its approach, it is hoped that this straightforward approach will serve as an unifying framework as we move forward toward integration of these areas. In a way, a model such as this becomes not merely descriptive in showing interested parties where they are currently operating; it is also prescriptive in the sense that it lets organizations know where they need to be in order to stay at the nexus of character and leadership.

CONCLUSION

A vast amount of literature exists regarding the constructs of character and leadership. In addition, there is also significant work being done on both the theoretical and the practical sides of these domains. What is lacking is a coherent framework by which one can integrate this information to synergistically understand the how they relate. The proposed framework is a first step toward this idea of integration. The value of such

a framework is that, due to the two dimensions represented (character & leadership and theory & practice), the previous disparate work done in these two domains serves as a rich starting point in this endeavor. It is hoped that this framework will facilitate continuation of the great work that has been done with respect to these two constructs.

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PERSPECTIVES ON CHARACTER AND LEADERSHIP

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No less a leadership expert than General Norman Schwarzkopf has noted that leaders are more likely to fail because of a lack of character than a lack of competence (Mason, 1992). In writing about shortcomings in executive selection, George Hollenbeck (2008) argued recently that the desired approach to selecting organizational leaders should focus first on issues of individual character and then on leader competence and relevant competencies (in that order). In line with Gen. Schwarzkopf's observations, Hollenbeck attributes a good deal of the "widespread executive failure" (p. 134) to selection approaches that have focused on competencies and competence with little regard to leader character.

This raises the obvious question that if character is so important for leadership then why is there not more attention given to it in the scholarly and practical arenas? A secondary question is "what are some possible ways to better emphasize the importance of developing and selecting leaders of character?" In addressing these questions a good place to begin is with a definition of leader character. Bass (2008) defines the character of a leader as involving "ethical and moral beliefs, intentions, and behavior" (p. 219). From this definition it is apparent that much of the onus with regard to character is on the individual leader, especially in terms of internalized character traits (e.g., Platonic virtues of honesty, justice, courage, among others).

Kohlberg (1981, 1984) was among the first in the modern era (with all due respect to Plato) to focus on the topic of moral development as a rightful domain of scholarly theory and research. His groundbreaking scholarship has served as the foundation for others interested in the application of moral development to understanding ethical decision-making in general (Rest, 1979; Reynolds, 2006) as well as more specific issues associated with individual ethical decision making in organizational contexts (Jones, 1991; Treviño, 1986). More recently, I have proposed with colleagues that moral development must be an inherent part of the leader development process because (a) nearly every decision a leader makes has ethical implications, (b) leaders serve as role models and are the focus of identification and emulation by followers, and (c) leaders shape the ethical and moral climate of their respective units (Day, Harrison, & Halpin, 2009). All of these approaches put forward a number of

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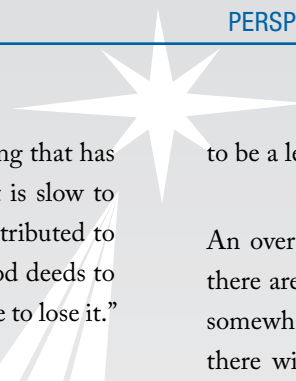
leader-centric perspectives on character and its development. What has received comparatively little attention is the role of the follower in defining the character of a leader.

It was through the tutelage and mentoring of Bob Lord that I first came to appreciate the role of the follower in shaping leadership processes. The theoretical and empirical work of Lord and colleagues has demonstrated the importance of leadership perceptions (e.g., Lord, Foti, & De Vader, 1984; Lord, De Vader, & Alliger, 1986; Lord & Maher, 1991). In many ways, followers determine through their perceptual and categorization processes which individuals are seen as "leader-like." This is a relevant concern because it is followers who make leaders successful by producing the desirable effects that are generally attributed to their leaders (Lord & Brown, 2004). In short, if you do not perceive someone as a leader then you are unlikely to allow that individual to influence you and influence is often considered to be essential to effective leadership. In similar ways, the notion of leader integrity is something that is defined by followers through interactions with their leaders and potential leaders.

Bass (2008) noted that "the virtue of integrity is at the core of character and ethical leadership" (p. 222). Integrity is typically conceptualized in terms of leaders keeping their promises, doing what they say they will do, and following up on their commitments. A variant of this view of leader integrity is behavioral integrity, which is an ascribed trait in which followers perceive a pattern of alignment between someone's words and his or her deeds (Simons, 2002). Looking at it a different way, behavioral integrity can be considered the opposite of hypocrisy when the latter is defined as the inconsistency between talk and action. These perceptions and attributions are made as a result of followers' experience and history with their leaders. In this way, behavioral integrity is retrospective in nature whereas the related concept of credibility is prospective. Similar to the related construct of trust, credibility is forward looking and is built on a foundation of behavioral integrity from what has occurred in the past.

Although research on behavioral integrity is only just beginning to emerge (e.g., Simons, Friedman, Liu, & McClean Parks, 2007), it offers a potentially valuable addition to theory and research on leader character and integrity. In particular, this follower-centric approach to character emphasizes that behavioral integrity is subjective in nature (which makes it especially difficult to manage), is ascribed as a trait to leaders by followers, is attributed at multiple levels (individual and groups of individuals), and contains "an asymmetry between the ease of confirming…and violating it" (Simons, 2002, p.

25). The latter point refers to something that has been observed about trust – that is, it is slow to build but can disappear quickly. As attributed to Benjamin Franklin, "It takes many good deeds to build a reputation and only one bad one to lose it."

This raises the interesting question of whether behavioral integrity is really about character at all. It has been said that someone's reputation is what other people think of him (or her) but character is what (s)he really is (Anonymous). The issue becomes how to know what people "really are" apart from their words and deeds, and the alignment between the two. This could be why character is rarely explicitly considered in most leader development programs and initiatives. Nonetheless, attempting to understand it from others' perspectives helps to bring home the point that whether you call it character, reputation, or something else it is at least partly constructed by others in the interpersonal environment. Others' perceptions matter and they matter a lot in leadership. From recent theory and research on behavioral integrity, it seems that others' perceptions matter as well in the construction, maintenance, and management of leader character. As initiatives move forward at the United States Air Force Academy in terms of further integrating character development with leadership development, it would also be wise to keep the critical role and perceptions of followers in focus as integral components of what it means to be a leader of character.

An overarching theme of this brief essay is that there are multiple perspectives on character. Put somewhat differently, in the leadership domain there will always be various stakeholders and a difficult task for any leader involves managing his/her own behavior in ways that maximize behavioral integrity. From a research perspective, this will involve studying character and integrity as socio-perceptual phenomena in ways similar to how Lord and colleagues have done in the leadership domain.

This does not mean that character exists only in the eye of the beholder; however, followers are important leadership stakeholders. Yet followers are not always a homogenous stakeholder group as research in areas such as leader-member exchange (LMX) theory attest. Research on LMX (see Graen & Uhl-Bien, 1995 for an overview and summary) has shown that leaders develop different relationship qualities among their followers, which might contribute to inconsistencies in terms of how a leader is perceived. Thus, a relevant concern involves (among other things) studying how consistently leader character or behavioral integrity is viewed across stakeholder groups. One group might see as a leader as adaptable by changing strategy to reflect changing situational circumstances whereas another group may see the same action

as breaking promises. These are important issues to understand because the higher a leader rises in the organizational hierarchy the more visible the leader becomes and the more politicized the climate. Under such conditions behavioral integrity is especially difficult to manage. It is not only a test of a leader's character but also challenging on an interpersonal level.

In closing, character is most certainly a critical issue for developing leaders and building leadership in any organization. But it is not solely an issue of what is in a leader's heart, soul, or temperament. Character is also something that is constructed by those who are affected by a leader's actions. One of the many things the USAFA Center for Character and Leadership Development can do through research, education, and training is help leaders build character and manifest behavioral integrity across multiple stakeholders and dynamic environments.

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LEADERSHIP, ETHICS, AND COGNITION; NEW THEMES AND NEW APPROACHES

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Leadership, ultimately, involves the effective exercise of influence (Yukl, 2009). What must be recognized here, however, is that leadership can be exercised for good (e.g., Roosevelt) or ill (e.g., Stalin). Indeed, in studies of leadership it is common to distinguish between socialized and personalized leaders (Mumford, 2006). Organizations, and society as a whole, however, do not and cannot seek to develop personalized leaders. Thus, in the literature on leadership, many theoretical models, for example Authentic Leadership (Avolio & Gardner, 2005) and Transformational Leadership (Bass & Steidlmeier, 1999), present models expressly intended to account for prosocial, character-based, Leadership.

In keeping with this trend, the topic of ethics and ethical decision-making among leaders has in recent years begun to receive some attention (Brown & Treviño, 2006). Society, organizations, groups, and people all seek leaders who will make ethical decisions. Ethical decision-making, however, is a complex phenomenon in its own right. Nonetheless, in recent years we have made substantial progress in our understanding of ethical decision-making (Mumford, Devenport, Brown, Connelly, Murphy, Hill, & Antes, 2006). Our intent in the present efforts is to examine the implications of these advances in our understanding of ethical decision-making for this development of leaders. Before turning to the implications of findings with regard to ethical decision-making, however, it might be useful to consider the role of decision-making and ethical decision-making in leadership.
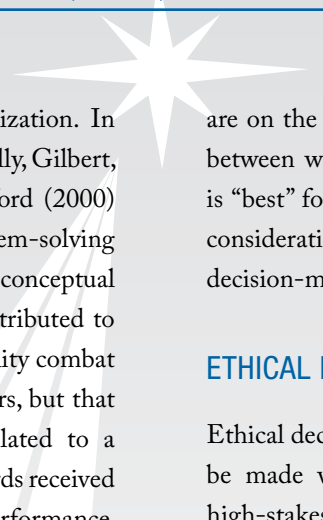
LEADER DECISION-MAKING

The fundamental importance of decision-making to leadership and leader performance, is aptly summarized in a quote from former President George W. Bush: "I am the decider." In fact, the available evidence indicates that cognitive characteristics contributing to effective problem-solving, and hence viable decision-making, are critical to the performance of leaders. For example, Mumford, Campion, and Morgenson (2007) found, in a study of foreign service officers, that the cognitive demands made on leaders increased

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as they advanced through the organization. In another study along these lines, Connelly, Gilbert, Zaccaro, Threlfall, Marks, and Mumford (2000) found not only that cognitive problem-solving skills, for example problem definition, conceptual combination, and idea evaluation, contributed to effective decision making in a low fidelity combat simulation presentation to army officers, but that these problem-solving skills were related to a variety of leader outcomes such as awards received (e.g. medals won), critical incident performance, and rank attained.
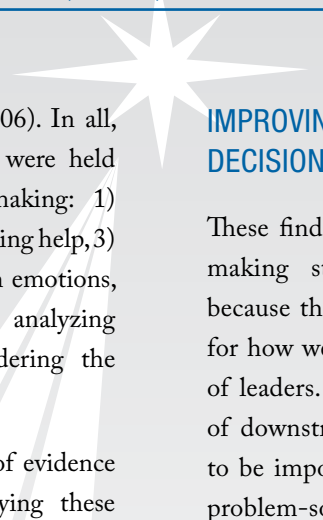
Clearly cognition and decision-making are critical to leadership performance. What should be recognized here, however, is that the decisions presented to leaders are highly complex. Leaders serve in boundary role positions (Jacobs & Jaques, 1990). In boundary role positions leaders must take into account the needs and concerns of various stakeholders – workers, the organization, customers, suppliers, etc. What must be recognized here is that the concerns and interests of these stakeholders in a decision are not always well-aligned. This lack of alignment brings to fore the question "who wins and who loses?" – an inherently ethical question. The importance of these ethical aspects of leaders' decisions is accentuated by three other considerations. First, leaders must make decisions not only for today but also for stakeholders tomorrow (Jaques, 1989). Second, the stakes in these decisions are high (Bass, 1990). Third, the leaders' own careers are on the line (Yukl, 2009) – creating a tension between what is "best" for the leaders and what is "best" for the stakeholders. As a result, ethical considerations necessarily permeate leader decision-making.

ETHICAL DECISION-MAKING

Ethical decisions are typically decisions that must be made with respect to complex, ambiguous, high-stakes issues in which stakeholder interests are not well-aligned. Recognition of this point led Mumford and his colleagues to propose a sense-making model of ethical decision-making (Kligyte, Marcy, Sevier, Godfrey, Mumford, & Hougen, 2008; Mumford, Connelly, Brown, Murphy, Hill, Antes, Waples, & Devenport, 2008). Essentially, this model holds that prior personal and professional experience, along with the demands made by the problem situation at hand, define the structure surrounding peoples' ethical decision-making. People must then frame the problem and manage emotions in such a way as to permit the forecasting of the likely outcomes of decisions for various stakeholders – now and in the future. With reflection of these forecasts, sense-making, or understanding of the ethical problem, occurs which, in turn, provides a basis for ethical decision-making.

Mumford, and his colleagues, have identified a set of strategies people might apply to help them make these decisions (Mumford, Connelly, et al,

2008; Mumford, Devenport, et al, 2006). In all, seven strategies were identified that were held to contribute to ethical decision-making: 1) recognizing your circumstances, 2) seeking help, 3) questioning judgment, 4) dealing with emotions, 5) anticipating consequences, 6) analyzing personal motivations, and 7) considering the effects of actions on others.

Broadly speaking, four distinct lines of evidence have pointed to the value of applying these strategies in ethical decision-making. First, Mumford, Devenport, et al (2006) have shown that the effectiveness with which people execute each of these seven strategies is strongly (R=.50) related to their ability to make ethical decisions in their professional field. Second, in a series of experimental studies (Beeler, Antes, Mumford, Devenport, Connelly, & Brown, 2009; Caughron, Antes, Mumford, Devenport, Connelly, & Brown, 2009) it was found that application of each of these strategies made a unique contribution to ethical decision-making. Third, each of these strategies made a contribution to prediction of ethical decision-making over and above other relevant variables, such as narcissism (Mumford, Devenport, et al, 2006). Fourth, instructional programs intended to encourage application of these strategies resulted in strong pre-post gains, gains that were maintained over time, in peoples' ethical decision-making (Brock, Vert, Kligyte, Waples, Sevier, & Mumford, 2008; Kligyte, et al, 2008; Mumford, Connelly, et al, 2008).

IMPROVING LEADER ETHICAL DECISION-MAKING

These findings with regard to ethical decision-making strategies are noteworthy, in part, because they have some important implications for how we seek to develop the next generation of leaders. For example, forecasting (prediction of downstream consequences) has been shown to be important in leader vision formation and problem-solving (Shipman, Byrne, & Mumford, in press). Given the findings obtained with regard to anticipating consequences in ethical decision-making, it seems plausible to argue that instructional interventions that encourage leaders to think about the long-term and short-term consequences of decisions for various stakeholders may contribute to both leader performance and ethical decision-making.

Along similar lines, Strange and Mumford (2005) have provided evidence which indicates that the ability of leaders to reflect on and appraise their past life experiences contributes to both vision formation and effective problem-solving. Again, the findings obtained with regard to analyzing personal motivations suggest that instruction intended to encourage reflection on personal motivations vis-à-vis the motivations of key stakeholders may help leaders make not only better decisions, but also more ethical decisions.
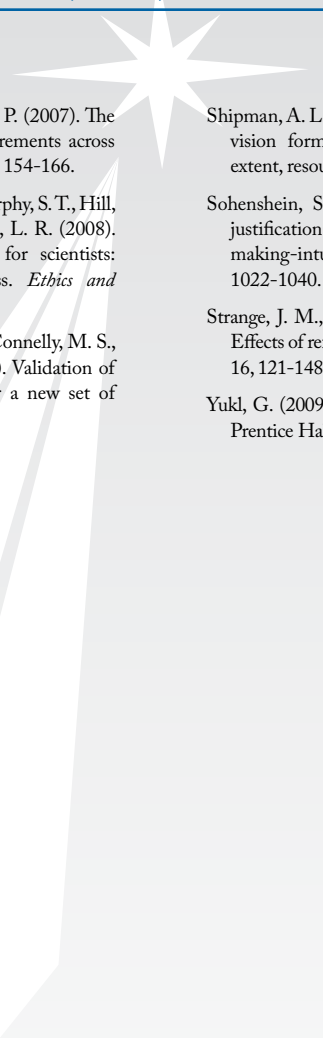
Finally, the extensiveness of leader sense-making activities has been shown to influence leader performance especially as leaders must come to grips with crisis situations (Drazin, Glynn, & Kazansain, 1999). When these findings are considered in light of the importance of recognizing circumstances and the importance of sense-making in ethical decision-making (Sohenshein, 2007), they suggest that instruction which encourages leaders to construe or understand situations from the perspectives of different stakeholder groups should improve both leader performance and ethical decision-making by leaders.

CONCLUSIONS

Of course, evidence directly bearing on the effectiveness of leadership development interventions in enhancing ethical decision-making is lacking. However, this is one of the missions to which the *Journal of Character and Leadership Scholarship* has devoted itself. By showing how variables relevant to character, such as ethics, shape leadership and organizational performance, the JCLS may do much to advance this research arena. Hopefully, this project will contribute to our ability to develop high performance leaders who make the ethical decisions individuals, groups, organizations, and society all expect and deserve.

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THE CENTER FOR CHARACTER AND LEADERSHIP DEVELOPMENT AT THE UNITED STATES AIR FORCE ACADEMY: WHY THIS, WHY NOW?

JOHN B. NORTON
DR. GARY A. PACKARD, JR.
UNITED STATES AIR FORCE ACADEMY

Character and leadership development are indispensible to the development of military officers. This article discusses the processes that led to the creation of the Air Force Academy's Center for Character and Leadership Development. The article describes the three main changes the new Center will bring to the Air Force Academy: cutting edge scholarship and research in character and leadership development; a renewed focus on developmental curriculum for faculty, staff, and cadets; and a new emphasis on institutional integration of leadership and character development curriculum and programs. A description of a new building for the Center and a roadmap for the way ahead are also provided.

To educate a person in mind and not in morals is to educate a menace to society.

- Theodore Roosevelt

Great organizations understand their passion along with their capabilities and constraints (Collins, 2001). There is little question that the United States Air Force Academy (USAFA) is passionate about developing leaders of character for the nation. You find the words "leadership" and "character" embedded in and emblazoned on almost every aspect of the institution. The mission statement of USAFA is "to educate, train, and inspire men a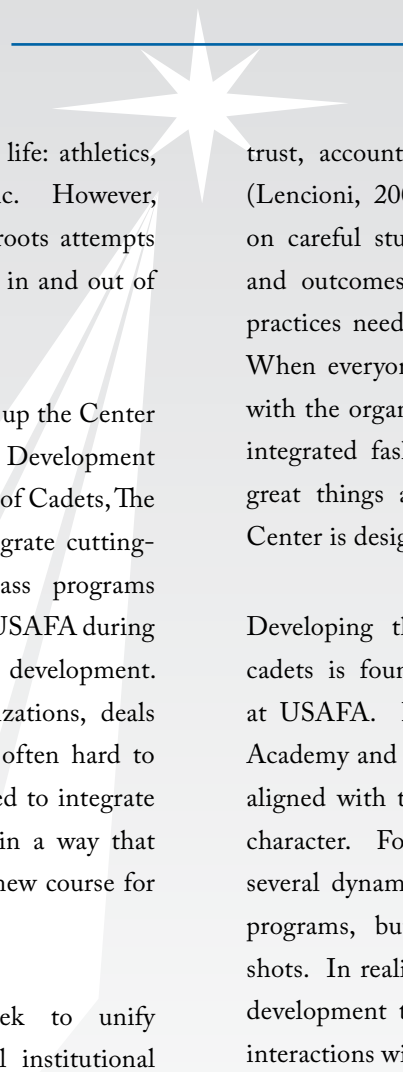nd women to become officers of character motivated to lead the United States Air Force in service to our Nation" (United States Air Force Academy Strategic Plan, 2008, p. 3). However, the toughest question for any organization is the question of "How?" How does an organization direct its people and its resources to accomplish its mission? At USAFA, the question is, "How does USAFA align its resources, people, and time to become a world leader in developing leaders of character?"

Historically, the faculty, staff, and cadets at USAFA have worked independently or in stovepipes in support of the mission at the Academy. Many have tried to integrate efforts

BIOGRAPHICAL INFORMATION

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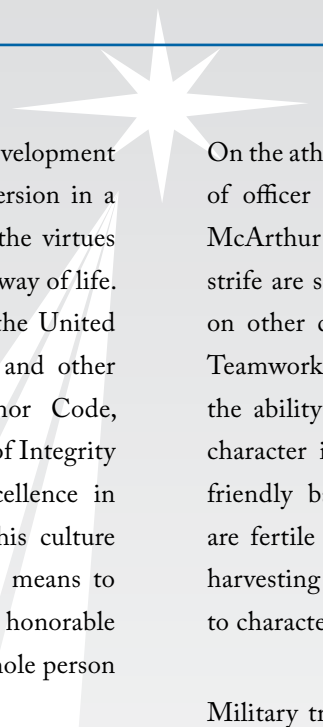
across the many aspects of cadet life: athletics, character, military, and academic. However, many of these efforts were grassroots attempts that faded away as people moved in and out of the Academy.

In the fall of 2009, USAFA stood up the Center for Character & Leadership Development (CCLD) under the Commandant of Cadets, The purpose of the CCLD is to integrate cutting-edge scholarship and world-class programs across every aspect of cadet life at USAFA during the four year journey of cadet development. USAFA, like most large organizations, deals with bureaucratic inertia that is often hard to overcome. This Center is designed to integrate and align people and programs in a way that overcomes the inertia and sets a new course for the institution.

Many times organizations seek to unify themselves around a meaningful institutional goal similar to the USAFA mission. However, institutions often lack the commitment needed to see the task through to completion because things are "good enough" and there is little motivation to change. As Collins notes, *good* is often the enemy of *great*. Moving from good to great is a team effort. Effective teams require commitment, healthy conflict,

trust, accountability, and attention to results (Lencioni, 2002). These team dynamics rely on careful study of organizational capabilities and outcomes. Organizational resources and practices need to align with desired outcomes. When everyone in the organization is aligned with the organizational goal and working in an integrated fashion to accomplish the mission, great things are likely to happen. The new Center is designed to facilitate these tasks.

Developing the character and leadership of cadets is foundational to officer development at USAFA. It is the job of everyone at the Academy and there are many programs that are aligned with the goal of developing officers of character. For example, the CCLD conducts several dynamic annual character development programs, but they are really just booster shots. In reality, most leadership and character development takes place in cadet peer groups, interactions with faculty and staff, daily training, and job responsibilities that build the right habits in cadets. These habits are the foundation for a lifelong process of learning to be persons of character who will do the right thing in all the roles they will fulfill in life—including being parents, spouses, commanders, and perhaps civic or business leaders after they leave the Air Force.

A unique component of this officer development process at the Academy is the immersion in a culture of honor designed to instill the virtues of trust and living with integrity as a way of life. This sets the military academies in the United States apart from most universities and other commissioning sources. The Honor Code, reflecting our Air Force Core Values of Integrity First, Service Before Self, and Excellence in All We Do, is the foundation of this culture and helps cadets internalize what it means to be professional airmen. However, honorable living is but one component of the whole person concept of officer development.

Another component of officer development is academic education. All cadets earn a Bachelor of Science degree as part of the requirements to be a commissioned officer. Often, the academic work the cadets complete is seen as separate and distinct from the military aspects of officer development, almost like a box to check off on the way to a commission in the Air Force. However, as General David Petraeus (2007) has written, "The most powerful tool any soldier carries today is not his weapon, but his mind" (p. 116). Integrated liberal arts education is a critical part of the integrated officer development journey that has its roots in the thinking of our first full-time Dean, General Robert McDermott (see Rigenbach, 2006, for General McDermott's story).

On the athletic fields we find another component of officer development. As General Douglas McArthur stated, "Upon the fields of friendly strife are sown the seeds that upon other fields, on other days, will bear the fruits of victory." Teamwork, esprit de corps, sportsmanship, and the ability to handle defeat and failure are all character issues worked out in the context of friendly battle. Therefore, the athletic fields are fertile grounds for sowing, cultivating, and harvesting the benefits of an integrative approach to character and leadership development.

Military training also plays a key role in cadet professional development. Character outcomes of discipline, courage, leadership, respect for human dignity, and followership are all honed in the dormitories and on the training grounds at the Academy. In many ways, the peer-to-peer interactions that occur in the cadet military hierarchy do as much, if not more, to shape the professional development of our students as any other activity at the Academy.

Along with all these components of professional development, cadets are involved in extracurricular activities, community service, and spiritual development. When all is said and done, the opportunities to develop leadership and character are almost endless. However, these activities,

classes, and programs often lack an integrating theme or purposeful developmental road map to guide the four year cadet journey. There is a complexity and richness to the opportunities, but sometimes the form and function are lacking.
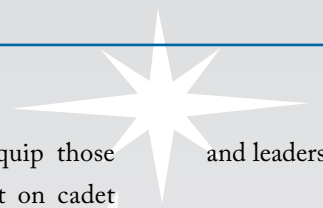
Our graduates leave here with an officer's commission and a prestigious Bachelor of Science degree. We put enormous effort into achieving those two milestones, but we are left with these questions when they throw up their hats in Falcon Stadium on graduation day:

- Will they pass the character tests they will surely face as officers?

- Will they be able to "connect the dots" from all the components of the character and leadership development opportunities available to them?

- Will we be able to assess the impact of our training on their performance as commissioned military officers?

- Under pressure, will they choose *the harder right* and have the moral courage to carry out what they know are the right decisions, even when those decisions involve paying a high personal price?

- When faced with a tough decision, will they balance the requirements of the mission with the needs of their people?

Anecdotally, our graduates do very well upon graduation. However, can they do better? Everyone at USAFA has a stake in making sure they will, but there needs to be an integrating force that pulls all the pieces together. That is the vision of the new CCLD. This is why the new Center is the right idea at the right time.

The original Center for Character Development, established in the mid 1990s, was a strong organization full of passionate, talented people. The original Center focused its efforts in two main areas: conducting world-class character seminars and symposia and assisting cadets in administering the cadet honor system. However, the Center lacked the resources and personnel to be a catalyst for institutional integration or to do cutting edge assessment and research to evaluate the impact of their programs. As a result, it never truly achieved its full potential.

The emphasis on being great practitioners and executing individual programs were, in fact, limitations to growth in character development at the Academy. The Center's programs were not well-integrated with each other, let alone with the rest of USAFA's curriculum. They were not well-grounded in sound theory or solid research, and the programmatic changes were not based on robust assessment and analysis. Finally, the

Center was not doing enough to equip those who have by far the greatest impact on cadet officer development—the faculty and staff who interact with cadets daily—with the tools and knowledge they need to make those daily experiences positive and developmental.
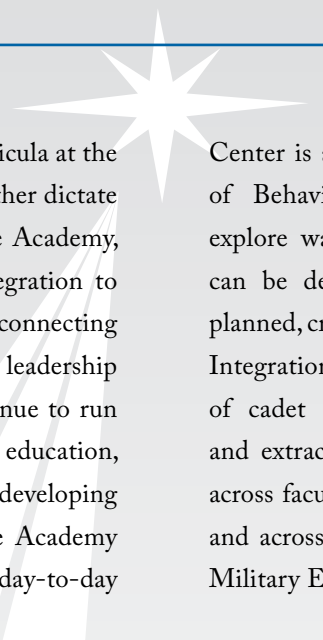
The Center was in need of a transformation. Guided by the vision of Dr Ervin Rokke (Lt Gen, USAF, ret), the Superintendent's Endowed Chair for Character & Leadership, a new Center was envisioned based on two major initiatives. Second, establish a research agenda that could inform institutional decisions and publish cutting-edge work in character and leadership development. In essence, while leadership programs and character programs have always existed at USAFA, they have never been truly integrated or assessed. This is why we have made the transformation to the CCLD.

There are three primary initiatives involved in this transformation. The first initiative is adding the capacity for meaningful research, assessment, and analysis. No process can be systematically improved unless it is well understood. The research CCLD undertakes will be focused on learning what works best in officer development. The Center's research will be applied research that will develop best practices in hands-on character

and leadership development.

This goal of understanding how educational programs directly influence character and leadership development is not new. In 1894, Schallenberger published what is probably the first study in the moral development of children. In the 1920s Hartshorne and May (1928 - 1930; May & Hartshorne, 1925) used tests measuring honesty, honor, and truthfulness in a major empirical effort concentrating on the development of instruments for use in the field of moral and religious education (see Leming, 1997, for a good review). These early studies focused on the practical application of research to address desired outcomes of moral and religious education. Likewise, research in the Center will follow in the tradition of applied research in the social sciences and humanities to better understand the real impact of training and education on the development of character and leadership at the Air Force Academy.

The second major initiative in the Center is to develop faculty, staff, and cadet competencies in the character and leadership domains. Since most character and leadership development takes place in routine, daily interactions—not in the Center's capstone events—it is critical that these daily events be complementary and
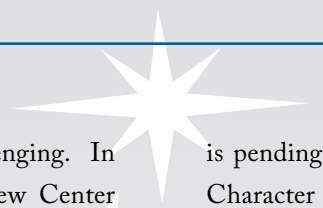
synchronized with programs and curricula at the Academy. While the Center will neither dictate nor run most of the programs at the Academy, it will be a voice of purposeful integration to assist faculty, staff, and cadets in connecting the many stairs in the character and leadership constellation. Center staff will continue to run world-class programs and honor education, but will do so with an eye toward developing all people assigned to the Air Force Academy in both the classroom and their day-to-day interactions.

Finally, the related, interdependent concepts of leadership and character must be studied, explored, and exploited in a way that capitalizes on the clear synergy to be gained by integrating efforts across the Academy. Integration must occur on many levels. Leadership and character programs must become inextricably linked. CCLD has already begun integrating leadership development into its programs. The new Third Class[1] Responsible Officership Performance Enhancement Seminar (ROPES) emphasizes interpersonal and team leadership development as groups of sophomore cadets tackle challenging low and high events at the outdoor Adventure-Based Learning course. The goal of this course is to tie leadership and character development together in a transparent and integrated way. The

Center is also partnering with the Department of Behavioral Sciences and Leadership to explore ways education and training curricula can be developed, delivered, and assessed in planned, cross-disciplinary courses and activities. Integration must occur across the four years of cadet development, across core curricular and extracurricular activities, across squadrons, across faculty and cadet development programs, and across USAFA and Air Force Professional Military Education boundaries.

The old Center's focus on stand-alone programs has been replaced by a focus on how those programs fit into the larger cadet experience. This transformation in how we think about character and leadership development will need to extend beyond of the Center walls and into the rest of the Academy. Programs across the Academy will need to be more intentionally connected to other developmental opportunities throughout the curriculum. Of the CCLD's three focus areas of integration, research, and developing people, this focus on developing a culture of integration will have the highest "return on investment" in terms of impact on cadet, faculty, and staff development because it will leverage all of the countless daily interactions in cadets' lives into meaningful developmental experiences.

[1] At USAFA, sophomores are referred to as "third classmen."

The way ahead is exciting but challenging. In addition to changing culture, the new Center hopes to build a permanent home at the Academy. The current Center is a group of people and a series of programs, but is not a place. Ideally, such a Center would be a high-impact organization as well as a physical location that would attract attention because of what it represented. CCLD is currently scattered across several locations and must use borrowed space (including off-base) for most of its programs. A new facility located in the cadet area is badly needed, for both practical and symbolic reasons. A separate CCLD facility will make a statement, both internally and externally, about USAFA's commitment to character and leadership development as the indispensable foundation of officer development. Current plans call for such a facility to be built just south of Arnold Hall, the cadet social center, with groundbreaking in early 2011 and completion in the summer of 2012.

This transformation into CCLD is still in its early stages. In reality, CCLD's standup on 1 Oct 2009 represents an Initial Operating Capability with Full Operating Capability (FOC) still a few years ahead. We must build up our embryonic scholarship capabilities and add new staff positions. The Senate confirmation process is pending for the first Permanent Professor of Character and Leadership Development who will become the Center's next Director. Private funds have been granted and a candidate has been identified to potentially become a civilian Senior Scholar in Residence who will be the Director's primary advisor and the CCLD's top strategic thinker on scholarship. Additional military and civilian positions with specific expertise must be added to reach FOC, and a future capacity to reach out to the rest of the Air Force and other universities is planned.

The future is bright but our journey is only beginning. As stated earlier, culture change in large organizations is difficult and true change takes time, patience, and persistence. The fact that things are "good" at USAFA can create roadblocks in moving us toward sustained greatness. However, there is no mission at the Academy more important than the development of character and leadership in cadets, faculty, and staff. An old adage at the Academy states that we graduate two classes each spring. The first class is composed of the thousand or so cadets who are just beginning their careers as Air Force Second Lieutenants. The second class is composed of the hundreds of military faculty and staff who are completing their tours at the Academy and rotating back to their career fields

in the Air Force. It is inevitable that both classes have been changed by their time at the Academy. It is imperative that each person, regardless of which class, walks in to his or her next duty station with a clearer sense of what it means to be an officer of character in the United States Air Force.

The officers and civilians who are touched by the leadership and character development opportunities at the Academy will undoubtedly pass along to others the lessons they have learned, both good and bad, to the people they work with in other contexts. If we do our job right, they will be equipped to develop the leadership and character of those they lead in the future. They will also be in leadership positions that will enable them connect the dots between their experiences at the Academy and their experiences at other Air Force training and education programs. Partnerships between the Air Force Academy and ROTC, Air University, Air Education and Training Command, the Air Force Institute of Technology, etc. will continue to grow. Integration outside the walls of the Academy will become more purposeful and developmental. Initial discussions with many of these organizations as well as with our joint partners at our sister service academies are already starting to germinate. Growth will be gradual,

but if we continue the effort and maintain momentum, the potential culture change across the Air Force will be revolutionary. These are the right changes at the right time in the history of our Academy. These are the answers to "Why this? Why now?"

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MISSION ELEMENT LEADERS DISCUSS BLUEPRINT FOR USAFA

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Beginning new construction takes a lot of work, and if it is to be successful, it requires a lot of planning and coordination. Even when a building is undergoing renovation or improvements, the project is best undertaken with a clear plan and a lot of cooperation among all those who take part in the effort. Although the United States Air Force Academy has been in existence for over 55 years, those who oversee its operation constantly work to improve how it does business. Recently, the leaders of the three Mission Elements (ME) shared their vision of the way forward for the Academy.
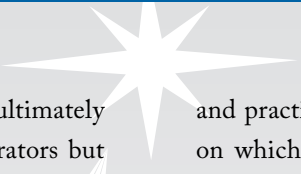
During the interviews, Lt Cols Sanders and Lindsay asked the leaders for their opinions on a variety of topics, all of which pertained to USAFA and its mission. The questions centered on character and leadership; its relevance in today's world, including at USAFA and in the operational Air Force; and how the Academy can best fulfill its mission of preparing young men and women to be leaders of character. They were interviewed separately and asked to provide illustrations based on their own experiences. Despite the fact that none of them knew what either of the other ones said,

all three leaders were strikingly united in the vision they described.

Of course, every building requires a foundation. This must be solid and support the entire rest of the structure. All three Mission Element leaders were in perfect unison on what that foundation must be: Character. They strongly echoed what many experts have written about good, effective leaders: In the words of Dr. Mueh, "You can never be a good leader and not have character." Good leaders must have both leadership ability and character. Brig Gen Born pointed out that if one has character but lacks leadership abilities, s/he may possess great and admirable characteristics but be unable to pass those traits on to others or lead them to accomplish a shared goal. Conversely, if a leader is highly effective but lacking in a solid moral and ethical grounding, the results can be disastrous. Adolf Hitler is an easy example of such a leader, but more recent examples can be found almost daily in the news. Many of the more notable recent examples come from the world of finance. Both individuals and institutions were effective in achieving their short-term goals of making money, but their lack of ethics allowed them to run afoul of the

BIOGRAPHICAL INFORMATION

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inescapable laws of economics that ultimately led to disaster not just for the perpetrators but also for millions of people who had put their trust in them.

Brig Gen Cox used a billiard table to illustrate the interplay between leadership and character. In pool, the goal is to get the balls off of the table, but they must come off in designated places: the pockets. Leadership is like the force that moves the balls around on the table. Character is like the bumpers around the table. It is character that keeps the balls in proper play. Without the bumpers, most of the balls would fall from the table and out of play, reflecting the disastrous impact leadership without character. However, with the character bumpers, the balls remain in play. Thus we need a synergy of leadership and character if we are to accomplish our goals.
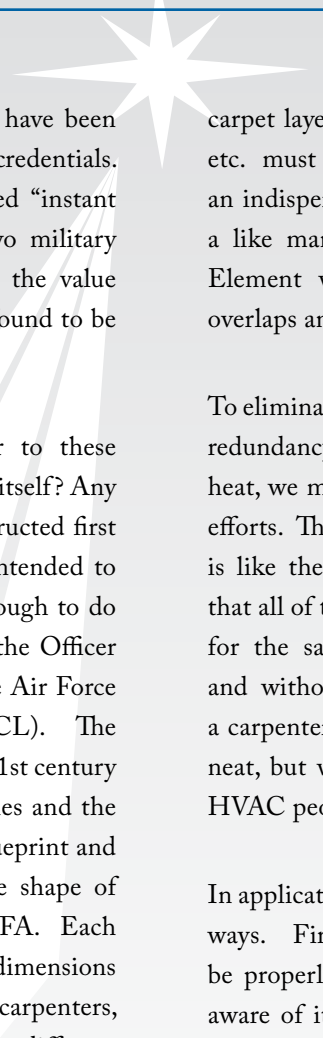
While character itself provides the broader foundation, the main ingredient of character is integrity. Every great leader whom the interviewees described was a person who displayed immaculate integrity. They had good values which they followed with unerring consistency. Dr. Mueh said that they were the kind of leader people would follow into Hell simply because of who they were.

Absolute trust is essential to all that we do, and it is more than an abstract concept; it has very real and practical benefits. And it is the foundation on which all our activities must rest. As Brig Gen Cox pointed out, we see the need for trust that relies completely on integrity every day in the operational Air Force and it doesn't include only the top officers. When an airman tells a pilot that an airplane is ready to fly, then the pilot and crew literally bet their lives on that statement and all that it represents: that the airman and crew had done all the checks they were supposed to do and that everything met or exceeded standards.

But we don't need to step outside of USAFA to see the same principle in action. Nearly every day, several times a day, eight people sitting in an airplane put their lives into the hands of cadets who are responsible for running the freefall parachuting training. Every cadet student pilot trusts that the cadet instructor pilot who is teaching him/her is competent and has done all s/he needs to do to ensure that the flight will be both safe and successful.

Dr. Mueh provided several excellent examples of how the integrity that is so common in the military is highly valued in the civilian world as well. He cited two people who went from USAFA to prestigious positions that were having ethical problems. USAFA graduate Randy Spetman and Citadel graduate Harvey Schiller filled positions at Florida State University and the

Southeastern Conference that could have been filled with people who had stronger credentials. But when these organizations needed "instant credibility," they looked to these two military academy graduates, thus illustrating the value of character even where it had been found to be lacking.

The foundation was perfectly clear to these leaders. But what about the structure itself? Any building must be designed and constructed first and foremost to fulfill what it was intended to do, and a foundation alone is not enough to do this. The guides for this edifice are the Officer Development System (ODS) and the Air Force Institutional Competencies List (ICL). The USAFA Outcomes are aligned with 21st century Liberal Education Learning Outcomes and the Air Force ICL. These provide the blueprint and overarching concepts that define the shape of what we are trying to build at USAFA. Each Mission Element provides different dimensions of the overall program, much like carpenters, electricians, plumbers, and masons do different types of work. However, they must all work from the same plan.
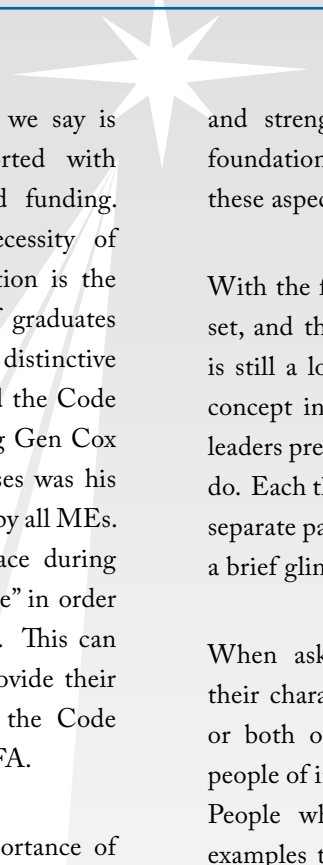
Two terms that kept coming up were integration and alignment. Integration can be illustrated by thinking of all the systems that work together in a building or even in a single room. In any office, the work of the carpenter, the mason, the carpet layer, the HVAC people, the electricians, etc. must be present. Each contribution forms an indispensible part of the overall mission. In a like manner, as the members each Mission Element works toward the goal, their work overlaps and has effective interplay.

To eliminate two sets of wires because of needless redundancy or to avoid having an office without heat, we must coordinate and carefully plan our efforts. This brings us to alignment. Alignment is like the part of the design that makes sure that all of the different elements provide support for the same thing with seamless interaction and without needless redundancy. Otherwise a carpenter may build walls that s/he thinks are neat, but which won't support the work of the HVAC people.

In application, alignment can be seen in different ways. First, each Mission Element needs to be properly aligned to the overall plan and be aware of its interaction with other MEs. Brig Gen Born identified such organizational alignment as essential to get all forces vectoring effectively in the same direction. While this does require effort, doing so lays the groundwork for additional synergies which serve to multiply effectiveness and minimize process losses by working in opposing directions.

Another way in which alignment comes

into play is with resources. What we say is most important should be supported with resources such as time, effort, and funding. One example that reflects the necessity of alignment, integration, and cooperation is the Honor Code. Many generations of graduates look at the Code as one of the most distinctive aspects of their cadet experience, and the Code crosses all dividing lines. When Brig Gen Cox declared that investigating honor cases was his #1 priority, it needed to be supported by all MEs. Investigations may need to take place during the "Dean's Time" and "Athletic Time" in order to be completed in a timely manner. This can take place only if all ME leaders provide their support, maintaining alignment on the Code which is integrated throughout USAFA.
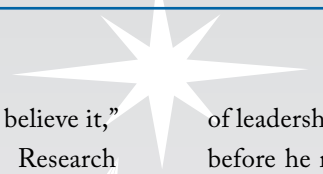
Another key illustration of the importance of integration is less distinct. When asked about what part of their experience at USAFA was most important, none of the ME leaders identified a particular program or facet. They all pointed to "the whole experience" of living here. Brig Gen Cox said, "It's living in and living up to clear, rigorous standards every day." For Dr. Mueh, it is learning to trust classmates and remaining true in order not to betray them. "The challenges of cadet life provide opportunities for growth and development," said Brig Gen Born. Academics. Athletics. The Honor Code. Military training. Teamwork. All of these intertwine to support

and strengthen all of the others to build a foundation that is far stronger than the sum of these aspects separately could ever be.

With the foundation clear, the overall blueprint set, and the guiding principles identified, there is still a lot of work to do in transforming the concept into reality. From the ground up, our leaders presented many thoughts on what we can do. Each thought could well merit treatment in a separate paper, but space constrains us to provide a brief glimpse of some of the overall concepts.

When asked about what or who influenced their character, every ME leader identified one or both of their parents. They saw them as people of integrity. People who could be trusted. People who could be used as role models, examples to follow. From this we can see that even before they are appointed to come to USAFA, prospective cadets have shown a highly developed sense of character. So the first people who begin to impact our mission are those who work to recruit, select, and admit the people who have the greatest potential. Again we see an effort that crosses and transcends ME borders.

After collecting people who already have excellent character, we are off to a good start, but do we then rest on what they came in with? Some experts support the notion that character is fixed at an early age, implying that it cannot be
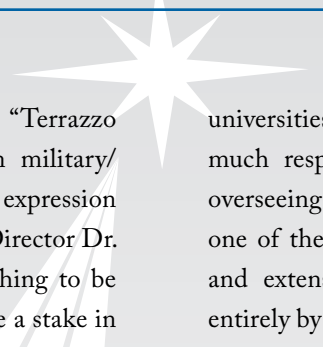
developed beyond that point. "I don't believe it," Brig Gen Born emphatically stated. Research has shown that people at all levels—both high and low character—show improvement as they encounter effective character development education, training, and experiences. An important part of our work is to help our cadets to believe that their character can be developed. This belief, coupled with the desire to improve, builds self-efficacy in the cadets and empowers our collective efforts.

Just as the most strenuous exercise creates the most physical development, so the most rigorous trials are the situations in which we can experience the most growth. This is true for character as well. The challenges in athletic competitions, in military training, during midterm exams and finals—throughout the academy—provide challenges. The key, though, is to use these challenges to improve.

Even failures and disappointments can be capitalized upon. All of the senior leaders took some negative experiences they had here at USAFA and turned them into growth experiences. It is interesting to note that all three top leaders mentioned negative experiences that they took with them. Two graduated with a bitterness or sense of dissatisfaction. Ironically, the Commandant was disgruntled with a matter

of leadership but it was not long after graduation before he realized that he wanted to come back and make a difference. It may surprise students to know that the Dean had to overcome a learning disability as a child and a "D" in psych class but instead of making that the final comment on the subject, she went on to earn two masters degrees and a doctorate.. As Brig Gen Born said, quoting author Willie Jolley, she learned to "Fail forward." Failure isn't final, but is some kind of a setback which gives us a chance to grow. We may have to step back before we can leap forward, but the work involved in stepping back makes that leap far stronger.

All three leaders spoke to dispel the misperception that the main force of change is the top leadership. In order for USAFA to be successful, the cadets must, as they always have, step up and take ownership and responsibility for making the wing run. Brig Gen Cox described two specific examples of how cadets have done this since he became the Commandant only a few months ago. It was cadets who came up with, proposed, and implemented solutions to the high number of alcohol violations and the ineffectiveness of one aspect of the disciplinary system. Brig Gen Cox didn't want solutions that would please him—he wanted solutions that would have an impact upon the cadets, and the cadet leadership found the means to success.
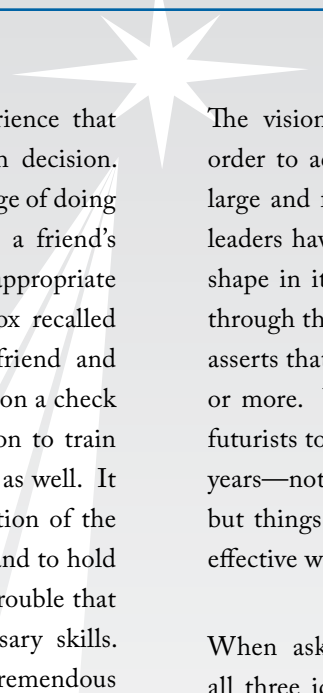
Often it is the Terrazzo side of the "Terrazzo Gap," the perceived chasm between military/academics and athletics, that uses that expression in dismay. However, it was Athletic Director Dr. Mueh who introduced this as something to be narrowed and overcome. "We all have a stake in developing the overall athlete" [emphasis added]. Citing former Superintendent Lieutenant General John Rosa, Dr. Mueh said that cadets cannot hide from their other duties. The entire environment must remind them that they are cadets. Coaches must be good role models and keep in mind that their first priority is to turn out great Air Force officers—not just athletes. This reflects his commitment to the support of the other MEs as well as the support that he knows he can count on from them. Although she has an outstanding faculty, Brig Gen Born emphasized that they are part of a larger team working to help cadets develop and succeed. Similarly, programs must engage cadets to display initiative and take advantage of them. Early on, we offer the First Year Experience and other developmental programs to help develop skills cadets need to succeed, but they must eventually learn to stand on their own, applying or discarding these tools as they see fit and accepting the consequences. It is a partnership to develop lifelong learners.

Reflecting this mindset, it is essential to the entire Academy experience that cadets take ownership. There are few, if any, colleges and universities in which students are given so much responsibility in running, shaping, and overseeing the institution. It is significant that one of the nation's most stringent honor codes and extensive honor systems is implemented entirely by students who take their role seriously. Furthermore, where else can you see sophomores responsible for training freshmen? From day one through the hat toss, cadets are indispensible and central to the effectiveness of this institution.

Leadership opportunities tend to focus on things like Squadron, Wing, or Group Staff or Basic Cadet Training positions. Through these positions, cadets learn how to lead and motivate those under them. But there is another aspect of leadership and followership that began the day they walked up the Core Values Ramp (formerly called the "Bring Me Men" Ramp) and continued into their careers.

Dr. Mueh recounted an ethical challenge he experienced early in his career. He was ordered by a major to brief something that then-Captain Mueh knew to be false. The four star general had demanded targets to hit to "show" that he was doing something in the war effort. The major had identified a place that was not a threat and the bombing of which would have killed innocent people. Capt Mueh thought, "This is the end of my career," as he prepared to tell the General the truth.

It was in large part his cadet experience that empowered him to make that tough decision. Thus cadets must embrace the challenge of doing the right thing, even if it results in a friend's getting in trouble or leads to inappropriate pushback from peers. Brig Gen Cox recalled how difficult it can be to give a friend and squadron mate an "unqualified" score on a check ride. Cadets, likewise, are called upon to train for the disciplinary side of command as well. It is in deciding not to tolerate a violation of the Honor Code, to enforce regulations, and to hold accountable friends who may create trouble that they learn and develop these necessary skills. But, as with failure, adversity offers tremendous opportunity.

One question that was asked dealt with how USAFA can prepare cadets to meet the challenges that they will soon face when they leave the shelter of the dorms and go to live in tents. Instead of clear, well-structured programs they will face the hardships, dangers, and unpredictability of an asymmetrical environment. Dr. Mueh provided great insight by pointing out that the new combat environment really hasn't changed the requirements placed on warriors—it has just provided more difficult challenges. Thus what was once required is even more important than it was before. In other words, to prepare for the challenges of tomorrow, become a master of the timeless skills you are learning today.

The vision is an enormous challenge, but in order to achieve excellence, the vision must be large and far-reaching. The work that USAFA leaders have been developing for years is taking shape in its Strategic Plan which will guide us through the next few years. But Brig Gen Born asserts that must look further out: 10 or 20 years or more. We need to start now, working with futurists to anticipate what we will need in a few years—not just infrastructure and technology, but things that will better equip us to be more effective with the next generation.

When asked what challenges they perceived, all three identified communication between all MEs to accomplish the goals of integration and alignment. They are, if you will, three distinct cultures. They each have something valuable to offer and they have their own languages and jargon. So it is essential that they all strive to communicate and share the dream, much as the current ME leaders are doing. There were also some specific challenges they identified.

For example, Brig Gen Born's faculty and staff turn over at an aggressive pace. Between one quarter and one third of the faculty turns over every year. Thus faculty development takes on tremendous importance. It is the long-term vision and a robust, aggressive program to get new and returning instructors oriented and mission effective as quickly as possible that equip

the Dean of Faculty to continue to build on an already excellent program.

In summary, many things have remained the same. Character remains central. "If you think we overteach character, . . . there's a reason for that. The world is looking for people with character." Beyond the foundation we are guided by familiar guidelines: the ODS, Air Force ICL, and the USAFA Outcomes. As overarching principles, we must always pay attention to integration and alignment of all programs to achieve the same goal. And through all of the clamor of construction, it is essential to communicate that all our efforts are perfectly coordinated.

In responding to the interview questions, Brig Gen Cox, Brig Gen Born, and Dr. Mueh each reflected keen awareness of the task and of the roles of one another. Their plan is well-laid out and they are committed to seeing its successful completion, and they are eager to empower the cadets, the ones who truly put in the labor, to fulfill these plans and dreams as they work together to build a strong future for USAFA.

This blueprint is not new in concept, but provides a clearer, more comprehensive and cohesive vision for the faculty and staff at USAFA as they execute their mission. It also shows the way forward for the key builders of USAFA: the cadets, as they take the torch that has been passed to them so that they may make USAFA the Air Force's premier institution for developing leaders of character.

DOES GOOD LEADERSHIP REQUIRE GOOD CHARACTER?

DR. MALHAM M. WAKIN

The best hope we have that, in a military crisis or moral crisis or legal crisis or business crisis or political crisis or medical crisis or any other human crisis, the "right" decision will be made is if a person of decent moral character is the decision-maker. Even having that condition satisfied is no guarantee that the "right" decision will, in fact, be made because even moral heroes make mistakes – but it really is the best hope we have.

Return for a moment to that disastrous and shameful episode in the Vietnam War on a March day in 1968, in a small hamlet sometimes referred to as "Pinkville," carried out by the platoon of U.S. Army soldiers tasked with "sweeping" this supposed haven for the Viet Cong soldiers who were thought to have laid the claymore mines which had killed members of the Charlie Company the previous week. My Lai 4 was one of five hamlets composing the village of My Lai and assigned to Charlie Company as part of a major offensive through the region. Second Lieutenant William Calley, the lieutenant in charge of one of the platoons in the company, was very young, very inexperienced, and not prepared for this leadership responsibility.

Calley's platoon soon had complete control of the hamlet. They had found no males of military age and no weapons. They did, however, have over 400 prisoners: old men, women, children, and babies! The lieutenant ordered his men to herd these civilian prisoners into the roadside ditches and to shoot every one of them!

This infamous footnote to the Vietnam War did not become widely known until several months after it had occurred. It is clearly one of the most disastrous and humiliating stains on the reputation of U.S. fighting forces. His own soldiers knew the lieutenant's order was immoral and illegal. One soldier shot himself in the foot to take himself out of the action rather than follow that order. Another emptied his M-16 rifle into the air. Another challenged the lieutenant's order directly and was threatened by the lieutenant with the lieutenant's M-16. All but a small number of the villagers were killed – approximately 15 were rescued by an American helicopter crew who held the lieutenant at bay with a machine gun while the few living villagers were airlifted from the devastating killing area.

Why retell this aberration in the behavior of a military whose history is replete with morally

BIOGRAPHICAL INFORMATION

One of the most esteemed military ethicists in America, Dr. Malham M. Wakin, Brigadier General (Retired) is Professor Emeritus of the U.S. Air Force Academy where he was the head of the Philosophy Department for over 30 years. He has published four books and countless essays and articles on ethics and related subjects.

noble and courageous acts of self-sacrifice and heroism in numerous wars? Because it points the way to understanding how critical good moral character is to good leadership. No person of decent moral character could have given the order to destroy those unarmed women, children, and babies! Interestingly enough, our plethora of books on leadership over the years seemingly takes for granted that the purposes of leaders will always be noble ones and need little examination. Most definitions of leadership we find in very excellent manuals and scholarly books focus on the attributes of *effective* leaders and seldom highlight how critical the attributes of good moral character are to the development of *good* leaders. Effective leaders are said to be capable of inspiring loyalty and obedience in their followers. They are assumed to be courageous and competent. We seldom find, even in the best of the leadership manuals, a focus on the *moral* dimensions of *good* rather than merely *effective* leadership. *Good* leaders have a moral purpose in addition to all of the other qualities that inspire trust and confidence. Hitler, after all, was an extremely effective leader but he cannot be judged to have been a good leader because he lacked that crucial moral dimension of good character. He led his many followers to do very evil things.

Good leaders can be described as having both competence (those skills that may include practical wisdom, persuasiveness, technical

knowledge, decisiveness, inspiration, caring concern for followers, etc.) and good *character*. When we review the texts of the military writers over the centuries we find great emphasis on the importance of the virtues of loyalty, obedience, and courage and this is appropriate. But leaders are unlikely to develop the loyalty and obedience in their followers if they do not themselves possess the kind of good character that stems from a demonstrated moral integrity that is constant and characteristic of their behavior. In a crisis, subordinates will rarely follow leaders they do not trust and they rarely give their trust to leaders believed to be selfish, greedy, and pursuing glory, promotions, good assignments, etc. In a very importance sense, then, integrity is the moral virtue that is foundational – it is first in the hierarchy of critical leadership virtues since without it, generating loyalty and obedience may be impossible. We trust leaders whom we believe are honest and truthful and who keep their promises. We don't trust leaders who clearly lack integrity and in a life-threatening crisis; we may not follow them.

Given this kind of thinking, and given the often repeated call to develop "leaders of character," we naturally ask – "How do we do that?" If we teach a really good course in ethics in our curriculum will that make our students persons of good character? Will mere knowledge of the good make us good persons? This is a classical

question as old as Socrates and a question to which most experienced parents can readily provide a negative answer.

Most practical philosophers, and parents, and schoolteachers will point out that there is no shortcut to developing integrity which is commonly viewed as the foundation of good character. It can only be acquired through consistent practice until it becomes habitual, until it becomes part of who we are. Like the applied skills in any venture or sport, knowledge alone does not suffice. One has to practice until the skill develops and then continue to practice until it becomes a habit.

Parents and teachers and bosses and leaders of every description may develop opportunities for their children and students and followers to practice the moral virtues like integrity, loyalty, courage, selflessness, even obedience, but only the individuals themselves can make those virtues into consistent habits. Alcoholics, drug addicts, habitual criminals can all give evidence to what happens to those who practice the harmful behavior traits. So practice is necessary, but we must practice the right behaviors if we wish to acquire the moral virtues previously mentioned. But leaders of every description can influence the development of the desired virtues through rewards and punishments but most especially by the example that they themselves provide and by the training experiences they institute to attempt to inculcate good character traits.

Would there have been a "My Lai Massacre" if the platoon leader had been a person of good character? Would there have been a corporate disaster at Enron if the executive leaders had been persons of good character? Would there have been a devastating Ponzi scheme monetary debacle if Bernie Madoff had been a person of decent moral character? How are we training the persons who have the potential to move into positions of leadership in all of our professions and corporations? Are we preparing them to become merely *effective* leaders or are we truly focusing on developing leaders of good character?

As a concluding thought I would like to share with our readers a number of brief reflections on the importance of good character to good leadership that seem to ring true.

From General Matthew B. Ridgway:

> During a critical phase of the Battle of the Bulge, when I commanded the 18th Airborne Corps, another corps commander just entering the fight next to me remarked: "I'm glad to have you on my flank. It's character that counts." I had long known him and I knew what he meant. I replied: "That goes for me too." There was no amplification. None was necessary. Each knew the other would stick however great the pressure; would extend help before it was asked, if he could; and would tell the truth, seek no self-glory, and everlastingly

keep his word. Such feeling breeds confidence and success.

Again from General Ridgway:

Character is the bedrock on which the whole edifice of leadership rests. It is the prime element for which every profession, every corporation, every industry, searches in evaluating a member of its organization. With it, the full worth of an individual can be developed. Without it – particularly in the military profession – failure in peace, disaster in war, or at best, *mediocrity in both* will result [emphasis in original].

From Warren Bennis: "The leader is responsible for the set of ethics or norms that govern the behavior of people in the organization."

From Max DePree: "Integrity in all things precedes all else. The open demonstration of integrity is essential; followers must be wholeheartedly convinced of their leaders' integrity."

From Larry Donnithorne: "Character is a prerequisite for greatness … Leaders of character create organizations of character."

From George Washington: "I hope I shall always possess firmness and virtue enough to maintain the most enviable of all titles: the character of an honest man."

From Teddy Roosevelt: "A sound body is good. A sound mind is better. But a strong and clean character is better than either."

From Melvin R. Laird: "No intellectual brilliance and no technical capacity will be enough to qualify one for military leadership unless it is combined with qualities of character that inspire other men to give forth their best effort in a common cause."

From Ralph Waldo Emerson: "Don't say things. What you are stands over you, the while and thunders so that I cannot hear what you say to the contrary." Or, in simpler terms, "Who you are speaks so loudly, I can't hear what you're saying."

And finally, from General John D. Ryan, former Chief of Staff of the Air Force:

Integrity – which includes full and accurate disclosure – is the key to military service. … we may not compromise our integrity, our truthfulness…integrity is the most important responsibility of command…any order to compromise your integrity is not a lawful order. Integrity can be ordered but it can only be achieved by encouragement and example.

LEAD WITH CHARACTER

CADET (LIEUTENANT COLONEL) GREG CAPPUZZO
UNITED STATES AIR FORCE ACADEMY

No matter what walk of life a cadet comes from, we are all here to develop ourselves as officers, be it in the United States or countries around the world. Every day we take part in experiences designed to prepare us to be leaders of the Armed Forces. In order to accomplish this daunting task of being officers, for four years we engage in physical training, military discipline, and academic scholarship. The Officer Development System and United States Air Force Academy Outcomes outline the qualities and attributes we seek to instill in each officer candidate. To realize these high aspirations, however, it is not sufficient to merely go through the motions or simply function as a widget in the USAFA machine. To fully realize our potential, we all must acquire the proper mindset.

Although many of the efforts I describe in this article are generated from my own experiences at USAFA, I challenge each reader, to include all members of our military, to analyze his or her own life and participation as a military professional. Through daily interactions we see plenty of examples of people who follow the rules and those who don't. That distinction is easy. What is harder to distinguish are those people who follow the rules by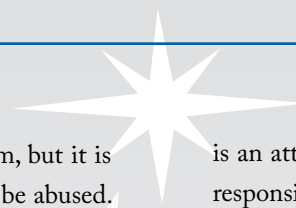 the letter of the law and those people who go beyond the motions to lead in the spirit of what those rules ultimately stand for and are trying to create. Throughout all of my interactions, I've come to the conclusion that it takes character to develop oneself as a leader. But what does it look like to have character as a requisite to becoming an exceptional leader?

In and out of the military, it's the people with the high positions whom most people call leaders. If this is the case, it would only take putting in the time, academic excellence, or a few more years of practical experience to attain the rank of "leader." I'd like us to consider that "leader" means more than a position; it means going beyond what we thought was ordinarily possible given our current circumstance. To do so takes something more than technical training, knowing the answers, or even shiny shoes. Whether we are managing or leading, without character, we are not living up to our full potential, and our organization will suffer for it.

Character means many things to many people. Here at USAFA, the actions of someone with character includes holding people accountable for their actions, admitting mistakes, and giving proper credit for work done by other people. Character is

BIOGRAPHICAL INFORMATION

Cadet (Lieutenant Colonel) Greg Cappuzzo is a senior at the U.S. Air Force Academy and is the Wing Character Officer.
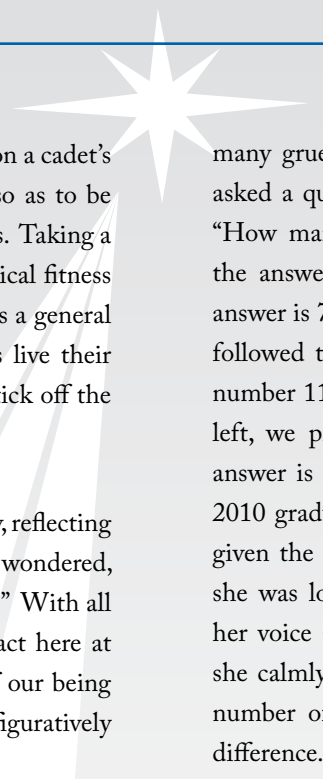
easy to spot in the Academic classroom, but it is also the place where it can most often be abused. The number one complaint from cadets is that they do not get treated like adults. When a teacher fails to hold a cadet responsible for his or her own actions, it breeds feelings of cynicism. It tells the student that the teacher doesn't believe that he or she can hold themselves to the high standards originally outlined. These type of actions such as excusing late work or accepting justifications for behavior doesn't benefit either party and lends to the decline in character. We often talk about the Honor Code here at the Academy, and Character is often cited as the difference between following the Honor Code and living by the Honor Oath. By following the Honor Code, you don't lie steal, cheat, or tolerate other cadets who do so, but by living the Honor Oath you pledge to live honorably. The biggest difference is that by living honorably throughout the day you stop looking for ways you could avoid violating the letter of the code and start taking actions in the spirit of living honorably and doing the right things. This is just one example where we as cadets can see our actions being swayed by our mindset. If we apply a mindset that is fixed to the constraints of our surroundings then we will never be able to fully utilize our leadership skills. However, if we employ a growth mindset, one in which we are willing to fully embrace the possibility of the situation, than we can enhance our experience and our ability to make a difference. This difference

is an attitude that reflects a willingness to accept responsibility for any outcome that occurs in the situation. This includes not only your own personal actions, but the actions of your group and actions that may be out of your control. Character is more than a fixed way of thinking. Sometimes as Henry Ward Beecher once said, we need to "Hold [ourselves] responsible for a higher standard than anybody else expects of [us]." By holding ourselves responsible, we set an example that not only our subordinates will follow, but our peers and our leaders as well.

A cadet's time on the USAFA property can span up to 5½ years, and there are hundreds of decisions that we make as cadets every week. Entering my final semester here at the Academy, I find myself reflecting on what I have observed in myself and in my fellow cadets over the last four years. With few exceptions, cadets go through their daily lives living for graduation. Without a significant shift in mindset, graduation will only mean the end of marching, the end of classes, and no more DI[1]. It will mean getting paid more and leaving all of the turmoil behind. Countdowns to graduation for every class are mandatory knowledge for the doolies to know on a daily basis. Staff tower announcements about who has less time here are more frequent than most of us would like to admit. Of course good grades are essential if cadets are looking to obtain a graduate degree, but the "2.0 and go" chant of the classes of old

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[1] DI is dormitory inspection. Each night, all cadets must be accounted for by being in their rooms or in an authorized location.

still lingers here on the hill[2]. Also big on a cadet's priority list is staying out of trouble so as to be able to take advantage of free weekends. Taking a breath of relief when we pass the physical fitness test is also high on the priority list. As a general observation, for the most part, cadets live their lives the same way for four years and tick off the time until they leave the Academy.

Walking back from lunch the other day, reflecting on the general way cadets function, I wondered, "Is that it?" "Is this all we're living for?" With all of our opportunities to make an impact here at the Academy, is the whole purpose of our being here to merely survive the trials and figuratively limp to graduation?

I'm reminded of a Firstie (senior) who trained us during recognition[3] back when I was a doolie (freshman). We were at the peak of our exhaustion, pushing ourselves further than we ever imagined possible and were fumbling every knowledge question thrown at us. Now this particular cadet wasn't the most-liked cadet in our squadron. She was one of those cadets who got in your face when you screwed up and made sure that you were following every rule in the book. More than once during the year we would complain about how we hated her style of training and how she was one of the only ones who called us out. True to her style, she was right there at recognition correcting us as she had done all year. After
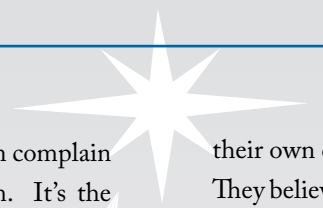
many grueling knowledge questions, she finally asked a question we were all ready to get right: "How many days until I graduate?" Knowing the answer, we all responded that "Ma'am the answer is 74 days." Satisfied with the answer she followed the question up with "What does the number 1173 stand for?" Hearing our class days left, we promptly responded with "Ma'am the answer is the number of days until the class of 2010 graduates." Immediately we knew we had given the right answer, but it wasn't the answer she was looking for. We expected her to raise her voice and start chewing us out, but instead she calmly but forcefully said, "Wrong, It's the number of days you have left here to make a difference." That moment of inspiration has stuck with me for the last three years.

What made her different? What separates those few cadets who have the strategic vision to make a difference on the lives of their subordinates so strong that, three years later, they remember every word that was said? I assert the difference is a mindset.

This difference in mindset can be seen across the Cadet Wing on a daily basis. You can separate cadets into two different categories: the lions and the lambs. The lions are the cadets who go to Cadet Professional Military Education with an open mind, looking for every opportunity, and the lambs are those who hang out in Mitchell

[2] "on the hill" refers to being on the Academy campus.
[3] Recognition is the final intense training period before freshmen are recognized as being upperclassmen.

Hall until the very last minute and then complain every minute they're in the classroom. It's the lions who teach basic training with an undying hunger to impact lives and the lambs who wonder why permanent party[4] has put all of these constraints on their lives and actions. It's the lions who understand that their time is better spent on the development of their followers rather than the lambs who can be found hiding out in their rooms watching movies and surfing the internet. It's the difference between the lions going to required briefings and doing the things that are required rather than the lambs pretending that they're too busy to be bothered by such things. Interestingly, it is the lions who are most humble while the lambs arrogantly think there is nothing new to be learned.

So what makes the difference between the lions and the lambs? Why, when we all receive briefings on character and leadership, do some seem to display the learned knowledge and others don't? It turns out that it's not the situation that we're put into, but the fundamental mindset that we personally take that makes all of the difference. By altering our mindset we find that it's our own attitudes that limit or enhance our experiences.

Our mindset is by far the most impactful part of our being that affects of our potential impact. By analyzing the mindsets a little more we see that the lambs believe that everything they do is out of their own control and a function of circumstance. They believe that there's a war between permanent party and that we are two sides battling for power over the actions of the Cadet Wing. The lambs think that they can't do anything about their own futures, and that the policies in place dictate their lives. The lions on the other hand see that they are the authors of their future and they are the ones who create opportunities for themselves to succeed. They understand that they have a say in most things that go on, and that there is a partnership between themselves and the permanent party; both are working towards the same goal. The lions not only help set the policy, but know that if there's something in place that doesn't make sense, they work with their leaders to change the policy. They take the view on life that they do make a difference.

So then, if we have the same situation, yet two completely different experiences, I am left to the conclusion that the one thing we have the most control over, how we see ourselves, others, and the situation, is the only thing that limits us. It's not permanent party, rules, policy or standards that constrict our performance, but rather we do so by not being able to see what is possible in each and every situation.

The people I respect and want to most emulate are those who take the view that they control their experience and who have the mindset

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[4] Permanent party refers to the officers and staff at the Academy as opposed to the cadets.

that what they do matters. The real leaders are those who hold themselves and their peers to the standards, even when it isn't the popular thing. It's not that we don't all "know" this to be true, but what makes the difference between knowing and action is having this mindset of taking advantage of each and every situation to develop oneself as a leader. I have come to the conclusion that character isn't simply trait that you have or don't have; rather it is something we have complete control over: our mindset.

That's what I mean when I say it takes character to develop true leadership. Without character we will never take advantage of the opportunities required to fulfill our true potential. This is an easy concept to understand, but a very difficult concept to implement in our daily lives. I must look at myself authentically and ask myself if I have the courage to be a lion under the most challenging of circumstances and when those around me are being lambs. Here at the Air Force Academy, there is no shortage of opportunities to make a difference and be the difference in our peers' lives. I challenge each of you the next time you are faced with an decision, no matter how small it may be, to take a step back and ask yourself, "Who am I going to be and what do I stand for? What mindset will I hold? Am I going to be a lion or a lamb? What's it going to be?" It is a good thing that we have the opportunity to be difference and make a difference in the lives of our peers and the institution. I hope that the outcome of our decisions always includes the choice to be a lion.

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