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The first issue of this journal was titled Journal for Character and Leader Scholarship. We have changed to Journal of Character and Leadership Integration to more clearly represent the new field of study we hope will be fostered through this publication.

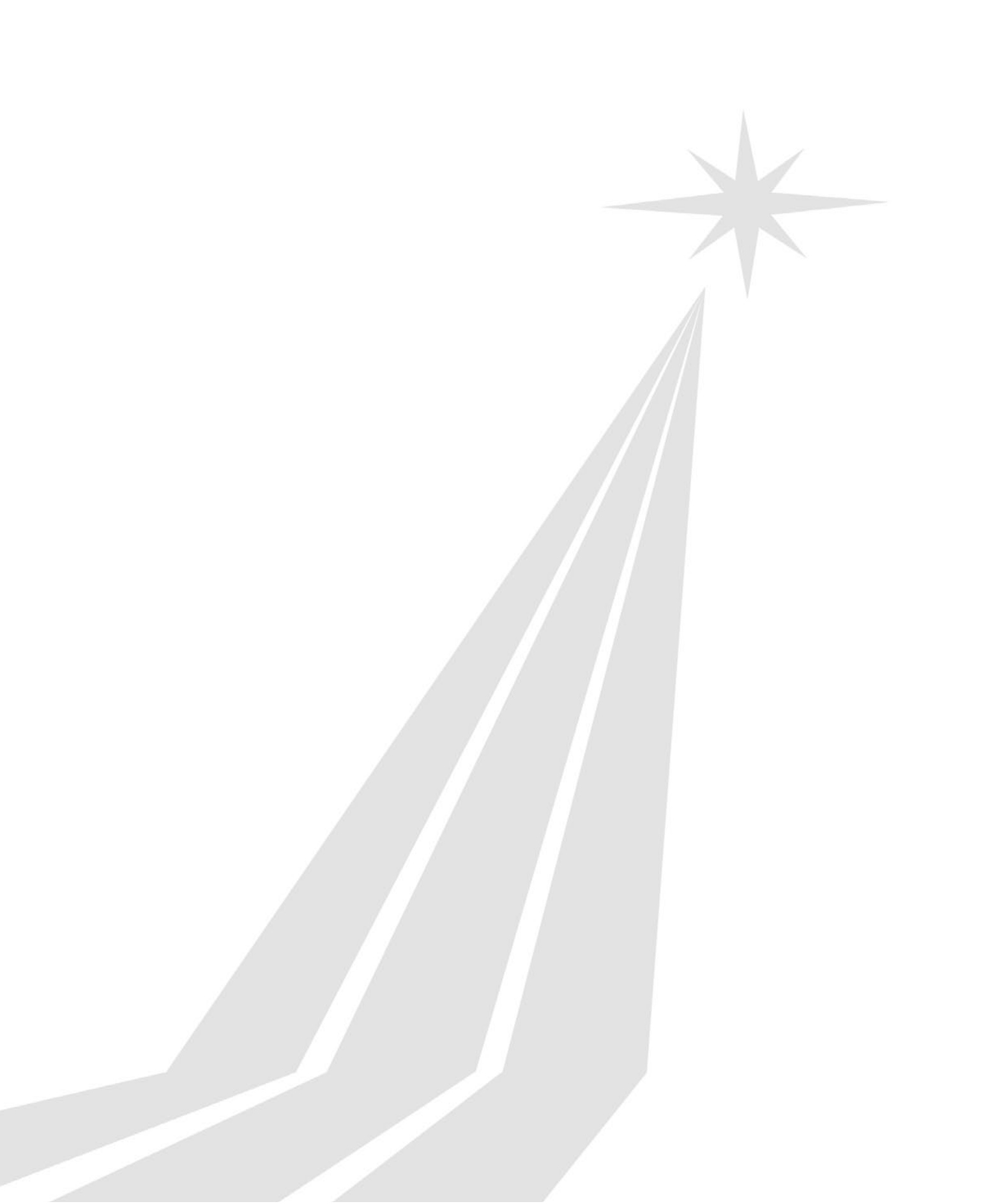
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A Military Service Perspective Regarding the Integration of Character and Leadership

Douglas R. Lindsay, Lt Col, USAF, PhD
Joseph E. Sanders, Col, USAF, PhD

The Profession of Arms is in the midst of an extraordinary transformation. Historically, military might was proven by massing armies against each other and combating until the dominance of one side was established. Modern warfare and military operations reveal a much different type of battlefield. The terminology that once defined our workspace in the military such as battlefield, standing armies, and economies of scale has been supplanted by terms like coalition forces, peace-keeping operations, and information operations. This changing context has imperative implications regarding the training of future military forces. One of these specific implications involves the decision-making process at the individual and tactical level. Decisions that were once made at senior levels are now dispersed

throughout the military hierarchy. Accordingly, all military members on the “battlefield” of today must be prepared to make decisions that influence not only the success of the immediate mission, but also the completion of the overall theater mission. For example, a young sergeant that is leading a squad through a village in Afghanistan can no longer assume that the impact of his or her actions are limited to that geographical location. Poor decisions, such as those that lead to civilian casualties, could destabilize military-civilian relations locally and diplomatic relations internationally. Thus, even when operating at a tactical level, improperly executed decision making can destabilize the broad military mission (Sanders, Lindsay, Foster, & Cook, in press).

Lt Col Douglas R. Lindsay, PhD, is a 1992 United States Air Force Academy graduate and currently an associate professor in the Department of Behavioral Sciences and Leadership at USAFA. He has served in numerous positions such as flight commander, inspector general, research psychologist, assistant professor and executive officer. He is currently actively involved in research with over 30 publications and presentations and serves as the Deputy Department Head for Research. His areas of specialization are in leadership education and development, leader-member exchange, and time orientation effects on individuals and organizations.

Colonel Joseph E. Sanders, PhD, is the Permanent Professor and Director, Center for Character & Leadership Development, United States Air Force Academy. The Center is responsible for providing leadership, honor, and character education to the Cadet Wing. The Center is central to supporting the Academy’s mission of graduating officers of character, and integrating the Air Force’s Core Values. Colonel Sanders has served as a Missile Combat Crew Commander, Peacekeeper ICBM Instructor, and Assistant Chief, Simulated Courseware Development.

The unprecedented importance of tactical-level decision making necessitates that our forces behave consistently with the rules of engagement associated with the area of operations, but also by certain ethical and moral principles – principles that take into account the culture of the country in which they are operating. Therefore, old models of simply training a set of leader skills and competencies are useful (and necessary), but no longer sufficient. Rather, service members must recognize that the situational flux has accelerated to a point that leader strategies that work one day might not work the following day. Taken further, leaders cannot be guided solely by cognitive knowledge, but also by a broader set of fundamental principles related to their sense of self and being. Service members with the right state of *being* create a capacity for growth and application versus a set of competencies that might fail as the situation changes around them. Specifically, this involves being, feeling, thinking, and behaving ethically and effectively even when encountering novel and often critical situations (as is common to the military profession). To the point, force development must focus on its service member's fundamental character. As militaries advance into the 21st Century, their educational institutions must become increasingly concerned about how to develop members' character and leadership performance capacities.

It is to this point that the current issue of JCLI is aimed. Specifically, with the changing nature of the profession of arms to accommodate current military operations, what are the subsequent implications for developing leaders of character? This issue will address this question by examining it from many different points of view. The journal starts with an interview from Lt Gen Michael Gould, Superintendent of Cadets at the United States Air

Force Academy (USAFA). He discusses the changes in military training for the current generation of cadets and how to prepare them for the new age of warfare they will face.

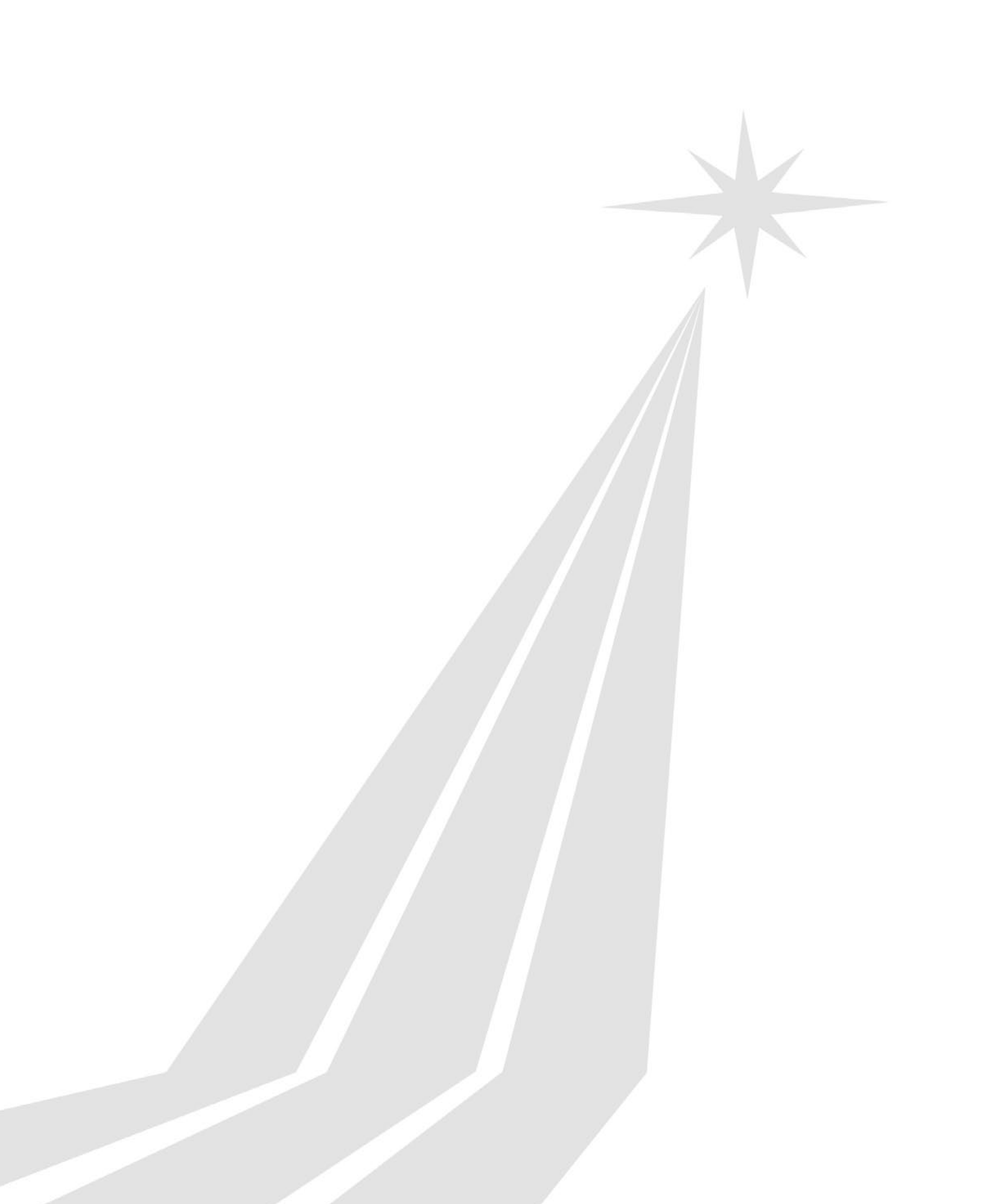
Following the opening interview, several of the service academies have written articles explaining their approach to character education and leadership training. The first article is from the United States Military Academy (USMA) written by Lt Col Michael Turner, Maj Chad DeBos and Lt Col (Ret) Francis Licameli. They focus on the moral development of future military leaders and compare their education with current college level programs. West Point has a Cadet Leader Development System to ensure that officers receive education to make the right decision when faced with moral dilemmas. Next, Capt Reed Bonadonna at the United States Merchant Marine Academy (USMMA) discusses the history and significance of the honor code. He reasons that the code should be taught across the academy in historical and ethical depth for it develops habits of trust and accountability. Honor is inherited from the past and must survive in contemporary culture with enduring characteristics. The journal continues with an article from USAFA written by Dr. Jeff Jackson, Lt Col Doug Lindsay and Maj Shane Coyne. USAFA makes an effort across all mission elements to address the institutional outcomes with requirements of character and leadership competencies. They promote growth in these areas with academics and experiential programs. The goal is to produce competent leaders whose actions are informed and guided by character. Then, Capt Mark Adamshick at the United States Naval Academy (USNA) explains the growth of their character programs since it began in 2005. He discusses how midshipmen are taught three pillars

of moral, mental and physical development. Honor and character are important training for exceptional leaders.

The service academy perspective is concluded with an article from Steve Shambach and Dr. Jeff Jackson at USAFA, who discuss the development of the Service Academy Consortium on Character Assessment (SACCA). This collaboration amongst the five service academies strives to improve character assessment resources, and shares information and initiatives which make training more efficient and effective. The common mission of the SACCA is to produce leaders of character and this provides a forum for resources and research.

After the articles from the various service academies, there is a personal reflection on character and leadership training by USAFA Cadet

Josh Matthews. He discusses leadership goals and core values from the cadet perspective. This is followed with a narrative from CMSgt Salzman, Command Chief Master Sergeant, USAFA, on the development of leadership. He expresses the importance for the cadets to practice leadership skills and learn from their mistakes while in training. Then the journal concludes with an interview with Dr. Ervin Rokke, current president of the USAFA Endowment and 1962 USAFA graduate. He describes the changing nature of the 21st century profession of arms; attributes that he sees as imperative to future officers, and the best ways to train, educate and develop cadets with respect to character and leadership.



Interview: Lt Gen Michael C. Gould, Superintendent of Cadets

The following article is a summary of an interview conducted on July 6th 2010 between Lieutenant General Gould, Superintendent of the United States Air Force Academy (USAF), and Angela Mound, Scholarship Associate in USAFA's Center for Character and Leadership Development.

MS. MOUND: General, how would you describe the changing nature of the Profession of Arms in the 21st Century.

LTGEN GOULD: What's changing the most is technology. The biggest challenge becomes anticipating the impact of these changes. For example, here at the Academy our rigorous academic program helps us to create young people who can think critically, which is what is required for us to stay ahead of technology. Our profession needs critical thinkers out there who can anticipate the next change, people who can adapt on the fly, problem-solvers to plan for the unknown. It's hard to do. But if we don't we won't be able to think ahead to what's coming next. The reality is that in this day and age our planning, programming and budgeting take so long. Our acquisition

process and our weapons development takes so many years that we can't guess wrong. Otherwise, we will be committing billions of dollars towards some capability that's going to be outdated. That's why we need critical thinkers who are equipped to anticipate the implications of rapidly changing technology and are prepared to lead our Airmen in the 21st Century.

MS MOUND: Is this emphasis on "critical thinking" something new for the profession?

LTGEN GOULD: I remember the early days of computerized scheduling for flying operations. Back then, if the computer was down, the jets wouldn't fly. You didn't know when to step to the airplane. We didn't know what to load on it. We get so reliant on technology. We need critical thinkers who are thinking ahead and saying, "Look, just because the

Lt. Gen. Michael C. Gould is Superintendent, U.S. Air Force Academy, Colorado Springs, Colo. General Gould earned his commission and a bachelor's degree in behavioral science from the U.S. Air Force Academy in 1976. He has commanded an operations group, an air refueling wing, an air mobility wing and the Cheyenne Mountain Operations Center. He has also commanded the 3rd Air Force, Royal Air Force Mildenhall, England, and the 2nd Air Force, Keesler AFB, Miss. His operational and staff assignments include three tours at Headquarters U.S. Air Force, along with duty as an Air Force aide to the President and military assistant to the Secretary of the Air Force. He served as the Director of Mobility Forces for Operation Joint Endeavor and as USEUCOM's Air Expeditionary Task Force commander for the deployment of African Union troops into the Darfur region of Sudan. Prior to assuming his current position, he was Director of Operations and Plans, U.S. Transportation Command, Scott Air Force Base, Ill. General Gould is a command pilot with more than 3,000 hours in a variety of aircraft.

computer system is down, the operations need to continue.” We may have all these capabilities, but if we are so heavily reliant on technology and then through a malfunction or perhaps cyber attack, we lose that capability, we need to be able to think our way through it.

MS.MOUND: How does this idea of technological change fit with the Academy’s mission to develop leaders of character?

LTGEN GOULD: When I think about the attributes necessary to lead in this environment, they are the same attributes that we’ve based our training and education and officer development on for many years. It’s all about integrity, service and excellence. And not to sound too cliché, but that’s what is special about the Air Force Academy. While we will keep up with the new technology by training cadets in the new fields of Cyber warfare or Unmanned Aerial Systems, what really makes us special is our core values: integrity, service and excellence. And these values don’t change over time. In fact, when we start thinking that these values are shifting, that’s when we will lose our focus. And so our challenge here at the Academy is to hang on to these bedrock values -- but also to think of better ways, more effective ways of teaching these young people why integrity comes first. And while we can lecture all day and talk about it -- it’s the real-world example that works best. It’s building realism into all the training we do. It’s building realism into the classroom. And by realism, I’m talking about real-world problems, things that our cadets can relate to. Whether it’s a training exercise or studying in the classroom, things that they can actually apply to their lives or applications they can envision down the road. We need to continue to think of ways to get better at this.”

MS.MOUND: Is this why our cadets like listening to men and women who have recently returned from Iraq or Afghanistan? Is it because these officers have experienced “real-world” military challenges? I’m thinking specifically of the Academy’s programs Falcon Heritage Forum and the National Character & Leadership Symposium (NCLS).

LTGEN GOULD: Yes. In fact, this year, we decided at my urging to dedicate two full days to the NCLS. We will have no classes on Thursday or Friday. I want everybody at the Academy to be able to focus on our visitors, including our faculty and staff. We’re doing this because of feedback we’ve received from the cadets. You know, it’s like when you were in grade school and going on a field trip. It was always a whole lot more fun than Spelling and Math and History. It’s kind of like a field trip for us when we bring in these distinguished people. We learn from other people’s experiences, from their war stories, and we learn from their stories about overcoming adversity.

MS. MOUND: Are we doing a good job communicating the importance of these core values to our cadets?

LTGEN GOULD: We do well, but we can always improve. I’m concerned about each of the 1,000 cadets who walk across the stage on Graduation Day. I want the last graduate to be just as prepared to lead and lead with character as I do the number-one graduate. I realize that’s sort of dreaming about a perfect world, but that should be our goal. Every one our graduates are going to be a Second Lieutenant; every one of them will be leading airmen from day one. So are we doing well? You bet. Can we do it better? Absolutely. And I think the way we have to attack this challenge is to figure out the best use of a cadet’s time. Each one of us at

the Academy needs to ask: “What is the right mix of academics, military and athletic training?”

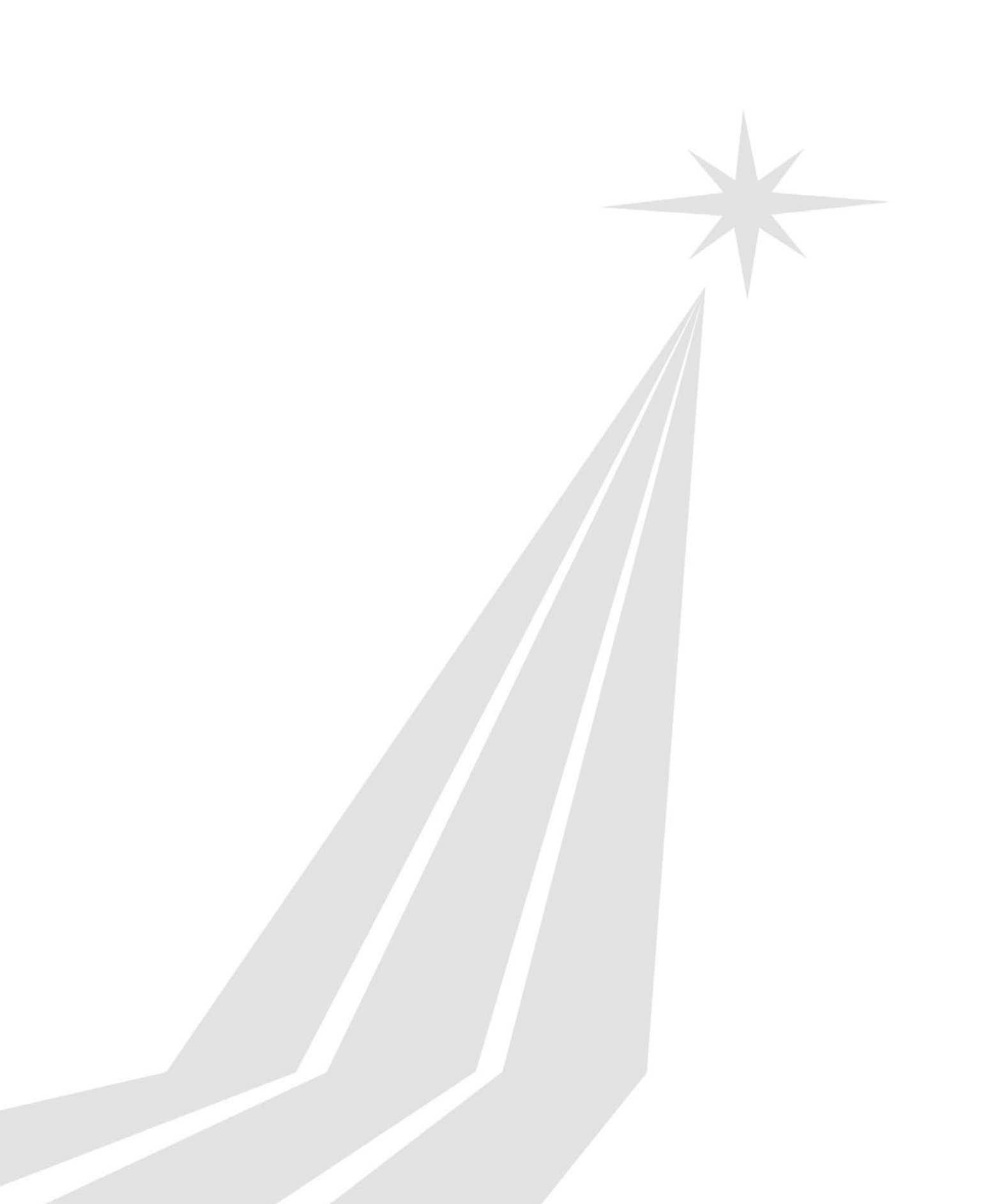
MS MOUND: What are your thoughts on helping our cadets become the best leaders they can be?

LTGEN GOULD: One of the ways we can turn them into better leaders is let them be the teachers. And we have to be big enough to acknowledge that they do have some skill sets and some knowledge that we don't.

Major General Perry Smith, who has written several books on leadership, builds on the theme that “leaders are teachers and teachers are leaders.” We need to be big enough to acknowledge, “Hey, our cadets may have some skill sets we don't. Teach me.” I try to get feedback from cadets all the time. I ask them: “How can we do this better?” I get a lot of good ideas.

MS MOUND: When it comes to exchanging ideas on how to develop leaders of character do the military academies collaborate enough?

LTGEN GOULD: Well, I think it's important that we share ideas because we are all about duty. Each service academy has that common goal of enculturating young people into the concept of duty, serving one's country and doing it selflessly. We have to avoid believing that any one of us is doing it the right way and the rest are not. If that every happened, we'd all be missing an opportunity to learn from each other.



Moral Development: The West Point Way

Lt Col Michael E. Turner, Maj Chad W. DeBos & Lt Col (Ret) Francis C. Licameli

Abstract

What moral education strategies is the United States Military Academy (USMA or West Point) utilizing to help prepare its members for the ethical challenges they will encounter? A detailed search of the literature turned up little information on this topic. This article briefly discusses some of the findings from studies that have been completed in the area of moral education at the college level. Then it turns to the United States Military Academy's Cadet Leader Development System (CLDS) that resonates through formal programs as well as a host of activities and experiences. USMA is offered as a model institution for moral education at the undergraduate college level.

Introduction

Over the past decade, the American society has been inundated with political and business scandals, reports of abuse by the military, steroid use in professional sports, and problems with academic cheating. Increasing numbers of these stories, that

grab the headlines of every major newspaper, involve young people making decisions that undermine the moral principles that the United States proudly professes to emulate. Adolescents today, more so than ever before, must be properly prepared to face tough, possibly life-threatening and career ending moral dilemmas. Young military officers that have

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been sent, by their country, to fight guerilla wars and rebuild countries are facing moral dilemmas, every day, where the decisions they make could cost their soldiers' lives, their country's integrity, or the loss of a promising military career. Considering what this country has asked of these junior officers and soldiers, the nation owes it to them to ensure they have received an education that will help them make the right decisions when faced with a moral dilemma. Colleges and universities have accepted some of this responsibility and are now charged with not only the academic education but also the moral and ethical education of our young men and women.

This paper focuses on the United States Military Academy (USMA or West Point) and the moral education it provides to future military leaders. First in this paper, I will discuss findings of some of the significant research that has been completed in the area of moral education at the college level. These studies identified some of the different techniques, activities, programs or environmental characteristics associated with a higher learning institution and moral development. Then, I will take an extensive look at the United States Military Academy's moral-ethical education program. My intent is to highlight the significant characteristics of the United States Military Academy's moral education programs and to offer it as a possible model for other higher learning institutions.

Review of the Literature

The goal of any moral education program is to develop students to make ethical decisions and display ethical behavior. Sanger and Osguthorpe (2005) suggest an initial framework for the practice of moral education consisting of four areas: methods of instruction, curricular materials,

programmatic ends, and moral content. Methods of instruction refer to how teachers, faculty, and administrators manage moral education. Curricular material addresses the material used in instruction. Programmatic ends serve to identify the goal(s) of the program. For example, the ends may be to foster a culturally accommodating environment or have students develop a certain type of character. Finally, moral content speaks to what that academic institution believes to be morally right, caring, and virtuous. These beliefs are sometimes represented in terms of rules, principles or different institution programs (Sanger & Osguthorpe, 2005). These areas are not all encompassing and should simply serve as a basic framework for a higher learning institute to use, a point that Sanger and Osguthorpe readily reveal. Numerous research studies have been conducted to determine the effect different variables have on the moral education of undergraduate students. Many of these studies identified variables that fall within one of the four areas listed earlier. As some of these studies are discussed, keep these areas in mind as a possible way to organize the different approaches to moral education.

The Carnegie Foundation Study

The Carnegie Foundation conducted a three-year study of the practices and effects of moral and civic education at 12 diverse college campuses. All 12 of these institutions, prior to the study, were determined to have a strong commitment to moral education. It was a common belief among these institutions that moral or civic education should be linked to not just the academic environment, but to programs, activities and experiences found throughout the campus. The study identified some important commonalities among these institutions (Beaumont, 2002). One distinct similarity was that the mission statements that guided these

institutions all professed a goal and commitment to educate and develop students both academically and ethically. The following mission statements are cited for the purpose of illustration:

...Notre Dame prides itself on being an environment of teaching and learning which fosters the development in its students of those disciplined habits of mind, body and spirit, which characterize educated, skilled and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensibility to the poverty, injustice and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice. (Mission Statement, Notre Dame)

An outstanding historically black college for women, Spelman promotes academic excellence in the liberal arts, and develops the intellectual, ethical, and leadership potential of its students. Spelman seeks to empower the total person, who appreciates the many cultures of the world and commits to positive social change. (Mission Statement, Spelman College)

These mission statements focus institutions' energy and direct the staff and faculties' collaborative efforts in creating an environment that best supports its requirements.

The Carnegie Foundation study observed that translating ethics lessons into real-life dilemmas proved effective. This integration of the discussion of moral issues occurred in both interdisciplinary general education courses and courses within a large

cross-section of disciplines. An effort to cultivate critical thinking and effective communication was the motivation behind the inclusion of moral discussions within these courses (Beaumont, 2002). Important to this type of learning was the use of situations and predicaments that students might actually encounter and having them struggle through the process to come up with solutions and appropriate actions. Providing ways for moral learning to happen outside the curriculum and dealing with tough situations helped students develop skills in the areas of compromise, moral reasoning, and interpersonal sensitivity.

Another commonality found within these institutions was the amount of resources they spent on educating students on diversity, multiculturalism, and the rights of others. Cultural diversity and equal opportunity instruction is premised on the assumption that sensitivity to cultural, gender, religious, and ethnic differences by design promotes social justice and harmony between people and this is morally educative. Seminars, lectures, ethnic organizations, and diversity programs are just a few assets that colleges used to teach students about others. Moral education and the ability to function effectively in a diverse world are closely linked. Establishing a campus-wide culture that possessed certain shared values was another important aspect of these 12 studied institutions. Some of these values included honesty, integrity, fairness, and strength of character (Beaumont, 2002).

The study also highlights several different approaches used by colleges and universities to further the moral education cause. Some institutes focused their moral and civic education effort around forming connections with and providing services to a particular community that was usually located in close proximity and whose members

were less fortunate than those students on campus. At other colleges, personal virtues and values play the key role in a student's moral education. For example, the Air Force Academy's commitment to personal values is well known, incorporates the campus culture, and has considerable resources behind it. These values are interwoven in all aspects of the campus and academic environment. A number of their programs, that reach all cadets, seek to foster and develop values such as respect for others, spirituality, loyalty, and integrity. Promoting civic action resulting in social change is another approach used by colleges as part of their moral education program. "Notre Dame's Center for Social Concerns is the organizational embodiment of the institution's concern for social change, and serves as a central organizer of and support network for a range of service learning courses and community service programs" (Beaumont, 11). The themes for many of this center's programs are social justice and responsibility.

The Carnegie Foundation study identified factors that influence the creation of an institutional structure and climate that is conducive to the moral education of undergraduates. These factors were the institution's leadership and the campus culture. Strong leadership and support from top-level officers, like the university's president, or prominent faculty members who worked together to develop moral education programs was essential for success. On some campuses, a center was established to integrate and coordinate moral education in collaboration with other members of the staff and faculty. "At Duke University, the establishment of the Kenan Institute for Ethics was an important step in creating an institution-wide commitment to civic education, and also made the University a national leader in this area of education. The

Institute has significantly expanded an infusion of ethics across the curriculum through course development and evaluation, support for service learning, the incorporation of ethical discourse into Duke's First Year Writing Program, and the Kenan Instructorship in Ethics, a fellowship awarded to a graduate student to develop and teach an undergraduate course with substantial ethical focus" (Beaumont, 13).

Campus culture is also addressed in this study and the effect it has on moral education. The learning that occurs in the classes is less effective when the external environment does not support it. The values, virtues, and ethics that institutions are trying to instill in their students needs to be supported by the campus culture. Ineffective learning occurs, for example, when a university teaches social responsibility but allows underage drinking to occur on campus. Creating the right conditions inside the classroom to learn is just as important as creating the right conditions outside the classroom. The strengthening of a student's sense of commitment to the moral education lessons being taught goes beyond the curriculum or programs, relying heavily on the campus culture he or she comes in contact with.

Effect of Teaching Formats on Moral Judgment Growth

Wilton Bunch researched the effect of different ethic course formats on moral judgment growth (2005). The population for his study consisted of 180 students of the Benson Divinity School. About 15% of the students were women. This study's research question was "What format of ethic courses produce the greatest increase in moral growth amongst students at a divinity school?" (Bunch, 2005) This research was important because

past research had shown that students at church-related schools and Bible colleges demonstrated lower levels of moral judgment growth compared to several other type higher learning institutions (McNeel, 1994). The three different formats of instruction were: 1) 32 hours of lectures on the concepts of ethics; 2) 25 hours of lectures covering the same topics and seven hours of small group discussions of cases of moral dilemmas; 3) 30 hours of small group discussion with reading and writing assignments, eliminating lectures. This study had the students complete the Defining Issues Test (DIT) before and after taking ethic courses taught in the three different formats. The DIT is a questionnaire, consisting of six vignettes of moral dilemmas, used to measure moral development. The group mean for the level of moral development found in students that received the 30 hours of small group discussion showed a significant improvement. The other two teaching formats did not have a significant effect. These results were similar to experiences in medical schools (Bunch, 2005). This data suggests that the moral judgment of students enrolled in a higher learning institution can be improved if the ethics classes use small group case discussions. Group discussions afford an opportunity for students to communicate their ideas to others, to dispute others and to have their own ideas challenged.

Moral Intervention Studies

The impact of a moral intervention project with adult undergraduate students was the focus of Cheryl Armon's study (1998). The study consisted of 39 students who served as mentors at an inner-city high school. The mentors worked with students individually and in small groups. The mentors' direct and personal interaction with racism, prejudice, and lack of justice was expected to alter their beliefs about such issues and boost their motivation to

attend to them more actively in the future (Armon, 1998). The mentors discussed their experiences and assigned readings during weekly university seminars and were also encouraged to make journal entries after their high school visits to facilitate reflective thinking.

Mentors completed surveys at the end of each quarter of service. The surveys recorded learning experiences related to prejudice, racism, and social justice issues. The results of the study indicated that the intervention program had a significant impact on the mentors, where they developed new concepts and behaviors related to racism, stereotyping, and inequality. This supports the notion, which is supported by many educators, that for experiences to effect change in attitudes and behavior; they must be personally tied to the individual (Armon, 1998).

Adams and Zhou-McGovern (as cited in King & Mayhew, 2002) studied the effect courses on racism, sexism, homophobia, and disability oppression had on students. These social diversity and social justice courses did provide a significant positive effect on moral judgment. The integrated general education curricula tested by Mustapha and Seybert (as cited in King & Mayhew, 2002), which emphasized decision-making and active learning, also were effective in promoting moral judgment.

Moral and Character Development at West Point

The last section of this paper discusses the system, activities, and programs used at the United States Military Academy (USMA or West Point) that are intended to stimulate moral and character development. Recent reviews of American higher education have suggested that our colleges and universities may be failing in their responsibility to prepare graduates to assume the role of contributing citizen when they ignore questions of character and

values in the undergraduate curriculum. In contrast, few programs in moral education are as thorough as that found at West Point. West Point is about developing military professionals that can fulfill the responsibilities placed upon them by the American people.

USMA's Mission

What specifically does USMA do in the area of moral education? How does the USMA environment facilitate moral education, which in turn effects moral development? West Point incorporates many of the pedagogy techniques, academic programs and activities, and environmental conditions that have proven effective for moral development (Beaumont, 2002; Bunch, 2005; Sanger & Osguthorpe, 2005). The importance USMA places on character and ethical behavior is clearly evident based merely off of its established mission: "To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army" (Building Capacity to Lead, 2009).

The Cadet Leader Development System

The West Point Experience, a four-year process, involves more than just academics. It is a whole-person developmental system with the overarching goal of graduating commissioned officers who are warriors, leaders of character, servants of the Nation, and members of the profession of arms prepared for intellectual, ethical, social, and physical demands across a broad spectrum of challenges. Called the Cadet Leader Development System (CLDS), this system is the framework employed at West Point that is used to develop cadets' competence and character simultaneously. The academic, military, and physical programs at West Point are

the main driving agents behind this development. Throughout a cadet's 47-month experience, these three programs are purposely structured to provide cadets with the foundation for continued growth and development. Through this approach, "*a cadet's identity is transformed from a personal self-interest perspective to one more oriented toward a self-authored standard or code of conduct that provides the basis for informed, responsible, self-directed decision making.*" (Building Capacity to Lead, 2009) There are six specific domains in which cadet development is sought: intellectual, military, physical, social, moral-ethical, and human spirit. All three programs (academic, military, and physical) promote opportunities that spur cadet growth in each domain.

As cadets develop (intellectually, militarily, physically, socially, and spiritually) through successful completion of activities within the academic, military, and physical programs (along with Cadet Activities and Intercollegiate Athletics) -- they will also develop morally and ethically. This is accomplished by imbedding consideration of and adherence to moral principles, Army Values and Professional Ethics within the formal activities throughout the West Point experience. For example, activities that are intended to enhance a cadet's ability to think critically, also address the ability to reason morally. Activities designed to contribute to professional development, include adherence to Army Values. Activities designed to enhance physical development, must demand respect for the principle of fair-play (Toffler & Turner, 2009).

CLDS's developmental methodology is a five-component model. Readiness, the first component, focuses on acquiring the basic skills and understanding needed to be prepared mentally and physically for future experiences. The second

component, developmental experience, capitalizes on USMA's ability to create experiences that produce stress, tension, and disequilibrium. This disequilibrium, based on Piaget's cognitive theory, causes the growth and development of higher cognitive schemas (Boden, 1982). Giving students opportunities to learn to reason and to be of service engages students in "their own formation of character" (Solomon, Watson, & Battistich, 2001). Feedback and support is the third component of the developmental model. This critical component provides cadets an assessment of their performance, conduct, potential and makes them aware of strengths and areas that need improvement. Peers and superiors as well as subordinates provide this assessment. The fourth component, reflection, ensures a cadet gains the most value from an experience. This is accomplished by providing cadets opportunities to think about the experience's purpose, cause, result and effect. This focus on reflective thinking encourages cadets to continually think about what they're doing and how they might improve. Time is the last component. The development of leaders of character takes time. It is well documented that individuals develop at different rates. Activities and programs at USMA add to the development of cadets and are intentionally linked, which allows cadets, over time, to view similar situations from various angles. This produces a deeper understanding of how the military environment works. The end state of the West Point experience is a leader of character who is a commissioned Army leader and personifies the ideals our nation expects of a professional military officer (Building Capacity to Lead, 2009).

Curriculum

The Academy offers a broad liberal arts education that includes subjects in arts and science, humanities,

social sciences, math, engineering, physical education, and military instruction. This varied education stresses critical thinking and involves exposing a cadet's mind to innovative concepts, inventive thought processes, and novel solutions. Our knowledge of learning reminds us that students of all ages need concrete and real-world representations of topics they are studying if those topics are to be meaningful (Eggen & Kauchak, 2004). A cadet's core curriculum and a completion of a major are enhanced with in-depth experiences. These experiences, which include for example Cadet Basic Training, Cadet Field Training, and Academic Individual Advancement Development (AIAD), integrate classroom education with out of classroom experiences.

Professional Military Ethic Education (PME2)

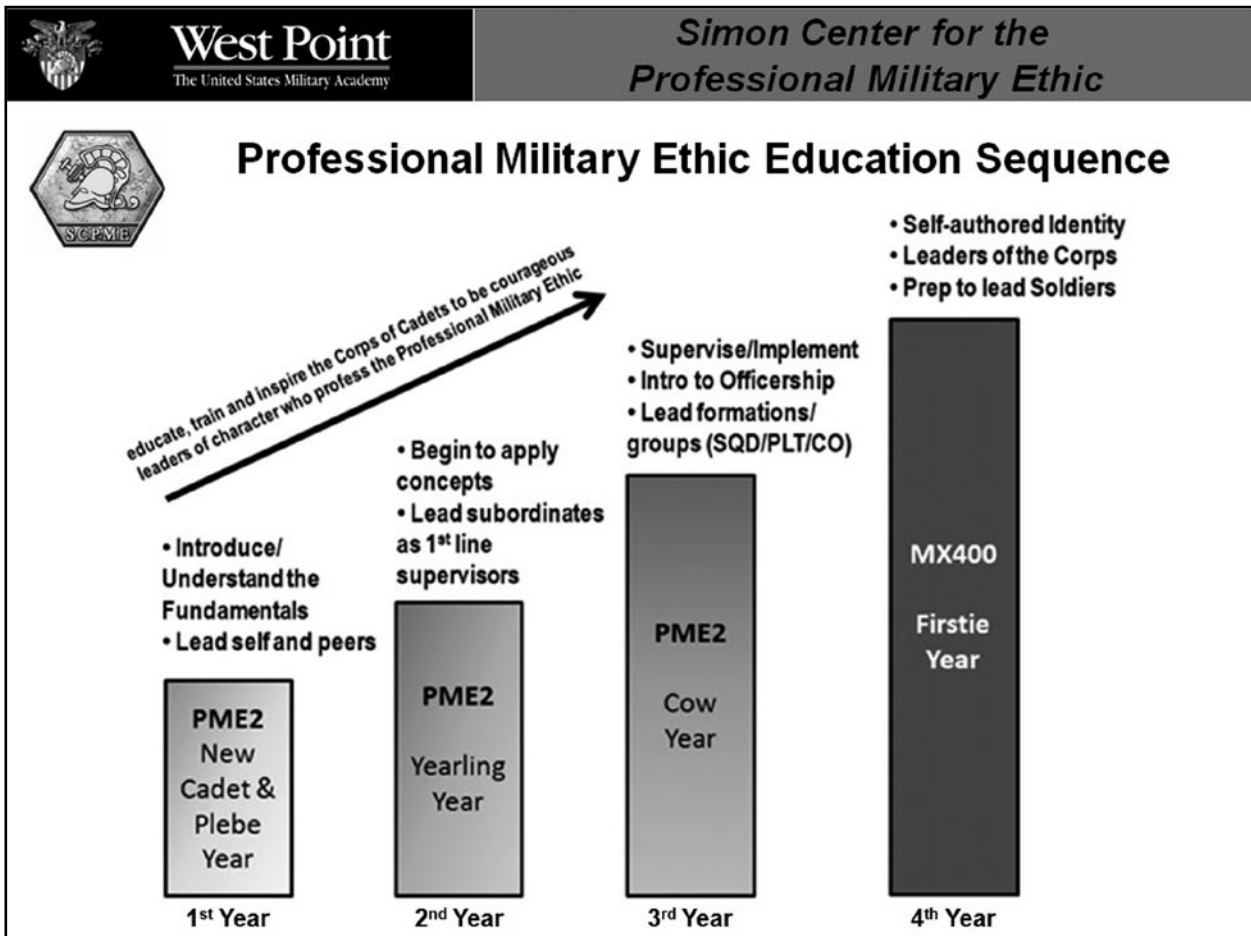
West Point also uses two explicit approaches; Professional Military Ethic Education (PME2) and a capstone academic course called MX400-Officership, to develop leaders of character (see Figure 1). These two programs are managed by West Point's William E. Simon Center for the Professional Military Ethic. The mission of PME2 is to educate, train and inspire the Corps of Cadets to be courageous leaders of character who profess, or own, the Professional Military Ethic. Cadets receive approximately 72-hours of professional military ethic education (including honor and respect education) through a combination of facilitator-led, small group discussions and dynamic guest speakers who support and reinforce the program's goals and objectives. These 72-hours begin soon after New Cadets arrive for Cadet Basic Training (CBT) and end at the conclusion of their junior year. PME2 allows cadets the opportunity to discuss, in small-group settings, many of the moral and ethical dilemmas which new officers may encounter when they join the Profession of Arms. Cadets can then

reflect on and assess their own established values—and then develop, redefine or reaffirm those values accordingly. Although attendance and participation is mandatory, PME2 classes are not graded. Class size varies; however, a typical PME2 class includes a faculty PME2 facilitator, a Cadet PME2 facilitator and approximately 15 Cadets.

Although the Simon Center prepares quality lesson plans with a multitude of references and supporting materials, the success of the PME2 program rests squarely on the shoulders of several hundred dedicated military and civilian volunteers representing numerous departments

and organizations across the Academy. These volunteers serve as the small group leaders who facilitate classroom discussion. Each of the 32 company Tactical Officers (TACs) are responsible to assign military or civilian volunteers to serve as the primary faculty facilitators for each lesson. In addition, each TAC assigns a Cadet facilitator – either a junior or senior -- to serve as the Cadet facilitator for the lesson. This company PME2 facilitating team then attends a preparatory session, usually about one week before the scheduled class, executed by the SCPME Education Officer. The preparatory session is designed to assist volunteers

Figure 1. Professional Military Ethic Education Sequence



as they prepare for their duties as small group facilitators. By attending the session, volunteers will gain a common level of understanding of the lesson's purpose and objectives, be introduced to the references and resources recommended by SCPME and be given the opportunity to exchange ideas and best practices with other PME2 facilitators.

PME2 classes include topics on Army Values and military service, academic integrity, cultural diversity, the ethical decision-making process, and officer conduct. For example, the fourth-class (freshman) year focuses on Army Values and the rules of ethical conduct at West Point. Some typical lesson topics are the Cadet Honor Code, equal opportunity, and sexual harassment. These classes are designed to enhance sensitivity to certain issues, promote an understanding of the rationale for the Army's Values and allow cadets to make a commitment to support the U.S. Constitution and the Honor Code. Cadets are challenged to reflect on their sense of what it means to be a commissioned officer. Cadets also, throughout the school year, receive assessments in terms of their adherence to the expected standards of professional and social conduct within the framework of Army Values (Military Program "Greenbook", 2005). This curriculum also includes mandatory seminars and lectures by guest speakers that talk on these same topics.

MX400 Officership

Just completing its second year as a core academic course, MX400-Officership is the Superintendent's Capstone Course for senior cadets within the United States Military Academy's Cadet Leader Development System (CLDS). It takes over where PME2 left off. The genesis of this course came from the thoughts and ideas of General Frederick Franks, Jr. (Ret.):

"There remains a need in the cadet curriculum for a common, culminating, integrating and transformational experience, designed to tie the various strands of officership instruction together at the end of the cadet career."

Its purpose is to provide first class cadets some broad insights into what a prospective officer needs to Be, Know, and Do to be an effective and professional Army leader. The Superintendent's intent for MX400 is:

West Point's Capstone Course for Officership (MX 400) provides all First Class Cadets a rigorous, interdisciplinary experience to complete initial development of their own personal and professional identity, their self concept of officership, as a leader of character, a warrior, a member of the profession, and a servant to the Nation, before graduation and commissioning from West Point as a second lieutenant in the US Army so they can better fulfill the trust placed in them in commanding and leading US Army Soldiers in combat.

In essence, it is a culminating course in practical leadership as final preparation for their becoming commissioned officers and leading America's sons and daughters in combat. The course weaves three broad, interrelated themes – battle command, military professionalism, and military leadership—to highlight the four clusters of expert knowledge (military-technical, moral-ethical, human development, political-cultural) that undergird the Army's core competencies and the professional responsibilities of an Army officer (Gray & Turner, 2010). MX400 is structured in four instructional blocks that roughly parallel a professional Army officer's career. The first block, *Officership in Action: Battle Command*, serves as the course's prologue by introducing cadets to the profession as it is actually being practiced in the field. This subcourse

introduces the concept of battle command and the enduring importance of character, competence, and leadership for the military profession. An objective of the block, as affirmed by General Frederick Franks, Jr. (Ret.), is “to make the connection between past and present conflicts and the timeless lessons of *Battle Command*.” To help accomplish this, cadets have the opportunity to hear from and interact with various Battle Command speakers. Speakers have included well-known leaders, such as Fred Downs, author of *The Killing Zone*, who describes his experiences in Vietnam as a young Second Lieutenant; and Nate Self, author of *Two Wars*, who relays his experiences on Roberts Ridge as a Ranger Captain in Afghanistan. The second block, *The Military Profession*, concentrates on the common foundations of military professionalism. The third block, *The Company Grade Officer*, focuses on key foundational areas of expertise required by junior officers. The fourth and final block, *The Career Officer: Field Grade and Beyond*, centers on the increasing scope of responsibilities associated with leading large organizations and the greater demands placed on career officers’ political and cultural expertise as they progress to senior leadership positions.

Readings and classroom discussions throughout all blocks support each lesson’s conceptual foundations. Throughout each block tactical decision exercises, case studies or a leader challenge exercise provide cadets with hands-on opportunities to apply the various concepts developed within the course. For example, the Leader Challenges include “Shoot-Don’t Shoot” and other scenarios that require cadets to critically analyze and make decisions about ambiguous situations with limited information. They must make a quick, yet informed, decision to deal with the situation presented, and then collectively examine and discuss the actual results of the real-world situations.

The course also includes several guest lecturers, particularly Platoon Leaders and Company Commanders, but also more senior officers as well, to broaden cadets’ perspectives on officership, battle command, and leadership in the Army. Some key MX400 events include two iterations of Battle Command Speakers, a video teleconference with leaders on the ground in either Iraq or Afghanistan, a General Douglas MacArthur mock trial, a virtual tactical decision game, a Battle Command Gettysburg Staff Ride, and a Battle Command Conference.



Battle Command Speakers with GEN(R) Franks & COL Clark



Battle Command Gettysburg Staff Ride



Video Teleconference MG Scaparrotti's 82nd Airborne Division team in Afghanistan



GEN Douglas MacArthur Mock Trial

MX400 Course Objectives

Successful completion of MX400 Officership will enable cadets to:

- a. Anticipate a range of military challenges and respond effectively by applying the warrior ethos, from a leader of character's perspective, using an appropriate moral/ethical framework that is attuned to political-cultural sensitivities and military-technical skills within a complex tactical scenario;
- b. Employ an integrated application of the Profession's four clusters of expert knowledge within hands-on tactical decision exercises and leader challenges;
- c. Analyze the life and career of a notable American Army officer to assess how that leader's life experiences and professional development prepared him or her for a professional military career, and reflect on how you as an officer might develop over the course of your own career;
- d. Execute the fundamental practices of the military professional—the repetitive exercise of discretionary judgment in decision making and performance of actions that fulfill the moral and legal responsibilities of commissioned officers – throughout the course's case studies and practical exercises.

Faculty

The USMA faculty is made up of high quality Army officers that are proven leaders of character. They serve as outstanding models for the cadets and are devoted to both their academic and moral education. Research has shown that moral judgment can be acquired and changed by exposure to social models and is influenced by the social feedback one receives from these models (Royal & Baker, 2005). The majority of the faculty live at West Point, which allows them to meet cadets where and when required. Most staff and faculty are involved with some form of cadet extracurricular activity; this provides another opportunity for positive role model interaction. In addition, the student to faculty ratio is very low at USMA. Class size is usually around 18 and most classrooms are set up in seminar style to facilitate discussion. USMA also has a well-established Center for Teaching Excellence that helps the faculty develop and improve as academic and moral educators.

Programs

The USMA sponsorship program is an integral part of the moral education of cadets. Its initial purpose is to provide a surrogate family to new cadets, which eases the traumatic experience of being away from

family and friends. However, this program also links cadets up with someone who is familiar with the Army and can help answer questions. Sponsors, who serve as role models, teach cadets about the real Army and what Army families are like. The power of modeling can be used to promote socially desired behavior (Arnson & O'Leary, 1983). Constructive guidance and mentorship are provided to cadets through this program.

All members of the Corps of Cadets live under the Cadet Honor Code: *"A Cadet will not lie, cheat, steal, or tolerate those who do."* Cadets are charged with maintaining, educating and enforcing this code. The non-toleration clause enables cadets to enforce professional standards of conduct and to police themselves. The autonomy given to the corps of cadets to implement this Honor System is an important concept, integral to the moral education program at USMA. The spirit of the code, which emanates throughout the entire environment of USMA, helps cadets embrace the ethical standards for leadership in the military. The Respect Program at USMA, which is relatively new, includes value instruction that strives to develop in every cadet the conviction that those around us should always be treated fairly and with dignity and respect. Cadets, as well as USMA faculty and staff, assist in the execution of the program by serving as values education instructors facilitating small group discussions. Faculty and staff share their Army experiences during the discussion. The Honor Code and Respect Program provide cadets positive setting in which to strengthen their ethical and moral development.

The Simon Center for the Professional Military Ethic (SCPME), dedicated at West Point in 2000, is made up of a staff that develops, integrates, and assesses programs and activities on the professional military ethic. The SCPME supports the academy's

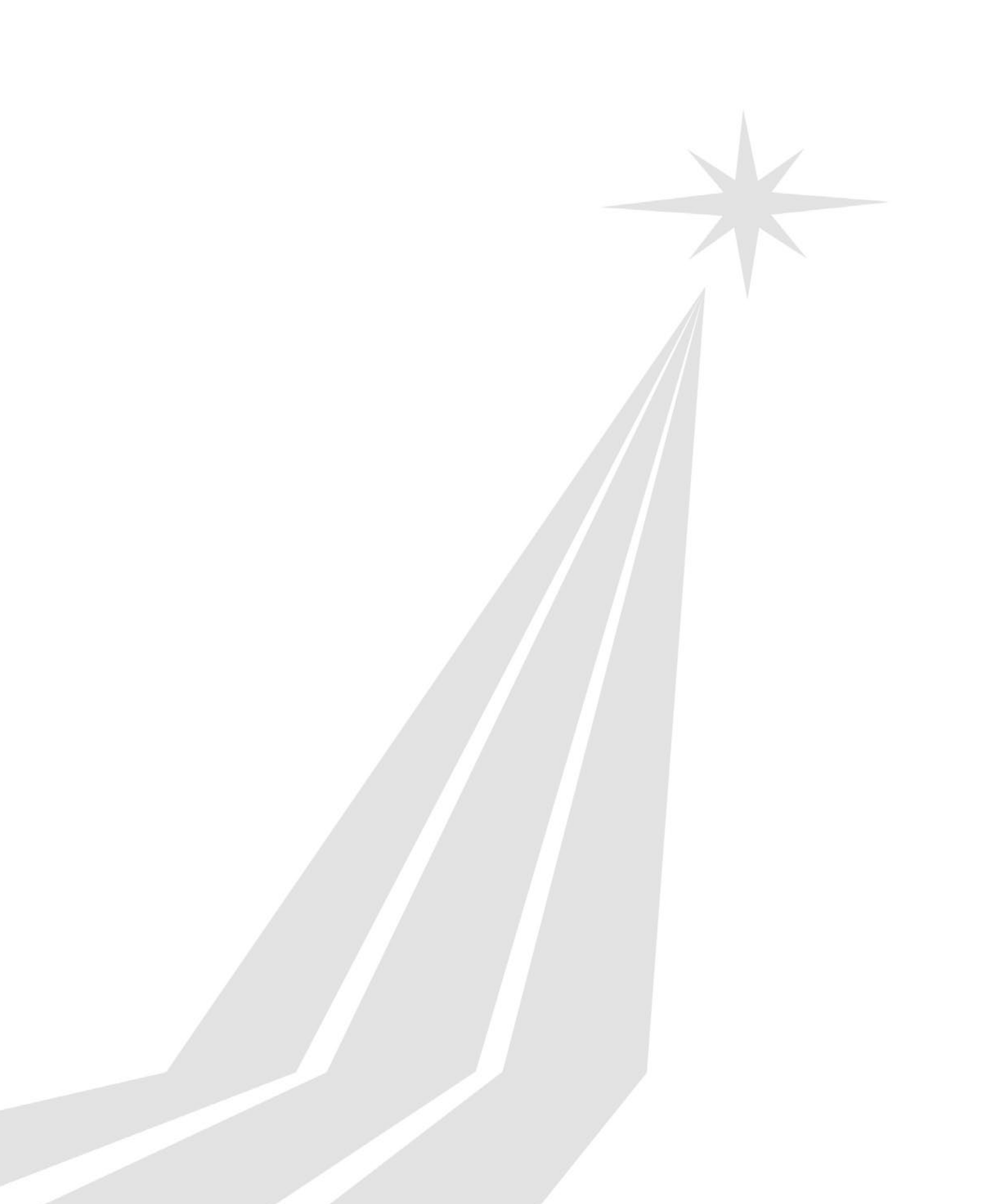
mission by supervising the administration of the Cadet Honor and Respect System, developing and maintaining the program of instruction on the Professional Military Ethic and the capstone course on Officership, and conducting outreach initiatives. For example, SCPME hosts, annually, the National Conference on Ethics in America. This conference serves to promote awareness, among undergraduate students, of ethical issues in college and professional settings. More than 70 academic institutions from different parts of the country participate in this conference.

Moral-ethical development is innermost to the West Point experience. It is vital to the academic program and imbedded throughout the military and physical programs. Integrating moral education with scholastic learning in a way that enhances both is what USMA strives for. Because of the type of work that cadets will be called to do upon graduation, USMA places a greater emphasis on the importance of moral education than most other institutions. USMA must cultivate within the corps of cadets identification with, and loyalty to, the values and ethical standards of the Army. But just how well is USMA doing at developing leaders of character that seek to discover the truth, can decide what is right, and demonstrate the ability, courage, and commitment to act accordingly? Continued systematic and logical research is needed to answer this question. But as cadets graduate into the new war on terror, the importance of this research is poignantly obvious.

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Honor and Character

Capt Reed Bonadonna

Abstract

In this paper, I argue for the enduring relevance and coherence of the idea of honor by referring to its dialectical historical development and signs of survival in contemporary culture. I then discuss how codes of honor at military academies can be utilized as a part of leader development, and not merely as sets of rules to prevent cadets and midshipmen from lying, cheating, and stealing. A consideration of honor encourages pride in the profession of arms, since it is a form of ethical practice whose roots are martial. Honor, I contend, should be taught across the academy in all of its historical and ethical richness, as a means of developing the habits of trust, trustworthiness, and accountability that are vital in officers and leaders.

Honor and Character

Honor is a venerable species of moral practice that has flourished in different cultures and has evolved over the centuries. In the west, honor has arguably seen four distinct periods, classical, medieval, early modern, and modern, in which the concept and practice of honor were distinguishable, if not entirely distinct. Honor is an inheritance from the past, in particular from such aristocratic, heroic, and chivalric societies as ancient Greece and medieval and Renaissance Europe. Currently, the idea of honor is invoked by the core values of the United States Army, Navy, and Marine Corps. Honor codes are in place at all of the U.S. service academies, nearly all military colleges and high schools, and at many non-military academic

institutions. While these codes have the specialized function of preventing cheating and other forms of academic misconduct, they are also viewed at many institutions as playing a part in the broader ethical development of students. There has even been an honor revival of sorts among academics and journalists (Bowman, 2006; Ignatieff, 1997; Robinson, 2006). Honor lives, it seems, at least in name, or does it?

In this paper, I would like to consider whether these signs of honor represent a mere residue of an anachronistic, venerable and elusive idea, or whether honor is and ought to be still a force in our lives. In particular, I want to consider the role of honor in leader development. While honor is more of practice than of theory, and has therefore

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invited the study more often of historians and anthropologists than of ethicists, it is subject to analysis in having certain coherent, enduring and even essential aspects and, as I will maintain, its own distinctive dynamic. I plan to argue that honor still has value as a corollary to contemporary or academic approaches to military ethics which do not have the same embeddedness and legitimacy in the history of the military occupation. Modern military organizations ought to preserve the idea of honor because its roots are martial, because it provides for personal responsibility for one's actions, and because it preserves a sense of the relevance and worthiness of the traditions of military service. In this short discussion, I will briefly trace the historical development of the idea of honor in its military incarnation. I will then try to define honor by identifying some of its salient and enduring characteristics. Finally, I would like to make some suggestions about how we may refine and enhance the practice of honor in the military academies as part of other efforts to develop traits of leadership and character.

Honor has survived the centuries in part because it has been the product of a strong historical dialectic of public and private senses of worth and value. I call this a "strong" dialectic, because honor as an idea or a practice does not weaken the claims of either public or private lives to accommodate the other, but builds on both, in effect ensuring that public esteem and private self-worth are mutually supporting, rather than hostile to one another. This is why honor has been such a powerful idea, developing both the pride of the individual and his or her sense of belonging, and it is also why honor has been challenged most (not necessarily to its detriment), at times in history that have valued alienation or estrangement, whether radical, cynical, political, romantic, or merely self-indulgent.

Ancient Paternity

Honor is an ancient ideal of conduct with significant philosophical roots in Aristotle and cultural or historic roots that are much older. In the very early, heroic, manifestations of the idea of honor, as in the *Iliad*, honor was mostly if not solely a matter of public honors: wine, tripods, slaves. Aristotle's account of honor (*time*) in the *Ethics* and the *Rhetoric* generally equates honor with eminence and esteem. There was little idea among the ancient Greeks of the inner "sense of honor" that becomes important in later times, but even the Greeks recognized the distinction between honors which are truly deserved and those which are not, indeed, this disparity fueled much of the classical discourse on the relationship of society and the individual, from Achilles to Socrates. Roman honor, *Honoraria*, was notably corporate, in keeping with the late-republican and imperial practice of standing armies and permanent, numbered legions in which a soldier could expect to serve many years, and which were the objects of strong *esprit de corps*.

Medieval honor was a synthesis of Christianity and (what may almost be called its military incarnation) chivalry. Under the influence of the Christian concepts of the soul and of the Catholic practice of the confessional, the moral life, and honor with it, moved inward, but this movement was held in check by the demands of chivalry, by the need for the man of honor to pursue his public role even in the face of religious or romantic distractions. Failures of honor became matters of both private "guilt" as well as of public "shame." The periods of Renaissance and Reformation were characterized by an uncentering of traditional sources of power: religious and secular. The Protestant emphasis on an unintermediated connection with the deity served to support the idea that honor must lie within the



individual. The unquiet state of a Europe once united by Christendom and anchored in feudal allegiances but later rent by wars of religion was in a sense reflected at the level of the individual by the height of the cult of dueling, a radical expression of honor as an individual matter.

In the centuries following the middle ages and Renaissance, honor became more egalitarian, less determinedly individualistic, more accountable, bourgeois, and even eventually almost democratic, at least in the new world. The practice of honor came to be defined not only by class-membership, but by the choice of profession. The early modern period saw the development of large national armies and of professional officer corps (in self-conscious revival of Roman practice), groups shaped by regulations, training and doctrine. Armies also increasingly develop distinct codes of honor. Although the European officer corps was drawn from the aristocracy, the growing dominance of non-aristocratic infantry on the battlefield tended to democratize the idea of honor, as did the need for the emerging professional class of officers to acquire technical skills. The historian N.A.M. Rodgers observes that, in the eighteenth century British Navy, the old-fashioned, personal, and aristocratic code of honor was “infiltrated” by a more bourgeois version of honor that embraced duty, service, and professionalism (2002). This was symptomatic of a broad tendency among officers which began roughly in the seventeenth century when, under the influence of men like Lipsius and Maurice of Nassau, military officers were encouraged to think of themselves as responsible public servants, an attitude which eventually helped to end the practice of dueling (Rothenberg, 1986). Cardinal Newman was to write that dueling was brought into disfavor by gentlemanly taste, but Stephen Brodsky points

out that the growing allegiance of the officer to the secular deity of the state, and its avatars the regiment and commissioned ship of war, helped to convince men that it was bad form to risk killing comrades in arms over points of honor (Brodsky, 1998; Newman, 1962). In *Washington's Crossing*, David Hackett Fischer points out that the private soldiers of all of the nationalities represented in the Delaware campaign of the American Revolution: American, British, and Hessian, subscribed to various ideas of honor (2004). These different ideas reflected the changes that had been taking place in the idea of soldierly honor throughout the early modern period, with the Hessians, who came from a near feudal society, subscribing to an old-fashioned view of honor defined by wealth and prestige, the British embracing the regiment as the locus of an honor of service, while the Americans developed a sense of honor as socially responsible and inclusive.

In the eighteenth and nineteenth centuries, the idea of honor survived and prospered by incorporating an ethos of service, although perhaps due also to the durability of aristocratic values and cachet. A service elite came to supplant one based entirely on birth and manners. Philosophical ethics tended away from the idea of honor toward an emphasis on Kantian rights and rules, or Benthamite/Millian outcomes. In the twentieth century, the ethos of service was called into question by the terrible price it seemed to exact in the trenches of World War I, and by its misuse at the hands of modern devotees of collectivist thought on the left and on the right. In World War II, the idea of honor as a unifying and moderating force among military professionals was frayed further by holocaust and total war. Since then, modernists and post-modernists have tended to deconstruct any culturally rooted sense of value. In the midst of the debunking of honor that seemed



to be taking place in the twentieth century however, a prominent figure in cultural debate pointed out some reasons to justify the survival of the idea. Albert Camus wrote a reminder of the enduring and surviving attachment to honor diverse and even otherwise divided individuals may share.

“In the conflicts of this century, I have felt close to all obstinate men, particularly to those who have never been able to abandon their faith in honor. I have shared and continue to share many contemporary hysterias. But I have never been able to make up my mind to spit, as so many have done, on the word ‘honor’ – no doubt because I was and continue to be aware of the injustices I have committed, and because I know and continue to know instinctively that honor, like pity, is the irrational virtue that carries on after justice and reason have become powerless.”

(Watson, 1960, p 12)

In recent decades, the resurgence of interest in ethics, and in ideas of ethics, like those of Aristotle, which offer alternatives to the rule and rights based ethics, has also seen a renewal of interest in honor. Modern discussions of honor have included works by anthropologist Frank Stewart and philosopher Steven Gerrard (Gerrard, 1994; Stewart, 1994). Stewart views honor as a right claimed by certain individuals within a society. His account traces the decline of honor as it becomes more a matter of the individual conscience. Stewart’s distinction between “inner” and “outer” honor while useful, perhaps neglects the possibility that honor is the point at which inner and outer intersect, as I have argued. Gerrard examines the similarity of honor to moral codes. Gerrard’s discussion takes him far from honor by the end of his article, but he perhaps leads the reader to a conclusion that honor

is defensible and desirable in a contingent, fallen world in which perfect justice may be impossible. In fact, his argument may be similar to that advanced by Camus.

Two recent writers on honor have focused on its specifically military utility. In *The Warrior’s Honor*, Michael Ignatieff takes a *jus in bello* approach based on his experience of ethnic war in Bosnia and elsewhere (1997). In *Honor: A History*, James Bowman applies the idea of honor to nations as well as to individuals, using honor to state a *jus ad bellum* argument for the war on terror (2006). I will be returning to both of these writers before I conclude.

Certain key features emerge from this genealogy of honor. From its aristocratic and martial origins, honor has developed into the means by which close-knit, hierarchical and highly directed societies have developed a moral sense. It is an ethically-informed “groupthink”: the moral life lived outdoors, or the moral life as a contact sport. It is neither purely private nor merely public, but is the intersection of one’s own feelings of self-worth and the estimation of one’s peers. In fact, I would argue that the essential, enduring feature of honor is perhaps this tug of war between group allegiance and the demands of one’s own conscience. The very challenges to honor have in some ways strengthened the idea, by provoking a dialectic between the claims of the individual as well as the group. Honor is a strategy of making peoples’ private and public lives mutually accountable and comprehensible. It is possible to be a good person without honor, and one may even speak of prophets without honor, or of someone who is without honor in his or her own time. Honor requires a supportive community of peers, professional associates, or members of an organization. But since it is private as well as public, honor requires responsible, conscientious



individuals. Since those who embrace honor usually have viewed it as sovereign, “trumping” (as Gerrard says), other claims, honor may even be a “loaded gun.” French army officers’ off-target obsession with honor arguably contributed to the Dreyfus affair, to French resistance to the allies in North Africa during World War II, and to the Algerian coup and the terrorist activities of the OAS in the early 1960s (Best, 1981). Honor can be a dangerous idea, since it grants a fair amount of autonomy to the individual or sub-culture.

For the community of honor, the consensus of values is based not only on a canvassing of the views held by its current members. A community of honor takes the past into account. For military services and schools, the past lives through drills and ceremonies, though traditions and unit symbols. The teaching of military history to recruits and cadets is largely an attempt to communicate values. Since honor is a cultural practice, the values of the group that are inherited from the past must be subject to critique. Some practices may become outdated or become warped over time. Just as the idea of honor may be perverted by a person or persons, the entire group might have a warped conception of honor. The mafia is an egregious example of an organization that has a code of honor that is clearly self-serving and entirely insular. In the military, pernicious attitudes like “zero defect” or “CYA” may creep into the set of standards by which people are judged.

Aspects of Honor

I would like now to articulate the relevance of honor in its military sense. I believe that the practice of honor, and of military honor in particular, can be broken down into four parts. These are honesty, reciprocity, forbearance and restraint, and autonomy and free choice.

Honesty

The connection between public and private values can only be maintained if individuals can trust one another (Holland, 2003). This is why honor systems like those at service academies and other military schools put such a premium on honesty. Honor isn’t just about telling the truth, but without truth-telling, the idea of honor is impossible. If someone is “out there” telling lies, cheating or stealing, he or she isn’t a person of honor, isn’t one of the family, but is a person alone. If too many people insist on doing this, out of pride, or because they are “alienated,” disaffected, or cynical, the connection between public and private is lost, and the community of honor, the “economy of sacrifice,” collapses into individuals each pursuing selfish ends through unscrupulous means. Such a trajectory is even characteristic of certain societies that begin with elevated and admirable codes of honor. In their own times, the Knights Templar and the Spartan state were two military societies in which, in reaction against an ethos of discipline and temperance, self-interest replaced service, and wealth replaced reputation as the basis of esteem. It might be argued that the corporate culture has followed a similar road. These cautionary tales underscore the importance of honesty, a simple and even a humble virtue, but an essential one.

Reciprocity

The person who desires honor relies on the good opinion of peers, so as much as possible will observe the golden rule, will live up to obligations, repay debts, and return favors in full. Soldiers desiring honor must pull their own weight in the community of honor. This is the aspect of honor which I call reciprocity. The military unit is a social organism seemingly simple, and reducible to a diagram or



table of organization, but which is in reality quite complex. Superimposed on the formal structure of a military unit is the unofficial one of status and obligation, favors and repayment, past record and expectation that determines how the individual and unit function. Members of the organization have a kind of social contract to treat one another with respect and also with regard to their due.

Forbearance and Restraint

Because of the immense power of soldiers and military organizations to do harm, those who carry arms and wish to merit the title of soldier must subscribe to a code of forbearance and restraint, which involves the commitment to use a weapon only in the service of the avowed cause, and to limit the destructiveness of that use as much as possible, not harming and even shielding those who are unarmed. The prohibitions against murder, assault, and theft in military law and the corresponding prohibitions against war crimes in international conventions provide a legal basis for this aspect of honor, but laws on the books may not be enough. The unofficial organization of military organization that I alluded to above should, as one of the requirements of honor, act to provide a climate of values that condemns the irresponsible or self-serving use of force. This aspect of honor is emphasized by Michael Ignatieff in his book *The Warrior's Honor*, particularly with respect to irregular forces that lack that legal apparatus, traditions, stable loyalties, and established identity of regular forces (1997).

Autonomy and Free Choice

The last traits of honor that I identify are autonomy and free choice. As I have suggested earlier, these characteristics can present a problem, but they are necessary to the idea of honor in that they engage

each individual in the maintenance of private and public honor. In earlier times, dueling was an extreme example of the aristocrat's fine contempt for mere rules in the pursuit of his own honor. In modern times, it may be said that the professional has inherited some of the autonomy of the aristocrat (and maybe at times some of his prickly self-importance). A profession is identified both by the independence and self-governing capability of the profession, and by the scope for autonomous judgment on the part of its members. The community of honor, once, like the title of gentleman, limited to those with certain antecedents, means, manners and education, has been democratized to include a wider circle. Membership is not conferred, it must be earned, and in stages. The degree of autonomy granted to an individual rests on experience, on confidence in achievement, on reputation, on the practical wisdom born of long service. Among the core values of the naval services, honor, courage and commitment, honor is the pinnacle, coming after commitment has led to the development of virtues like courage and wisdom.

To embrace honor is to uphold a positive and enduring military tradition. Honor as I have defined it is a practice that can have a benign effect on the culture of a service of the armed forces in both a moral and practical sense. It can ennoble military service and reconcile the soldier to that service, perhaps especially in war. It should be instilled in all of its historical and moral richness in those training to be officers.

Honor in Action

In the last section of this paper I would like to offer some advice on the ways in which the ideal and the practice of honor may be enhanced in military education. Many military academies and



schools employ honor systems that prohibit lying, cheating, and stealing. Sometimes the toleration of honor offenses is itself an honor violation. Honor systems are seen to be useful in enforcing standards of academic honesty, maintaining an atmosphere of trust in barracks or dorm, and making the enforcement of certain regulations easier. The function of honor systems can be seen as somewhat manipulative in this sense, but they are largely perceived, both by those subject to them and those entrusted with their enforcement (sometimes the same people) as having a strong moral basis, and as generally supportive or part of the institution's efforts to instill character. But honor systems and their enforcement may sometimes suffer from the lack of a "why." In the absence of a justification for honor, cadets may suffer from divided loyalties with respect to honor, preferring individual loyalty to loyalty to principle. Both the practice of honor systems themselves, and their usefulness in the larger matter of character building, may be enhanced by the consideration of certain ideas and the adoption of certain practices that provide this larger context.

The Honor codes at these institutions should not be allowed to exist in isolation. The personal honesty which is stressed by military school codes of honor should be viewed as only one part, the underpinnings, of the larger practice of honor. This practice should also be shown to be as much a part of their preparation to be officers as is technical knowledge and tactical expertise. The first step in this development, I believe, is to instruct cadets and midshipmen on the historical origins and full meaning of honor. This will be done largely by the cadet or midshipman honor board itself. It should be upheld and seconded by the commissioned officers at an academy. The teaching of honor may be interdisciplinary. The humanities in particular

may be put into service to support the enlightened practice of honor. Since the Renaissance is likely the high water mark of honor as a subject for writing, it is not surprising that it forms a central issue in many plays by Shakespeare. The underappreciated work of Curtis Brown Watson and the more recent work of Theodore Meron are helpful guide to role of honor in the plays (Meron, 1999). One could add Phillip Sidney and Richard Lovelace (the author of the line, "I could not love thee, dear, so much/Loved I not honour more.") to this list. Joseph Conrad is a more modern author who is often explicitly concerned with matters of honor, perhaps especially in *Lord Jim*. For a less exotic setting, some literature of the American west, like the novels of Zane Grey, draws on a code of honor imported and updated, as do the writings of Raymond Chandler, whose detective Phillip Marlowe is a clear allusion to the Renaissance man of honor. Examples of adherence to honor may be found in the historical record as well as in imaginative literature. Our own American history is rich with examples of people motivated by honor, from Washington to Lee to George C. Marshall (Best, 1981; Westhusing, 2003).

The three additional parts of honor as I have defined them may be seen to correspond to certain practices within a cadet corps that may be utilized to uphold the idea of honor. Reciprocity is kin to the ideas of comradeship and cohesion which unite the members of military organization one to another. This idea must be stressed at entry level, during the plebe or indoctrination experience for new cadets. One way to stress the idea of reciprocity in practice is to require peer evaluations at the platoon or squad level. The traits of forbearance and restraint become more noticeable and necessary as a cadet gains in responsibility and in authority over others. Most military schools engage in some sort of leadership



evaluation, but not all of them emphasize the need to deal justly and respectfully with subordinates. This aspect of the social contract uniting military units should not be neglected in leadership evaluations. The traits of autonomy and free choice are in effect the pinnacle of the character-instilling goal of an honorable society. Does the cadet follow his principles even when it is difficult to do so? Does he or she make decisions when they must be made? The development of this level of honor can only be attained if those responsible for cadet training are willing to give their charges real responsibility, allowing them to fail, even to embarrass themselves (or their superiors). The “360 degree,” upwards and downwards evaluation could yield very interesting results, as could the election of honor officers by their fellow cadets.

Character and Leadership

Honor codes are supportive of an institution’s efforts to instill character and leadership in a number of important ways. The day-to-day practice of honorable behavior, even on a small scale and in minor matters, develops the habits which writers from Aristotle onwards have identified as essential to character. Living under an Honor code breeds an almost instinctive predilection and a preference for upright behavior. The words and symbols of the code have four years of impressionable young life to take hold and develop. Honor codes also uphold the sense of trust and of accountability which are necessary to leadership, and never more than in the peer leadership environment of a military academy, in which leadership practices are tested as if in a laboratory. In a setting in which experience and expertise may be lacking or emergent, trust and an underlying sense of responsibility take center stage. Few expect the 21-year old commander of a cadet company to have all of the resources and

knowledge of an experienced officer, but he or she is expected to be faithful if nothing else, and the experience teaches leaders and those being led the vital importance of honor in matters large and small.

Honor and Character at the United States Merchant Marine Academy

In the next couple of paragraphs, I will attempt a summary and brief assessment of the status of honor and of leader and character development at the United States Merchant Marine Academy, Kings Point, where I am Director of Ethics and Character Development. Kings Point shares many of the traits and traditions of the other service academies, but it is in some ways unique. The students are organized into a Regiment of Midshipmen. They wear uniforms and hold ranks. There is an Honor system in place that is largely run by midshipmen but is overseen by officers and faculty. Nearly all graduates of Kings Point receive commissions in some branch of the armed forces; however, for the majority these will be reserve commissions. The reserve officers will enter the maritime industry as civilians, and most will spend careers as mariners at sea and ashore. In some ways, Kings Point looks like its larger, DOD brethren did a half-century ago. It is a small institution (fewer than 1,000 students) with a demanding, year-round, largely technical curriculum. There are no liberal arts majors at Kings Point. Kings Point midshipmen have three years of classes on shore to meet the requirements for a bachelor of science degree, a commission (about 25% serve at least a tour on active duty), and a licence as a mate or engineer on merchant vessels of unlimited tonnage. A full year of their four years at Kings Point will be spent at sea, not on a training vessel, but on working merchant vessels operating all over the globe. As sometimes reflected in the journals that they keep at sea, this experience may



have a greater impact on their characters than any other. It can be a rude shock. Some return cynical or impatient with the regimental program, but many mature almost precociously in the course of the four-month and eight-month deployments.

The unique, somewhat divided and distracted nature of the Kings Point community and culture present challenges and opportunities. Institutions like the Honor system and regimental program have to demonstrate their relevance to an “audience” most of whom are preparing for careers in a civilian industry. We have both the vices and virtues of a small institution, moderated somewhat by our “global campus” and by the diversity of careers the students plan to enter. The instruction at Kings Point in such matters as honor, character and leader development has in general mirrored the academic curriculum and a calendar which alternates classroom instruction with time at sea and on the waterfront. It has tended to be “hands on,” emphasizing practice over theory. (*Acta Non Verba*, or “words not deeds,” as the Academy motto has it.) However, like the other service academies, Kings Point has made efforts to take more control over matters formerly left to chance and osmosis. More assessment is being conducted at a variety of levels, and enhanced guides for leadership training and honor education are in development. The greatest need at Kings Point in this regard may be a concept of leader development that suits our multifaceted culture and mix of traditions maritime, military, and broadly professional and commercial. This too is in development, albeit in an early stage, and it continues to owe a debt to the USMMA membership in SACCA, the Service Academy Consortium on Character Assessment.

The relative paucity of humanities, history, or social science classes at Kings Point is a challenge in the

development of thoughtful leaders. As Director of Ethics, I maintain the Ethics and Leadership Program (ELP) which allows upperclassmen to undertake additional and focused academic and practicum work in these areas. In my teaching role, I have been able to pursue “ethics (and leadership) across the curriculum” by introducing these matters into required classes such as “The History of Sea Power” and electives like “Joseph Conrad’s Short Fiction.” Such courses can help to illustrate that matters of honor and leadership are not static or simple, but require a lifetime of learning and reflection of which any academy education is but a single, early stage.

Conclusion

To paraphrase Churchill on democracy, honor may be a bad idea, but it is better than the alternatives (Griffith-Traversy, 2002). Honor developed as a corollary to aristocratic privilege and has been used to justify all kinds of bad behavior, in particular perhaps the misuse of authority and of the unearned increment of power taken on by those who unite themselves to an organization. But honor survives, perhaps because it is indispensable. A worse situation than one in which self-important functionaries go about their day excessively concerned with niggling points of honor is one in which individuals fulfill their duties with no sense of their ethical implications, like members of a hyper-efficient ant colony. Honor may be charged with elitism, but it may be defended by saying that it recognizes inequalities where they exist. A private should not be granted the same latitude as a general or sergeant major.

Before I conclude, I would like briefly to return to James Bowman’s work and what I take to be his use of the idea of honor in a *jus ad bellum* context



(2006). To see nations, or our nation, acting out of honor in an international setting requires us to imagine that the members of the community of nations, and not just of nations but of peoples and various splinter-groups of humanity, share at least a core concept of honor to which a nation acting out of honor is in effect appealing. The old concept of honor as a unifying force among officers may be in effect revived by the spectacle of officers of different nations serving together in coalitions to hold at bay the forces of terror and disorder. In *Honor Among Men and Nations, Transformations of an Idea*, Geoffrey Best calls this latest development in the idea and practice of honor (among officers assigned to the United Nations, for example) “supranationalist” (1981, p. 81-82). There is also some evidence from the campus and the field that the pressures of war, deployments, and institutional change may make this a good time to get back to the basics of honesty and personal trustworthiness, and to reinforce the tradition of the military profession as one with unique ties to honor in both its public and private senses.

We must also remember, I believe, what Camus calls the “irrational” element of honor. In our efforts to inculcate honor, we must reach the heart as well as the head. It is not enough to see the objective value of honor. The soldier should love honor by instinct, as he or she loves country or as the parent loves the child. Why should we love honor? Because it is our gift to civilization. It nourishes our sense of belonging to a great tradition. It sustains us in time of greatest need. Let officers not forget that, on the most demanding days of our service, we have had and will have few of the things that make life worth living in normal times. Comfort, safety, love and fun are far away and far from our minds. In such situations, all that we have to sustain ourselves is

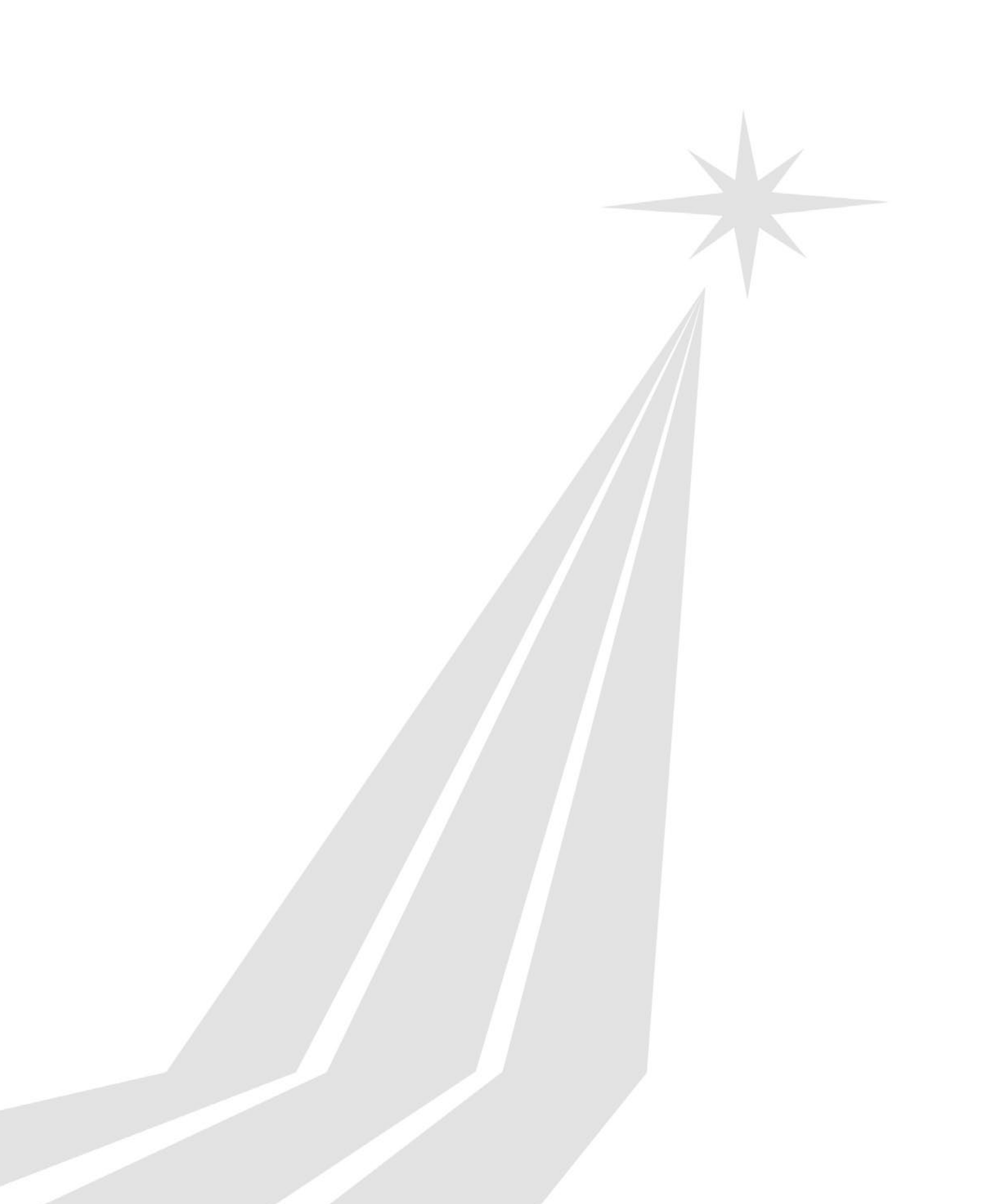
our own self-respect and our reputation among our peers in the profession of arms, in other words, our soldierly honor, and the promise that something of that will endure even if we do not.

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Leadership & Character at the United States Air Force Academy

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Abstract

The military has a distinctive national reputation for the competence and personal and professional character of its leaders. The vision and mission of the Air Force Academy substantively support sustaining this reputation by developing leaders of character prepared to lead the nation. To execute its mission, this Academy carefully combines the teaching of leadership and character with practice, and promotes a synergy between education and practice and the domains of leadership and character across a 47-month experience. This requires a deliberate effort across mission elements, with this joint effort serving identified institutional outcomes that require both strong character and leadership competencies. The processes involved in leadership and character development are described.

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A recent National Leadership Index showed that American citizens were more confident in the leadership of the military than any other professional and governmental bodies, had the most confidence in the competence of the military leaders, and rated military leader's professional and personal character higher than these other bodies as well (Pittinsky, Rosenthal, Welle, & Montoya, 2005). These findings reflect an often stated observation that the military is held to a high standard. Achieving and maintaining such a standard requires deliberate effort, including strong socialization and developmental programs at the service academies. This is well recognized in the Air Force and at the Air Force Academy, where a deliberate 47-month experience is delivered to maintain this high standard.

There are two guiding principles that are fundamental to the United States Air Force Academy (USAFA): 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. Inherent in these two statements is the expectation of developing intelligent, competent leaders whose actions are informed and guided by their character. As stated in *The Armed Forces Officer* (Department of Defense), "the officer must have strength of character—the ability to keep one's head at times of exceptional stress and violent emotion." This requires, according to Clausewitz, "...first, an intellect that, even in the darkest hour, retains some glimmerings of the inner light which leads to truth; and second, the courage to follow this faint light wherever it may lead" (p. 26). In order

to meet such a goal, the entire USAFA experience is designed to facilitate growth in both leadership and character. This is done through an academic and experiential process that progressively increases in responsibility and scope as a cadet progresses through USAFA.

A useful way to look at this process is through the framework offered by Lindsay and Sanders (2009), which integrates both character and leadership into the developmental process (see Figure 1). This framework, while relatively straightforward in its representation, offers clarity for identifying how both education and experience can be applied to the development of leaders of character. It uses a scientist-practitioner model for each of the domains of leadership and character, maintaining that both formal learning and experience jointly contribute to officership. The benefit of such a framework is that it provides a mechanism by which both disciplines can be examined in relation to one another, particularly in terms of the interaction of leadership and character. The approach at USAFA is to provide both the scholarship and the practice within the domains of character and leadership. This arduous task is accomplished by the many different organizations--mission elements--across the institution. The purpose of this paper is to highlight, according to the framework, how this is done. We will do this by first addressing leadership scholarship and experience and then detail how this is done with respect to character. Finally, we will bring these two domains together by addressing their integration.

Teaching Leadership

With the charter of the Air Force Academy geared toward developing leaders of character, there is a fundamental and critical assumption



that leadership can be learned. Clearly there are multiple pathways to learning, including learning that occurs in a formal classroom environment. Although traditional classrooms have been criticized for not being the most potent platforms for developing leadership capabilities (e.g., McCall, 2010), the leadership classroom at the Academy is not a traditional educational experience. In fact, it differs in substantial ways. First, it is not a compressed seminar, but a curriculum that is distributed over 15 weeks. Second, the leadership classroom is supplemented by a “lab” opportunity, since cadets actually apply and practice leadership throughout their 47-month experience at the Academy. Third, the class includes case studies, personal evaluations, and experiential activities that result in deeper learning than large, lecture-based approaches to teaching.

While opportunities to teach leadership occur across the Academy, from any of the “fields of friendly strife” to the flightline to the dormitories, the formal teaching of leadership classes is largely provided through the Dean of the Faculty and specific academic departments. In particular, it is the Department of Behavioral Sciences and Leadership (DFBL) that is charged with providing this academic component to the development of individual leadership.

DFBL teaches leadership at three levels. First, the department offers a core leadership class that is completed by all cadets during their junior year. Next, there are leadership electives that are optional to cadets and represent a leadership concentration within the broader behavioral sciences major. Finally, as part of a Master’s degree program for selected Commanders, the department offers three leadership courses. All of the courses reflect a consistent philosophy and set of assumptions

regarding the capacity to learn leadership, a hierarchy of leadership competencies (e.g., Hogan & Kaiser, 2005), and the ability to learn specific competencies that prepare leaders-in-training for later leadership success (Jackson & Lindsay, 2010). One key assumption is that self-awareness is a significant competency that undergirds leadership effectiveness. Therefore, personal assessment, self-evaluation, and reflective learning processes are used to promote self-understanding and enhance the learning experience. Self-awareness may be a critically important component of effective leadership, but clearly more abilities are required than just self-knowledge. As Day (2000) has articulated, leaders should possess both human capital and social capital, and these can work synergistically to enable high performance at all levels, including the capacity to lead teams and organizations. Student leaders will not practice at these levels until later in their careers, but early presentation of such material not only provides a clear leadership framework, it can also operate as a priming mechanism supporting vicarious learning. This approach guides and aligns the teaching of leadership at the three levels previously identified.

Since every graduate of the Air Force Academy is expected to be a leader, it is axiomatic that every cadet should participate in at least one leadership course. At USAFA, this course is Foundations of Leadership Development (Beh Sci 310). It is a core academic course tailored for all cadets in their junior year, intentionally targeting this specific level since this is the time when these cadets are transitioning into leadership roles in their respective Squadrons and throughout the Wing. Consistent with this timing, the course has the specific goals to: 1) grasp the essential behavioral science and leadership concepts that



are fundamental to leadership development and effectiveness; 2) provide tools and amplify cadets' ability to recognize, interpret, and analyze various leadership situations, and 3) bolster cadet's ability and commitment to facilitate their own leadership development. Beh Sci 310 effectively meets these three goals through relevant academic theory and ample opportunity to apply this theory to numerous cadet and Air Force leadership examples. Specific course content includes principles of leader development, characteristics of effective/toxic leaders, communication, transformational leadership, ethics in leadership, followership, groups and teams, and organizational leadership and change.

There is deliberate alignment between these three objectives, the institutional outcomes, and the specific lessons in the course. Some of the 19 USAFA outcomes include ethical reasoning and action, service to the nation, skills in communication, critical thinking, decision-making, and teamwork, and knowledge of ethics and the foundations of character. These outcomes are embedded in the course materials as evidenced by readings and lessons on these topics from military leaders and world renowned scholars. Additionally, the course emphasizes the outcomes of Respect for Human Dignity and Lifelong Development and Contributions. At the most basic level, Respect for Human Dignity is fundamental to effective leadership. As leaders of character, it is essential that cadet's understand and respect those whom they will lead. In addition, fundamental to the course is the notion that leadership is something that can be developed and that it is a process that takes place over time. Therefore, a cadet's journey toward lifelong development in leadership is enhanced through this course. In part, this is

accomplished by orienting lessons to levels of leadership or the leadership pipeline—leading self, leading others, and leading managers (Drotter & Charan, 2001). These emphases and alignments with the course material support institutional coherence and represent significant benchmarks to the Air Force's leadership doctrine, institutional competencies, and other published standards of leader characteristics.

The scope and complexity of this course requires a large cadre of qualified instructors. This is orchestrated through a Course Director system, in which a Course Director, a senior military officer or civilian with a PhD in leadership or a related field, supervises over 15 military and civilian instructors. The majority of other instructors that teach this course are hand-picked based on their academic credentials (e.g., degrees in leadership) and/or extensive leadership experience (e.g., previous squadron commander). This depth and breadth of knowledge and experience is necessary since the course is not lecture-based course, but relies on class discussion and interaction. This style of academic delivery requires that the instructors really know the material, are comfortable in the classroom, and are familiar with the cadet experience. In addition to DFBL instructors/professors, a limited number of Air Officer Commanding's (AOCs) are used as instructors in the course. These AOCs are volunteers and are hand screened to teach in the course. This has been a valuable asset to Beh Sci 310 as it provides an important operational perspective to the course, due to the AOCs role in the Commandant of Cadets' mission element.

The second level of formal leadership education within DFBL consists of elective courses. Currently there are four additional course offerings in leadership, Groups and Teams, Individual



and Organizational Assessment and Leadership, Advanced Leadership, and Advanced Topics in Leadership. These courses follow the same general philosophy and approach, but obviously their scope is more specific. The topics either expand and broaden those in the core course or are addressed with greater focus and depth, consistent with the course emphasis. It should be noted that DFBL is not the only department that teaches courses related to leadership. While it is the only department that has a required leadership course for all cadets, there are at least three other departments that address leadership topics. Perhaps the department with the most breadth in addressing leadership issues would be the Management Department, which has two courses on Human Managerial Systems and a course on Management and Command. The Department of History offers a course on the History of Military Thought, and the Department of English provides a course for all cadets titled Language, Literature, and Leadership. It should be noted that leadership is also taught in multiple lessons in Cadet Professional Military Education provided through the Commandant of Cadets. These lessons address a wide range of topical leadership issues and are intended to prepare each cadet class for current duties and their next level of leadership responsibility.

The third level of formal leadership instruction provided by DFBL targets commanders (i.e., Air Force Majors who will become leaders of cadet squadrons) rather than cadets directly. An important objective of this course of instruction is to prepare these squadron commanders to be quintessential leaders and role models, thereby making them great examples and mentors for cadets to follow. In some ways this is a train-the-trainer approach with a one-year Master's degree

in counseling and education providing the critical academic background so these commanders can effectively develop cadets. The Master's degree is steeped in a developmental orientation as it serves as both a robust leadership development program and as an advanced academic degree to help these commanders frame, understand, and teach cadets about leadership (see Hassan, Jackson, & Jordan, 2009). The program weaves academic and developmental information and experiences together such that graduates have enhanced knowledge and skills in human and social capital. They are expected to be both "book smart" and "street smart" in terms of leadership, and capable of applying honed capabilities to model and deliver organizational results in the form of squadron performance. Additionally, they should demonstrate their commitment to lifelong learning and, most critically, apply their talents to develop subordinates. In support of this, their leadership curriculum includes coursework on characteristics of effective leaders, leader and leadership development, leading at different levels, coaching, group dynamics, leading diversity, and student development. Although this program enrolls only about 20 officers per year, the impact of the Air Officer Commanding is felt across this Academy since each AOC leads over 120 cadets.

The general teaching of leadership is practiced in virtually every venue of the Air Force Academy, but the formalized and core instruction is primarily resident within DFBL. This instruction is consistently aligned with the broader Academy outcomes and mission. It is congruent with and guided by both appropriate Air Force doctrine and the discipline of leadership found in scholarly publications.

Practicing Leadership



There is no doubt that the opportunity to perform in a leadership position contributes significantly to the development of leadership skills. Whether this practice occurs through successfully navigating challenging assignments (e.g., Day, 2000) or struggling as a result of hardship (e.g., Moxley & Pulley, 2004), there is educational value derived from actually “doing” leadership. One of the distinctive strengths of the service academies, to include the Air Force Academy, is that the curriculum not only includes academic courses, but also complementary “lab experiences” to promote leader development. These experiences occur throughout a cadets’ time at the Academy, and the responsibilities are progressive over a four year span. In many ways the nature of these leader development expectations represent the Academy as somewhat of a work-study program that also follows an apprenticeship model. That is, cadets are expected to balance time across numerous Academy experiences that include academic training and military job performance. These military positions expand in scope, to the point where senior level cadets will lead flights, squadrons, groups, or the entire cadet wing. Further, there are opportunities to assume such positions throughout the year. During the year, these positions include both on-the-job training and performance requirements. Thus, there are unit goals to be achieved by using objectives, standards, and procedures, and there are leadership development objectives supported by the use of hierarchical supervision, mentoring, coaching, and feedback. Within the academic year these leadership experiences range from one-on-one training to leading team activities to directing wing-wide major training events, all of which are graded or scored in some fashion. These academic year opportunities also include leadership positions in aviation programs, particularly the parachuting

programs and introductory flight training in the soaring program, where cadets lead, train, develop, and evaluate other cadets. Additionally, there are opportunities to lead within a wide variety of clubs, and of course there are leadership positions, formal and informal, on athletic teams from the collegiate to the intramural level.

The leadership opportunities are expanded during the summer sessions. A major leadership opportunity, and training requirement, is to participate in Basic Cadet Training, the indoctrination and preparation/training program for incoming cadets. There are numerous other cadre leadership positions, to include Global Engagement cadre (leading cadets in a simulated deployment), Field Engineering and Readiness Lab Leadership and Engineering and Construction Camp Cadre (where cadets other cadets in hands-on civil engineering/construction activities), and AETIC Leadership (where cadets assist Military Training Instructors for the Air Force’s Basic Training).

Some of these leadership experiences have a more limited scope or a more passive nature. For example, serving as a classroom leader, a section marcher, includes some degree of accountability and responsibility for classmates, but usually a cadet is a section marcher for a single course (and there aren’t enough courses for all cadets to fulfill this role). Other programs, such as Operation Air Force and Language and Cultural Immersion Programs provide exposure to leadership, but most cadets are observing rather than participating in leadership roles during these experiences (and the goals of these programs are not to have direct leadership roles). Nonetheless, there is both a constant exposure to and expectation for leadership and leadership development.



In summary, leadership is a multifaceted construct and, therefore, the responsibility for developing leadership does not fall with one program or one academic department. It is possible only through a carefully constructed process that leverages all of the strengths and resources that are present at USAFA. While different mission elements have the responsibility for managing the specific pieces of this leadership development, it is only through the synergy that is developed through a systematic and aligned development process across all parts of USAFA that this is possible.

Teaching Character

The teaching of character is fraught with some of the same challenges and criticisms as the teaching of leadership—“it can’t be learned from a book.” This conclusion, however, seems over-generalized. Consider for example, the model of morality proposed by Lickona (1997; 1996) that includes moral knowing. Moral knowing is a cognitive component, and certainly students can be taught to engage in critical thinking processes and to acquire a critical fund of knowledge regarding character and moral matters.

For years, formal character education at the Air Force Academy was largely focused on the Honor Code. Understandably this is a critical emphasis and corresponds to the Air Force core value of “Integrity First.” However, character is not unidimensional. Therefore, there has been a progressive extension of character programs to reflect the breadth of qualities that relate to character. Further, in 2009 the Center for Character Development formally recognized the linkage between character and leadership, accordingly expanding to become the Center for Character and Leadership Development (CCLD).

Even so, Honor Education is still the bedrock and foundation of character education at the Academy.

Honor education continues to be very extensive. In Basic Cadet Training (BCT), basic cadets are given several hours of honor lessons covering the spectrum from the letter of the code (“Cadets will not lie, steal or cheat or tolerate those who do”) to the spirit of the code (e.g., being honest, respecting people’s property, turning in their own original work, etc). This training continues throughout their four years; the frequency of training decreases but the sophistication increases as a cadet grows under the code. In addition, cadets in BCT are given four lessons covering the three Core Values: Integrity First, Service Before Self, and Excellence in All We Do. This is part of a comprehensive process for assimilating the Air Force culture. It ensures new cadets understand what the core values mean and begin to embrace them in their daily lives.

Supplementing this initial training, currently all cadets have a graduation requirement to attend five, day-long seminars which focus on various emphases in their character development journey. These seminars share two closely linked concepts that provide focus for the seminar structure: symbolism and making the experience memorable. Symbolism is important to show the various representations of character in the Air Force. Further, it supports the institutional priority that character is the most important trait an Academy graduate must have. Given this priority, cadets have to see its importance running through all aspects of the seminar experience. As a result, there are several seminar imperatives. The material has to be leading edge, directly relevant, and immediately applicable. In addition, the staff supporting them has to be experienced and



passionate about what they do, and leadership and other mission elements across the Academy must openly support cadet participation. Furthermore, it is important that cadets see forthright volunteer facilitators with extensive professional expertise and robust backgrounds who sacrifice their time to speak into cadets' lives and ensure the Academy accomplishes its mission of developing leaders of character—cadets have to be in contact with those actively practicing the core values.

While the broad objective of these seminars is to develop leaders of character, there are also specific outcomes that directly map onto four of the Academy's 19 institutional outcomes for all graduates. All the seminars tie directly into the development of at least four of those, with the four common outcomes represented by moral courage, respect for human dignity, ethical foundations of character, and ethical reasoning in action. In each of the five seminars, these four outcome characteristics are addressed at a level that is relevant to a cadet's class year and deliberately woven into the lesson material. The tailored use of videos, case studies, personal stories and activities integrated with the intimate facilitator-cadet interaction helps cadets explore the realities of the topics and to get an authentic look from the "front lines of character." This monumental effort to customize lessons to seminars and relate every cadet activity to one of the institutional outcomes may be the only one of its kind at a college or university. Further, the connection to specific outcomes creates an opportunity to better assess the seminars' effectiveness and measure improvements in a cadet's character from entry till graduation.

The seminar philosophy is based on a progressive competency model (e.g., Hogan & Kaiser, 2005)

known at USAFA as the "PITO" leadership model, which highlights personal, interpersonal, team and organizational leadership. Each type of leadership is progressively addressed and highlighted in that succession from freshman through senior year. Thus, the curriculum in the seminars is designed to meet a cadet where they are best ready to receive it and most able to utilize it. This way each seminar builds upon the previous years' material. During their first year, cadets are given extremely demanding requirements with military, academic and athletic duties. We try to help them gain some personal awareness and perspective on why they came here and the greater purposes and values that the profession of arms entails. Essentially, we attempt to help them lay the foundation for a successful journey at the Academy and in the military. This begins with making personal leadership choices (i.e., leading oneself). In their sophomore year, the seminar focus shifts to interpersonal leadership and the topics help equip them deal more effectively with their roommate, their teammates, their squadron, and their chain of command. In their junior year, cadets become small unit and team leaders and captains, so the team aspect of leadership is emphasized through the lens of servant leadership. In the final year, the seminars culminate with an organizational focus on ethical decision-making which connects a cadet to their soon to be lieutenant reality.

A true seminar format is used for all five of the character seminars. Class sizes range from 50-60 cadets. Although this may seem like a large number, the groups are actually broken down into much smaller groups (8 – 10 cadets), each having a designated facilitator or two. During the first year freshman cadets attend two seminars. The first, Vital Effective Character Through Observation and



Reflection (VECTOR), as the acronym implies, focuses on the direction—obtaining the right bearing for the fundamental features of an officer's values and actions. VECTOR focuses on four main areas: values, purpose, vision and influence, all at the personal level in the PITO model. This seminar explores who a cadet is, what drives them, where they see themselves headed, and how they will impact others. Appropriately, the main goal of the seminar is to mobilize them with a more deliberate direction, energized to make a positive impact.

Freshmen also attend the Respect and Responsibility seminar (R & R). R & R begins the transition from personal and interpersonal leadership. Cadets complete a personality and leadership style self-assessment, the DISC, which allows some clear definition of a cadet's preferences in how they lead, like to be led and generally like to interact in a given environment. This helps cadets learn what they bring to the table, what blind spots work against them, and how they can take a challenging person or situation and approach either more effectively. With self and other awareness as a foundation, cadets then explore the area of interpersonal micro-aggressions and other subtle but high impact diversity issues. The goal is for a cadet to possess a heightened awareness of the many interpersonal challenges that exist and some very practical tools they can use to address the multitude of issues they face in the cadet wing and in the future as an officer.

For their sophomore year, cadets participate in the Responsible Officer Performance Enhancement Seminar (ROPES). Unlike the other four seminars, ROPES takes place outdoors at the Adventure Based Learning Course (ABL). ABL is an obstacle course with events ranging from low

to the ground group challenges to 70-foot towers that can only be accessed with technical ropes and harnesses. This experiential learning model gives cadets a chance to use many of the interpersonal skills they have acquired in previous seminars and take them to another level in small group dynamics where proper communication, trust and respect are all paramount. These events are simulations or workplace metaphors for real life interpersonal problems as they draw upon problem-solving skills, trust, communication abilities, and moral courage in accomplishing team tasks the right way.

The Leader in Flight Today (LIFT) seminar uses servant leadership to explore team leadership; a timely topic for these cadets who are now assigned to more significant leadership positions during their junior year. A case study method, videos, and interactions are used as vehicles to learn about team dynamics. The seminar closes with a guest presenter who ties in all the lessons from the day with a discussion how being a servant leader can produce results for individuals and for the team.

The Academy Character Enrichment Seminar (ACES) is the capstone seminar event for seniors—firstclass cadets. ACES targets the organizational impacts of decision-making and emphasizes the ethical decision-making process in one's personal life and in the fog and friction of combat operations. The seminar includes a mentoring emphasis as facilitators and senior leaders share and discuss real life ethical dilemmas encountered in their careers.

Honor Education, Core Values and the five seminars continue to be the critical pieces CCLD orchestrates and partners with all mission elements in providing meaningful character education opportunities over a cadet's four year career at



the Academy. Over 1000 guest observers and facilitators from all USAFA mission elements and organizations participate through approximately 150 seminar sessions each year. This participation and integration are key to accomplishing the USAFA mission, and the seminars are an ideal opportunity to drive character education deep into USAFA culture.

Practicing character

Character is frequently thought of as habitual behavior, so it is important in the development of leaders of character to provide opportunities to test and practice the specific behaviors that lead to habits. Certainly the Air Force Academy provides many opportunities for practice, with the idea that such practice leads to the right lifelong habits that will well represent all of the Air Force. Arguably the Academy creates these opportunities in two ways, first by setting conditions that prime and challenge character opportunities, and second, through chain of command intervention and feedback.

As noted, the Academy has requirements in multiple domains. Academic, military, and athletic areas are primary performance dimensions, but cadets have a host of requirements described in the institution's Cadet Sight Picture and sets of formal instructions, as well as the requirements that come from living with 4,000 other people and ancillary experiences like clubs, aviation activities, and the range of experiences within one's personal life. Separately, these requirements create a host of character related practice opportunities in the general sense of doing the right thing. When combined, the intensity of the requirements is magnified as cadets must sort through competing priorities, perform in areas in which they may not

have natural aptitude, sustain performance despite fatigue and/or distraction, and simultaneously show good bearing and decorum. Such conditions provide challenges that are sometimes faced for the first time—"should I cut corners", "if I do 'x', who will know", "if I give my best effort in one area will I then falter in another", "how do I keep from getting grades below my usual level of performance?" Thus, cadets practice character and have to execute character-based decisions quite frequently every day. Some must run on the marble strips, be in the right uniform always, attend one class even if behind in homework on another, maintain composure when frustrated, and all in some way, must lead by example in a very visible environment. Furthermore, the stakes are often high as some performance evaluation, a grade or score, a military rating, a check ride, or career assignment, hangs in the balance. Thus, there is no shortage of opportunities and high intensity in terms of the conditions surrounding the practice of character.

What may distinguish USAFA from other developmental programs is embedded in the idea of practice. On the one hand, practice suggests opportunity. However, merely providing opportunity lacks a systematized approach to really profit from practice. Used here, practice implies repeated trials, systematized opportunities to get better and to get it right. Sometimes "practice makes perfect" with an on-the-spot intervention and feedback. The military hierarchy frequently ensures the presence of one or more superiors who can readily—yet appropriately—optimize the teachable moment. At other times, the practice performance was so far from standards that more aggressive intervention is required. These situations define an assortment of discipline cases, which can



result from lying, cheating, violating a specific rule, or behaving in such a way to raise questions about military aptitude. In these instances a cadet may be placed on probation with the expectation that with support they can remedy the problem. Whether the basis for probation stemmed from a deficit in ethical reasoning and action, a problem with respect, decision making, stamina, courage, or discipline, there is often a remedial emphasis and associated belief that the cadet will learn, and will learn very effectively from a particular misstep. In this regard, part of the requirement is to practice character—the characteristics—that will promote future success and become habitual.

There are also formal and informal feedback mechanisms that guide the practice of character. Obviously feedback helps performers assess their competency. Informal feedback can be used in a coaching or mentoring situation to provide such information. Additionally, formal feedback provides a structured mechanism for obtaining such information. The USAFA Military Performance Assessment (MPA) system includes character related competencies, certainly at the personal and interpersonal levels. Feedback from the MPA system is provided by the cadet chain of command as well as peers and permanent party members from other mission elements. Thus, cadets have an opportunity to get a good vector regarding their character practices and the feedback can be used to guide future behavior. That said, the Air Force as a whole does not reflect a flourishing feedback culture, and the feedback mechanisms at the Academy are not yet achieving their full potential.

Overall, the opportunity to practice character is rich and the degree and frequency of character challenges are both high. It is certainly tenable to suggest that in a developmental environment

for the military this is an appropriate condition. What it also suggests is that mistakes will be made and these can be managed by self-correction, low level intervention, or in serious cases, more aggressive intervention. All of these challenges and developmental experiences promote the maturation of character.

Integration: Leadership and character

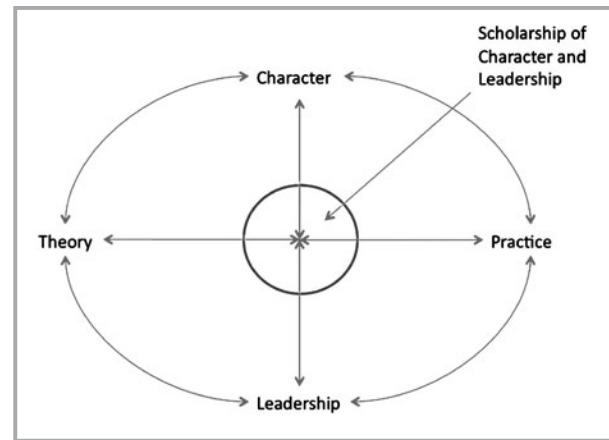
Leadership is often defined as influencing others to accomplish a task, and character is summarily described as doing the right thing. Integrating leadership and character—developing leaders of character—might then be described as getting results in the right way. Clearly this is no small challenge, as many corporate leaders have made headline news in the past several years for getting results doing the wrong thing, and others, far more quietly, have “led” collapsing industries despite doing the right thing. Although there is some disagreement about leadership approaches in the literature (e.g., Hogan & Kaiser, 2005), the most prominent leadership theory—transformational leadership—holds that there must be a moral component to leadership (Bass & Steidlmeier, 1999; Sendjaya, 2005), and that effective leadership includes this moral component as well as the capacity to create and maintain a successful organization. One way to provide leadership for such organizations, and the Air Force would be one example, is to teach future leaders about both leadership and character and then have them engage in action learning—practice—that applies the academic world to real life situations and subsequently enriches the didactic world with concrete experiences. This is the approach currently taken at the Air Force Academy. In this approach there are noteworthy parallels and consistencies in the assumptions and practices



for developing both leadership and character. The most fundamental is that these capabilities can be learned from fairly traditional educational approaches as well as a variety of experiences and assignments. A core competency critical to developing leaders of character is self-awareness. Knowing oneself continues to be a cornerstone characteristic of a military officer. Additionally, the outcomes of the developmental efforts are tailored to cadets' leadership level, readiness, and need, and importantly, are directly aligned with the Academy's institutional outcomes.

The USAFA approach isn't perfect and it needs to get better. One area that needs expansion, as indicated by the nearly separate treatment of leadership and character in the literature, is the interaction and potential synergy of these two domains. This intersection should be more strongly developed since our future leaders will absolutely need a rich set of leadership and character knowledge, skills, and habits to lead in uncertain times and in unpredictable situations. It is important not only for specific national security interests, but also for the well-being of the populace who will continue to rely on the military for competence in leadership and character.

Figure 1. Integrative Model of Character and Leader Development (Lindsay & Sanders, 2009)



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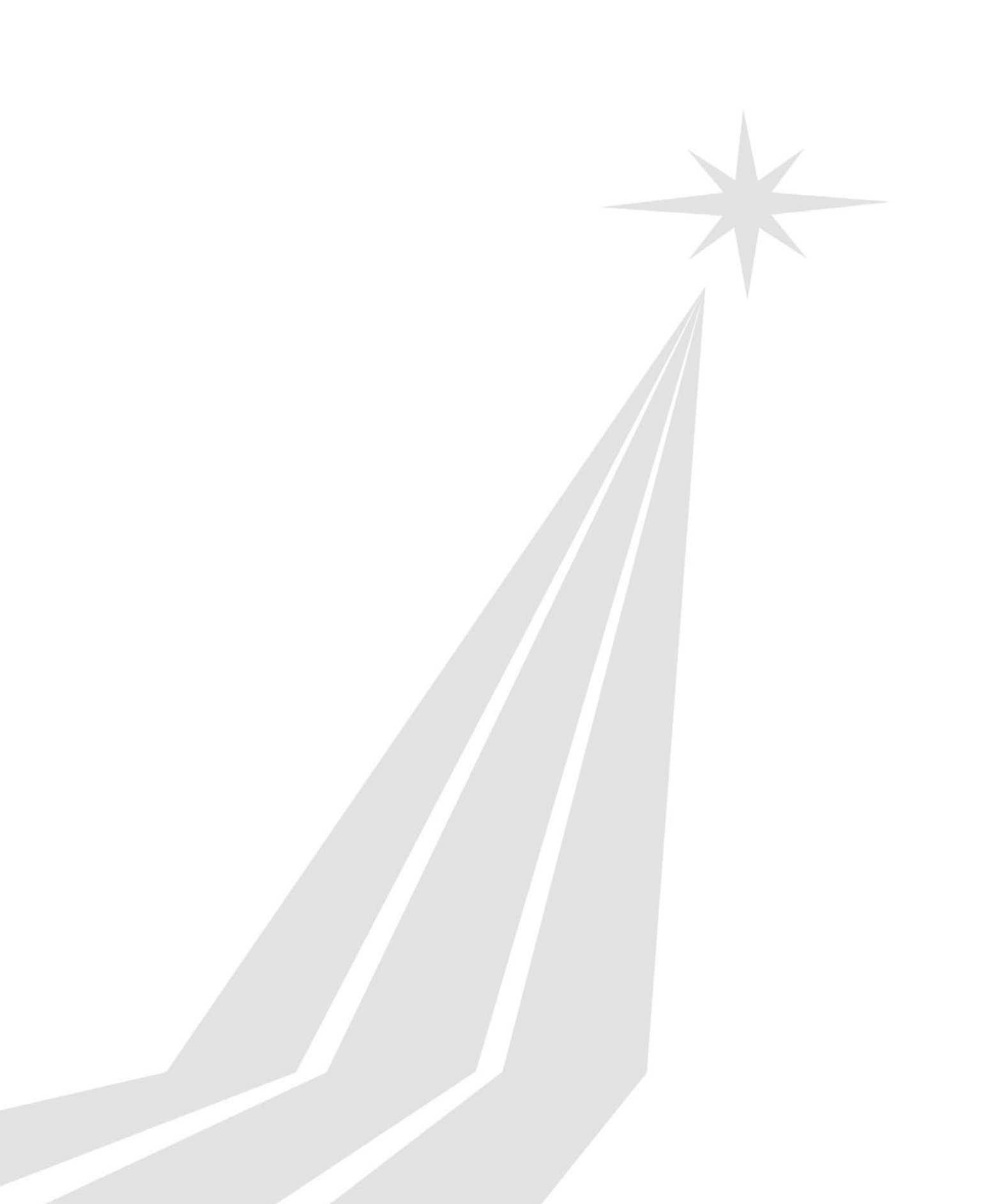
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Leadership Education and Development (LEAD) at the United States Naval Academy

Capt Mark Adamshick
United States Naval Academy

The United States Naval Academy has a deep and abiding commitment to the moral development of its midshipmen and to instilling the naval service's core values. The Naval Academy's mission is supported by the three pillars of moral, mental, and physical development. Unlike civilian institutions, we hire all of our graduates, and within months of commissioning, the new Navy Ensigns and Marine Corps 2nd Lieutenants will find themselves in leadership positions that can challenge their values and test their character in today's highly complex and dangerous battle space. As an institution, we strive to reinforce midshipmen's ability to discern between right and wrong and to reason through right versus right decisions, while stressing the obligations they have as leaders to develop the moral courage to do what is right even at great personal risk. These

goals are embedded in the commissioned officer's role as a Leader of Character, trained and educated to serve as Warrior, Servant of the Nation, and a Standard Bearer of the Naval Profession. The goal of the Leadership Education and Development Division is to integrate the moral, ethical, and character development of midshipmen across every aspect of the Naval Academy experience. The integrated officer development program is the single most important feature that distinguishes the Naval Academy from other civilian educational institutions and naval officer commissioning sources.

The Naval Academy's character program is fairly new in the grand scheme, getting its start in the fall of 2005. Since then, the character staff has been developing its doctrine so that it can be most effective for the Brigade of Midshipmen. Its

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purpose is to promote training and development of combat leaders of character. The Character Program has three sub-programs, Alcohol and Drug Education (ADEO), Command Managed Equal Opportunity (CMEO) and Sexual Assault Victim Intervention (SAVI). Each of these programs has its own separate impact on the Brigade, its own training, and its own personnel, yet all fall under the Brigade Character Advisor who oversees the programs and keeps the Brigade Commander and Commandant on board with the character program's activities.

Because having a strong foundation of honor and character is of utmost importance for becoming an exceptional leader, the character program strives to educate and motivate the members of the Brigade into taking a serious step down the path of developing their own character in preparation for their fleet service. All midshipmen are encouraged to talk about the importance of character and events and occurrences where one's character can be tested. An important part of the character development program is the First Class (1/C) Capstone Seminar.

This seminar program was introduced for the Class of 2002. The goal is to support the mission of the Naval Academy by providing the 1/C midshipmen the opportunity to discuss issues of leadership, character, and ethics in a focused day-long setting. These discussions are one of the final opportunities available to them in their preparation for assuming the mantle of leadership as commissioned officers. The seminar represents a continuing effort to underscore the core values of honor, courage, and commitment and the application of these values as commissioned officers in the profession of arms. Each 1/C midshipman attends this day-long seminar at some point during the First Class year.

A Midshipman can select any one of 32 dates that best fits his or her schedule. Each seminar is limited to 36 Midshipmen to maintain the effectiveness of small-group discussions. Midshipmen attend the seminar in business attire for two reasons. The first is to underscore the importance of appropriate attire for meetings and other functions when a uniform is not required. The second is to remove any semblance of rank hierarchy, so that the value of a person's comment is based on its worth and not the person's position or rank. The small-table composition is great for discussions and allows everyone to really get involved.

Unlike civilian universities, the Naval Academy hires all of its graduates, and within months of commissioning, the new ensigns and 2nd lieutenants will find themselves in leadership positions that can challenge their values and test their character daily. The seminar discussions are designed to stimulate thought about important and relevant issues to be faced in the not-too-distant future. The seminar is integrated with the academic courses in leadership and moral reasoning taught during the four years at the Academy, providing 1/C midshipmen a valuable opportunity to test their knowledge and skill and challenge that of their peers. This experience is enhanced by input from experienced facilitators at each table. These men and women are drawn from the staff and faculty of the Naval Academy and supporting organizations, including retired commissioned officers. All provide valuable input and perspective to assist in the decision-making process. The seminar is a learning experience for all who participate.

The Leadership, Ethics and Law Department (LEL) in the Division of Leadership Education and Development of the U.S. Naval Academy



provides midshipmen with education and training in core courses in leadership, ethics, character, and law, and the opportunity to study specialized electives in philosophy, behavioral science, leadership, and law. While the course of study is intentionally broad, it enhances the effectiveness and credibility of midshipmen while they are members of the Brigade, and later when they enter the fleet as junior officer leaders. Through an intensive four-year process, students acquire a solid foundation in the dynamic science and art of leadership, preparing them for a lifetime of leadership development and service to their country.

The approach to studying leadership at USNA is based upon an experiential learning model comprised of conceptualization, experimentation, reinforcement, and reflection over a period of four years in residence at USNA. Through a process of personal learning, classroom instruction, and interaction, complemented by the unique professional experiences and opportunities for reflection during the academic year and through summer training, midshipmen will understand leadership and what it means to be a Leader of Character. The leadership education program consists of formal instruction by military and civilian professionals in leadership, philosophy and ethics, human behavior, and law; complimented by the practical knowledge and real-time fleet experiences of Navy and Marine Corps commissioned officers. This relevant and effective combination of academic and professional expertise profoundly enhances the learning environment. The “deckplate” experiences of the instructors transforms the learning environment from an abstract study into a more pertinent and timely application of knowledge. The primary outcome

of the leadership learning model is the Officer/ Graduate “Leader of Character.” This outcome is continually improved through a departmental focus on and assessment of individual educational and officer outcomes, student learning objectives, and general program effectiveness.

During the four-year program, midshipmen study leadership, human behavior, ethics, law, and character, as well as individual, group, and organizational behavior. They will gain an understanding and appreciation of the values, culture, identity, and specialized knowledge encompassed by the naval profession. This is achieved in the context of the following student learning goals and objectives for core academic and training courses:

Freshman (Fourth Class) Year – NL110 (Preparing to Lead: Principles of Self- Leadership and Organizational Dynamics)

Midshipmen begin the complex study of leadership in the context of theories and principles of individual and group behavior. This course emphasizes the development and understanding of personal strengths, values, and opportunities for growth. Topics include temperament theory, values, time management, reflection, self-presentation and the self-concept, social influences, trust, perception, communication, conflict management and an introduction to team and group behavior. At the conclusion of NL110, midshipmen will:

- Have knowledge of the basic processes of self-leadership, interpersonal interaction, and group dynamics and demonstrate the ability to apply this knowledge to leadership tasks and challenges at USNA.



- Have deeper understanding of their personal strengths, values, and opportunities for growth.
- Have the foundation to assist them in their performance as active, thoughtful, effective followers, and self-leaders, and demonstrate the knowledge, attitudes, and behaviors consistent with thoughtful and effective followership.
- Have a broad understanding of the complexities of leadership and demonstrate introductory leadership skills during in-class exercises and within Bancroft Hall.
- Have a vision for continued leadership development in preparation for Fleet leadership.
- Be prepared for a military career by experiencing a range of contemporary moral dilemmas in the military context.
- Employ the moral reasoning tools in responding to professional moral and ethical dilemmas.
- Have an increased capacity for critical thinking as it applies to moral reasoning, to include the examination of their personal ideas and beliefs.
- Enhance their level of moral reasoning.

Junior (Second Class) Year – NL310 (Becoming a Leader: Theory and Applications of Leadership)

Third year students build on the concepts introduced in the first year by examining the theory and research of the contingent and dynamic process of leadership. Students refine and further develop their understanding of personal strengths, values, and growth opportunities in the context of team, group, and organizational leadership, as well as through the creation of a leadership vision and professional development plan. The course combines literature from the fields of social psychology, organizational behavior, and group dynamics to help students understand the factors that influence leadership in a military context. The extensive application base and case-study driven approach to the process of leadership introduces students to the immediate roles they face as leaders in the Brigade of Midshipmen and as first tour junior officers. At the conclusion of NL310, midshipmen will:

Sophomore (Third Class) Year – NE203 (Ethics and Moral Reasoning for the Military Leaders)

This course is structured around classical and contemporary writings in moral philosophy. Current military and historical case studies are used to demonstrate how the fundamental ideas of moral philosophy can be applied to the service of the professional military Leader of Character. This course teaches classic and contemporary moral theory, and applies this to resolve ethical situations midshipmen and officers may face in the military. The course is team taught with a professional philosopher (PhD) providing the moral theory and senior officers providing the military application. At the conclusion of NE203, midshipmen will:

- Understand the moral obligations and responsibilities of military Officership.



- Have an understanding of how their personal strengths, values, and opportunities for growth impact their leadership style.
- Have an in-depth knowledge of the most recognized and accepted theories of leadership and group and interpersonal dynamics.
- Have the foundational tools associated with communication, decision making, team building and motivation, conflict management, and vision development to assume responsibilities within the Brigade and as a junior officer in the Fleet.
- Have an understanding of the unique combat factors that influence the leadership process in the military.
- Have a plan for continued leadership development in preparation for Fleet leadership.

Senior (First Class) Year – NL400 (Law for the Junior Officer)

This course provides a survey of relevant legal topics applicable to the role of the future junior officer as a leader, manager, and decision-maker. Students examine operational law concepts, including the Law of Armed Conflict, Rules of Engagement, and the Law of the Sea. They also study the various types of military investigations, as well as the different types of disciplinary venues, such as Nonjudicial Punishment and Courts-Martial. Students are provided with an exposure to the various crimes enumerated in the Uniform Code of Military Justice and the administrative discharge process. They also study Constitutional criminal procedure vis-à-vis self-incrimination, search and

seizure, and evidentiary matters. Students are also exposed to newly emerging areas of personnel law, to include new developments in Equal Opportunity law, the Joint Ethics Regulations, and government information practices. This course equips junior officers entering the Fleet with the knowledge and tools they will need to recognize sensitive legal issues. The broad legal exposure the course provides to midshipmen will improve their effectiveness as officers and leaders by enhancing their ability to safeguard the good order, discipline, and morale of their units. At the conclusion of NL400, midshipmen will:

- Gain familiarity with operational law concepts and theories governing the profession of arms.
- Gain knowledge that will enable them to run a fair, impartial, and effective disciplinary program in their future Fleet assignments.
- Gain the ability to identify legal issues and the appropriate avenues for their resolution.

In 2007, the LEL Department began to integrate multi-method evaluation and assessment across the education program. The department continues to test and apply new and different approaches to understand the effectiveness of departmental efforts and student outcomes. This multi-method approach evaluates student experiences in LEL core courses, acquisition of core course knowledge, and assessment of specific course-relevant skills and attitudes. The following assessment-related projects and plans were deployed during the 2008-2009 academic year.

- a. Common Core Course Evaluation. Course evaluations for each of the four core courses within LEL contain a common section that utilizes three core assessment questions. This tie-in to key LEL



objectives provides a helpful baseline for future assessment of student perceptions of the linkage between LEL core courses and leader development. In the spring semester of 2008, three common assessment questions were included for NL110 and NL203. These questions assessed how clearly midshipmen perceived a link between courses and three leadership education learning outcomes. The common core question base was expanded and integrated across all four core courses during 2008-2009.

b. Technology. The course evaluations continue to be migrated to Blackboard for all core courses. This action makes delivery and analysis more consistent and streamlined. In the past, student participation in the evaluation process varied widely across the core courses, which affects the reliability and validity of assessment data. LEL continues to develop strategies to improve response rates for course evaluations, within guidelines established by the USNA Human Research Protection Program.

c. Content Mastery. LEL uses random pre and post course content assessments to ensure students are acquiring essential content in each core course. Sample sizes and range of instructors included have been expanded and content items were updated to better reflect course learning objectives.

d. Applied Knowledge and Skills. With course evaluations and content mastery assessment established in LEL, the department has attempted to measure applied gains in the leadership education program. In 2008-2009, core course coordinators explored at least one approach to measuring acquisition of key skills and abilities. Assessment projects included critical thinking and active listening (NL110), moral judgment test performance (NE203), counseling, goal-

setting and performance evaluation (NL310), and JAGMAN investigation reporting (NL400).

e. Long-Range Planning and Assessment. LEL has established and implemented a cycle of assessment for a five-year period. This plan articulates program learning outcomes and course objectives to be assessed each Academic Year. In addition, the department has begun assessing and mapping core course learning objectives to leadership education program learning outcomes and goals, as well as to the recently approved USNA list of graduate attributes:

- Selfless leaders who value diversity and create an ethical command climate through their example of personal integrity and moral courage.
- Mentally resilient and physically fit officers, who inspire their team to accomplish the most challenging missions, including leading in combat.
- Technically and academically proficient professionals with a commitment to continual learning.
- Critical thinkers and creative decision makers with a bias for action.
- Effective communicators.
- Adaptable individuals who understand and appreciate global and cross-cultural dynamics.
- Role models dedicated to the profession of arms, the traditions and values of the Naval Service, and the Constitutional foundation of the United States.

There are primarily three interconnected uses of

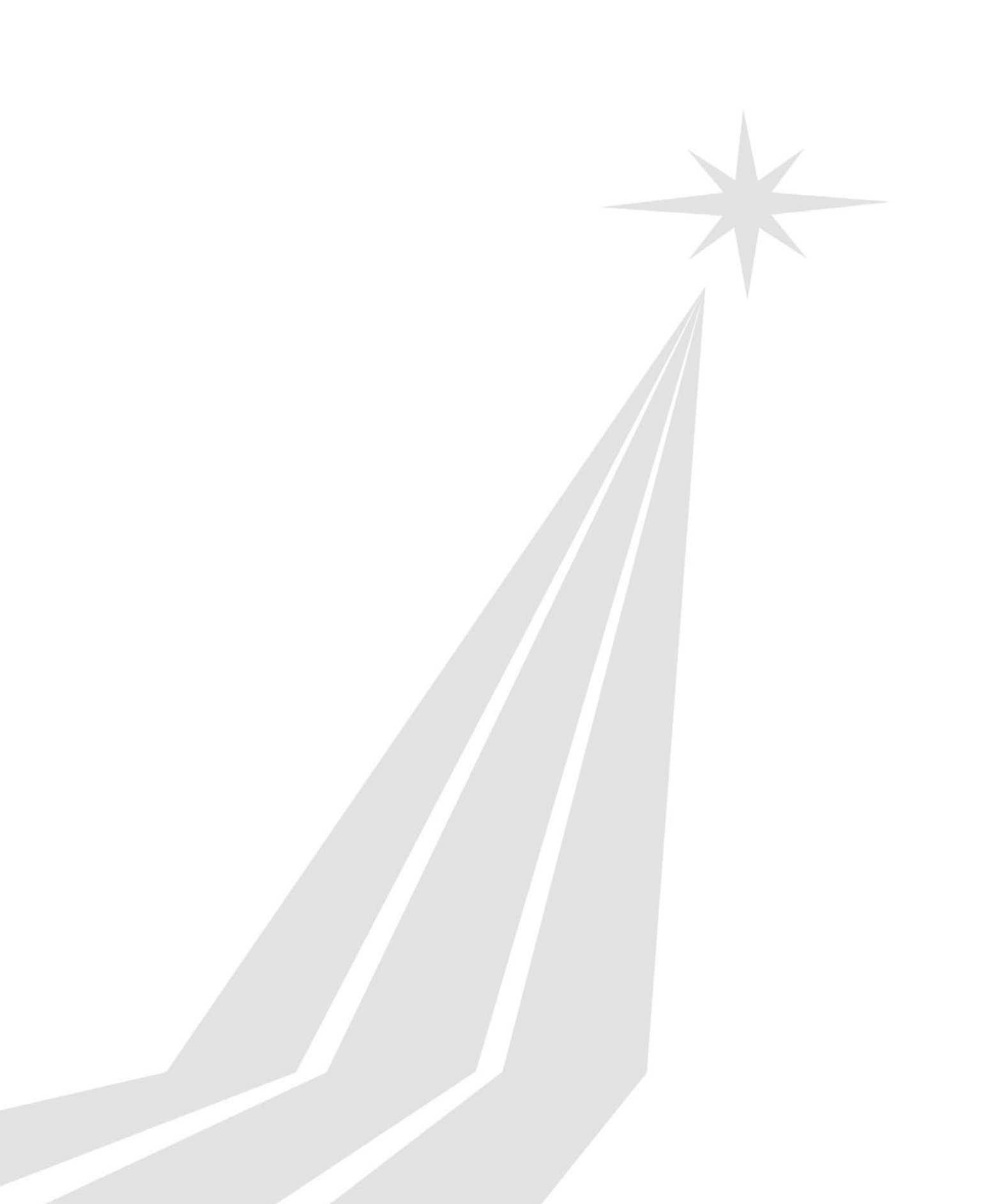


the attributes of graduates: first, to communicate to our institution and others the ideals that should shape our programs over the 47 months that midshipmen spend at the Naval Academy; second, to foster programmatic alignment at the Naval Academy with the desired end states that the attributes represent; and, third, to guide strategic planning, resource allocation, institutional renewal, and institutional effectiveness assessment.

f. Assessment Results. The midshipmen in the NL110 pre and post content assessment, on average, achieved significant knowledge acquisition in the core introductory leadership content. Although the content assessment revealed that students are indeed learning the core material to a significant extent, the next challenge to is to help them discern a clear connection between what they are learning and their applied leadership duties in the Brigade and in the fleet. NE203 administered the Moral Judgment Test to three sections of students (n=63) the first day of class and the last week of class. 50% of the students went up in score and the difference between the two groups is significant. The average post-course test score was 16.2% higher than the average pre-course test score. An objective test of course content was delivered to a sample of midshipmen at the beginning and completion of NL310. The mean test score improved from 53% to 76% and indicates a high level of knowledge acquisition in core content. The assessment of general content acquisition in NL400 indicates significant increases in mastery of the course material across nine essential domains. These

changes are significant and underscore the breadth of material that midshipmen learn about military law and its application to their profession. The data also reflect significant improvement over the previous two academic years. Additionally, the data reflect a significant improvement over the previous academic year in how midshipmen see their critical-thinking abilities develop throughout the course.

g. Future Plans. Each of the core courses will continue to assess the course using student evaluations that distinguish thoughts on the course and the instructor. This has proven valuable in providing individual feedback to each instructor, while maintaining objectivity while evaluating the course. Additionally NL110, NL310, and NL400 will continue to use a Pre-Post Course Content Assessment to evaluate knowledge acquisition. The Superintendent has initiated a fleet wide survey of accession source commanders to collect data on newly commissioned officers and their performance during initial pipeline training. Specifically, this outreach effort is designed to assess if Naval Academy graduates genuinely embody the institutional attributes that remain at the core of our developmental model. This data will be used to evaluate the institutional officer development model and make continuous improvements to assure the Naval Academy is meeting its mission of graduating leaders of character.





Collaborating on Character... The SACCA Story

Stephen A. Shambach and Dr. Robert J. Jackson
United States Air Force Academy

Background

The essence of synergy is when the whole is greater than the sum of the parts. Working together, all benefit more than their individual contributions. This is true for potlucks (a remarkably ironic term) as well as for organizational efforts. On the other hand, working in isolation, or compartmentalized efforts (i.e., “stove pipes,” “rice bowls,” etc), is the antithesis of synergy. If there was ever an area that desperately needs synergistic effort, it would be character and leadership development and assessment at our Federal Service Academies.

In 2004, while working for Analytic Services Incorporated (ANSER), co-author Steve Shambach was involved in a study of the Air Force Academy’s character and leadership development from accession to commissioning. One study focus area was to recommend the means to assess the commissioning suitability of cadets with regards to character. While there are acceptable measures of suitability for commissioning regarding academic, physical and military fitness, there did not appear to be the same level of confidence that the Academy was commissioning leaders of character. How could we know that?

Stephen A. Shambach, is the Senior Character Development Program Analyst at the US Air Force Academy, with primary responsibility to integrate leader and character development and establish the Center for Character and Leadership Development (CCLD) at the Academy. A 1974 USMA graduate, he holds a MA in Organizational Psychology and a MEd in Counseling Psychology from Teachers College, Columbia University, New York. He has 35 years of experience studying, teaching and applying leader of character development in military and civilian organizations.

R. Jeffrey Jackson is an Associate Professor in the Department of Behavioral Sciences and Leadership at the United States Air Force Academy. His primary responsibilities involve teaching and program evaluation related to leadership development and leadership effectiveness. His doctoral and master’s degrees were granted by Loyola University Chicago; his undergraduate degree is from Duke University. His research interests have been wide and varied as he has published in the areas of anxiety, airsickness, personality, and leadership. In addition to his academic work, he is also an adjunct faculty member for the Center for Creative Leadership.



Starting first with the Air Force Academy, our team learned how USAFA was attempting to assess character. While some modest efforts had been made, it was acknowledged that little was known about the validity or reliability of the assessment efforts being used. Further, character assessment was not a priority at the Academy, and there were insufficient resources (people, time and money) allocated for this purpose. Prospects for advancement of character assessment efforts were dim. Next, a site visit to the Naval Academy highlighted the same challenges. Further, the Naval Academy was not aware of what the Air Force Academy was doing regarding character assessment. Subsequent visits to the Coast Guard Academy, and Merchant Academy, and Military Academy (West Point), provided the same result.

It became obvious that, while each Academy had the desire to improve character assessment, each on their own lacked the people, time and money to make significant strides in character assessment. Therefore, it would no doubt be advantageous to begin collaborating in order to improve everyone's ability to do assessments (NOTE: This insight was a major recommendation in the ANSER study published in 2005¹).

In December, 2007, the US Air Force Academy created and filled a Senior Character Development Program Analyst position, responsible for, among other things, determining the extent to which character was being developed in cadets. The first major initiative of this Analyst was to establish a collaborative effort among all the Service Academies. Coincidentally, at precisely this time, the Director of the USAFA Center for Character Development, had already identified this need and

had invited the five Federal Service Academies for a meeting at USAFA to initiate a collaborative effort, and that all had accepted.

SACCA Begins

Service Academy Commandants approved a character assessment consortium at the Conference of Service Academy Superintendents (COSAS) meeting in 2008. There were two primary drivers behind the support for the character assessment consortium. First, there was a recognized need for an integrated character development and assessment approach across all the service academies. Since the service academies possess a common mission to produce leaders for the nation (i.e., those with the character and calling to lead and serve), it was deemed important to demonstrate that the academies do, in fact, promote this kind of development capability during the 47-month experience when cadets and midshipmen are in residence. Thus, the academies should be able to show changes in moral growth of their graduates. Moreover, this development must be specifically tied to an intentional curriculum and set of learning/developmental experiences. If leader and character development is merely due to maturation effects, the service academies are not the causal factor for increases in desired characteristics. An understanding of outcomes and the interventions that give rise to these outcomes is critical to guide program improvements and provide a more sophisticated assessment of progress.

The second push for the consortium was the fact that collaboration supports synergies and economies of effort. There is no doubt that there are many common leader of character factors and processes across the service academies, even

¹ *Developing Leaders of Character at the U.S. Air Force Academy*, ANSER Rinal Report, 25 April 2005.



though graduates support different branches of the military or serve the nation in different ways. One distinct commonality is that no service academy is satisfied with current efforts in developing and assessing leader of character development. Given this common problem, it is not only smart, but prudent to develop and share effective lessons and best-practices. This prevents duplication of effort, and also focuses and channels resources toward opportunities and significant areas of need. The current effort responds to a longstanding need at the academies and reflects the positive elements of a truly joint effort.

In June, 2008, the academies met at USAFA and the Service Academy Consortium on Character Assessment (SACCA), as it would later be named, was born. The purposes of this first meeting were to become familiar with each other's developmental programs, assessment strategies, and initiatives. From this, SACCA would frame shared issues and objectives, and mobilize as a collective unit around the commonality of interest, the commonality of need, and a mutual benefit that was possible by collaboration among the academies.

An important factor in the consideration of leader and character development is the rapidly changing environment within which officers need to operate, with implications for supporting our cadets and midshipmen to be able to meet these evolving and future requirements. With some of the opportunities and challenges in mind, the group resolved to establish a consortium that would meet regularly and would draft a charter committing each Academy to contribute, support and share information and initiatives with each other to more efficiently and effectively further the development and assessment of character at each institution. Despite the apparent interest and

enthusiasm, the SACCA group was unable to secure written agreement to a charter by all Academy Commandants. Undeterred, the SACCA group has crafted a charter (See Appendix), and persisted in its efforts over the past 2 ½ years, meeting semiannually face-to-face and, in the interim, with quarterly Video Teleconferences.

Although there are some specific differences in values and service cultures, the SACCA group has elevated its focus to two broad areas: developmental initiatives/opportunities and assessment strategies. The developmental initiatives group focuses on interventions and experiences that enhance, promote, and reinforce the development of leadership and character. The assessment group's efforts are oriented toward an evaluation of impact, fundamentally examining whether specific or general interventions provided a positive increment in these critical qualities. Although there is some specialization in terms of SACCA members aligning with either the assessment or developmental group, there is ongoing convergence in dialog and efforts to show that the developmental opportunities do contribute to change and that the assessments could detect development.

SACCA Progress

Among the many things that are unclear about leader and character development and assessment, one thing is clear--it is extraordinarily complicated with wide-ranging conceptualizations and definitions and no uniform set of procedures that universally guarantee significant development or crystal clear metrics. Consequently, SACCA has been working to narrow the frameworks and ways of thinking about these topics in order to establish an initial platform. There is some risk in such a



strategy, given that some useful ideas may not be considered and explored. Despite this, it seemed most prudent to not be tied to a linear approach and to be optimistic that the more the group moved forward, the more would be learned. In this spirit, the committee opted to define character in a very general manner as the *embodiment of the service's Core Values*. Rather than getting embroiled in specific language, this definition would span all service academies, and, for the time being, would suffice. Thus, values around duty, country, selflessness, integrity, respect, honor, loyalty, courage and commitment, reflect the character foundations for each of the academies.

The conceptual framework that integrates these character dimensions and leadership is a dynamic model that expands a more typical input-process-output model. Not surprisingly, this is a complex model in need of further refinement. The input element relates to antecedent variables which include the wide range of character and leaders qualities, experiences, readiness, and potential of incoming cadets and midshipmen.

Process components range from fairly broad to fairly narrow. The broader process dimensions impacting character and leader development include the culture and climate of the service academy (the moderators), whereas the more narrow process elements that impact the student body include the actual experiences a cadet is exposed to (which mediate the outcomes). Within the process level, there is significant consideration given to the interaction of two moral processes, moral awareness and moral reasoning, that also interact to impact moral action. Although, moral action is certainly one intended outcome that would define a leader of character, SACCA has also selected six virtues to operationalize the global

heading of “outcomes.” The six virtues are respect, loyalty, selfless service, integrity, decision-making, and courage.

In support of this preliminary conceptualization and framework, the service academies are pooling their resources and background experiences. This clearly supports this effort as a joint process, and moreover, it facilitates the sharing and application of “best practices.” This is crucial for availability of information and promotes outcomes related to cross-sharing for common academic courses, experiential training, and current efforts in program evaluation. This orientation has led to some partnerships around the use of The Armed Forces Officer (2007) at all the academies, collaboration with the Army Center for Professional Ethics (an agency at the leading edge for the Army’s immediate requirement in terms of leadership and character), use of interactive video technology (USMA’s “Leader Challenge” and USNA’s “Last Call”), and the use of online shared workspace for SACCA through Defense Knowledge Online.

The cross-sharing of information and resources has helped SACCA narrow the range of assessment options. After exploring an assortment of potential and useful metrics, the committee has opted to begin with the Values in Action (VIA) as its cornerstone. This is not an absolute, but given the sparse literature on character assessments and linkages to outcomes, particularly leadership outcomes, the VIA provides a reasonable starting point—even if it ultimately becomes the “straw man” in the assessment strategy. Further, this does not imply that previously used and other assessments will not continue to have a role in character assessment. There are assessments, such as the Defining Issues Test and Ethical Decision Making Instrument, that do provide useful pieces



of information. The VIA is appealing, certainly in part because it assesses a range of values that tie the academies together. Even though there are variations in the academies' core values, the VIA touches on all of these. Additionally, the VIA has been used at three of the academies which provides a solid benchmark regarding the areas of importance to our cadets and midshipmen.

Challenges

Despite the sharing of information and agreement on some core matters, there are some significant challenges that SACCA has encountered. To be sure, one of the most challenging issues has been to grapple with leader and character development and assessment. It is difficult to achieve consensus on the definition of terms (e.g., note the rather vague definition of character mentioned earlier) and equally challenging to operationalize the concepts. However, this is a common difficulty that any organization addressing these issues would face. There are other challenges that may also be encountered in other organizations, as some of the SACCA difficulties are those described by many Human Resource agencies.

One of the challenges is institutional priority. The size of the character and leadership centers vary a great deal across the service academies, ranging from a single person to a larger, but until recently, more segregated staff (one branch focusing on leadership and an independent branch addressing character). Many SACCA members support this effort as an additional duty; there is another full-time job that makes it impossible to be singularly committed. As one might expect, this contributes to membership instability, as the players change at virtually every VTC and in-person meeting. An understandable component of this is the

reassignment cycle, although staff shortages make succession planning and overlapping experience problematic.

A second challenge in this regard is budget support. There is no overarching budget to support SACCA across the academies and no budget at each academy for expenses. Each agency provides its own travel money. As noted, this has some impact on membership stability. In conjunction with constraints on time, there are no training opportunities for SACCA members to attend professional conferences or specific training sessions and seminars.

Third, SACCA is operating semi-autonomously. As a body it has no formal authority and is only in a recommending position. However, it is not strongly recognized at any of the academies and is still operating without a COSAS Memorandum of Understanding legitimizing its efforts. This becomes problematic when attempting sampling surveys, pilot studies or even implementing innovative approaches to character development. Institutional change is daunting without senior leadership support. These factors contribute to SACCA as an ad hoc body of well-intentioned members but no formalized role.

The Way Ahead

Despite the myriad of challenges, SACCA supports an important mission for the service academies and each of the services. Given today's world situation with all kinds of turmoil and instability, the ongoing global war on terrorism, and the demanding role for military members, minor adjustments and changes at the margins in developing leaders of character are insufficient in keeping pace with the needs of future leaders. The capability to "stay ahead of the future" requires



significant research, development, and institutional support. SACCA intends to press the boundaries in terms of initiatives to develop and assess leadership and character and to think creatively in a resource strapped environment. This includes looking for opportunities for collaboration, identifying best practices in all organizations, evaluating non-traditional assessment strategies, and finding synergies wherever they might exist.

Conclusion

SACCA provides an important self-organizing, synergistic capability for collaboration among the five federal service academies to improve character and leadership development and assessment. Since its inception in 2008, this group has accelerated each member's learning and understanding of character and leadership providing a common frame of reference and approach to more effectively and efficiently advance the practice of leadership development that would not be possible by themselves individually. *Our armed*

forces need the academies to provide junior officer leaders of character capable of effectively leading our military both now and in the future. This urgent need is beyond the capability of any single Academy and can only be met by substantial collaboration and cooperation in research, assessment and programs among the Academies. Significant challenges face the group, including scarce resources (people, money, time) and, in some cases, the necessary supportive culture and environment to encourage cross-service academy efforts. The "Not Invented Here" crowd and service parochialism are alive and well at each institution. SACCA initiatives are not a substitute for service peculiar scholarship, research and assessment suitable for each service's warfighting needs and culture. Nonetheless, we believe that anticipated break-through findings and data based scholarship will prove the value of our SACCA efforts in the large realm of common areas of interest.



Appendix

CHARTER OF THE SERVICE ACADEMY CONSORTIUM for CHARACTER ASSESSMENT (SACCA)

1 Nov 2008

1. PURPOSE:

To establish a Service Academy Consortium for Character Assessment (SACCA), a joint working group formed by representatives of the United States Federal Service Academies (SAs) (US Military Academy, US Naval Academy, US Air Force Academy, US Coast Guard Academy, and US Merchant Marine Academy). This Consortium is established to collaborate on common goals for character development and assessment. It is intended to build synergy across the SAs to maximize effectiveness in commissioning officers of character, as well as promote best practices in developing and assessing character across the four-year SA experience.

2. BACKGROUND

- a. During the April 2008 Conference of Service Academy Superintendents (COSAS), the Commandants agreed to initiate a joint effort focused on improving SA ability to assess the development of character in Cadets and Midshipmen.
- b. In June 2008, an initial planning meeting convened at USAFA. Each SA was represented. (see Memorandum for SACCA Attendees, 9 Jul 08).
- c. Recognizing the mission of the SACCA will extend beyond the tenures of the original representatives, the conferees identified the need for a Charter outlining the purpose and approach agreed upon for the Consortium.

3. CONSORTIUM CHARTER

- a. To identify and evaluate the relative effectiveness of present character development efforts and present methodologies for evaluating character development.
- b. To share lessons-learned about new approaches to character development.
- c. To cooperate in exploring/developing new approaches for assessing character development across the four-year SA experience.

4. OPERATIONAL CONCEPTS

- a. Character assessment is defined as measuring the degree to which Cadets and Midshipmen embody their service's Core Values.
- b. The evaluation time-frame is from entry to commissioning.
- c. The consortium will meet at least once per year (normally during the springtime) and will coordinate electronically at least semi-annually, using Video Teleconference or other technology.
- d. The Consortium will compile a list of active SA character assessment initiatives including those already being developed/implemented across more than one SA; this list will be updated annually (as required) prior to the annual meeting.
- e. The Consortium will be supported by each SA according to their individual capacities. Implementation will include data collection, analyses, and reporting of applicable results to other members of the Consortium.



5. RESPONSIBILITIES

- a. The SAs will designate members of the Consortium whose day-to-day responsibilities include development and assessment of character in Cadets and Midshipmen.
- b. Specifically, each SA will identify a Senior Representative who will lead the Consortium effort for their Academy.
- c. In addition, other individuals from each SA will be assigned to support the Consortium mission as needed.
- d. The Chairman of the Consortium will be designated by agreement among the Senior Representatives and will serve for a period of one year (renewable), and will be affirmed during the annual meeting. Each one-year term will begin at the conclusion of the annual meeting (normally, in the springtime).

6. REPORTING

- a. Joint reports of progress and findings/recommendations will be prepared (as appropriate) for senior SA decision-makers.
- b. No descriptions of Consortium activity or analyses will be publically presented unless agreed upon by all participating SAs.

7. FUNDING

Resource requirements are the responsibility of each SA. Each SA's level of participation for the following year will be discussed at the annual springtime meeting.

8. CONTINUATION of the CONSORTIUM

This agreement will be reviewed, and either reaffirmed or updated, at the annual meeting.

(Signatures Removed)

References

ANSER (2005). *Developing Leaders of Character at the U.S. Air Force Academy: From "First Contact" to Commissioning*, Final report prepared for Assistant Secretary of the Air Force for Manpower and Reserve Affairs.

Interview: Dr. Ervin J. Rokke

United States Air Force Academy

MS. MOUND: General Rokke, most experts agree that the profession of arms is in the midst of an extraordinary transformation. How would you describe the changing nature of the military profession in the 21st Century?

GENERAL ROKKE (Ret.): First of all, I agree completely with the notion that the profession of arms is in the midst of a historic transformation. The nature of the profession is changing in fundamental ways, and I believe at a much more rapid pace than in the past, most certainly than we have seen during the time I've been associated with the military. In large part, this change has to do with the environment in which relations take place among nation-states and among nation-states and non nation-state players. During my professional career, which covered approximately the late 1950s through the mid-90s, that interaction was a very linear process.

There were two major players: the Soviet Union and the United States. The other players at the table, if you will, were nation-states who tended to act in predictable ways. It was a bipolar world.

The players generally lined up behind one or the other superpower. There also were the so-called neutrals, but, frankly, they weren't major players. It was essentially a zero-sum game between Moscow and Washington, and the stakes of the game were driven in large part by the relative balance of our respective military forces. In a traditional sense, it was all about who could blow up the other most efficiently and effectively.

MS. MOUND: Since you were a military intelligence officer at that time, your perspective is especially poignant.

GENERAL ROKKE (Ret.): Yes, I was a military intelligence officer when I wasn't teaching here at the Air Force Academy. And, frankly, I spent virtually my entire career dealing with information that was relevant to the fundamental task of destroying our opponent's military capability or associated industrial capacities. In other words, I was concerned with traditional military power and what's now called the "kinetic" conflict arena. My focus was on the enemy's capability to hurt us militarily. I didn't pay much attention -- or

Dr. Ervin J. Rokke is the President of the USAFA Endowment. He was commissioned through the U.S. Air Force Academy in 1962 and later earned his Ph.D. in international relations from Harvard University. During a 35 year military career, he served as the defense attaché in the Soviet Union, and as Assistant Chief of Staff for Intelligence. He also served several tours on the faculty of the Air Force Academy before being selected as Dean of Faculty. Dr. Rokke's last Air Force active duty assignment was President of the National Defense University.

perhaps I didn't pay as much attention as I should have -- to our or the other side's intentions.

I recall a conversation during my assignment to Embassy Moscow in the late 1980's with the senior-ranking officer in the Soviet military. He said to me, "I've come to learn that the American people don't want war, but the hard reality I have to face is that you have an incredible capability to wage war. And I must look at your capabilities, not your intentions." This was Marshal Akhromeyev, a marvelous military leader, probably the finest military leader that the Soviets ever produced. And you know, when you think about it, his perspective was not too different from the way we looked at the situation. While we had differing views on how dangerous the Soviet intentions were, in the last analysis we...like the Soviets...looked closely at our respective military capabilities with a view toward covering ourselves in the event the worst were to happen.

MS. MOUND: Your story illustrates perfectly the linear world of the military profession.

GENERAL ROKKE (Ret.): Yes. It was a linear world. You measured your predicament, if you will, by counting ships, planes, tanks, and soldiers on the ground, and then tallying up those numbers to determine the overall military balance. The "bottom line" was driven largely by military force structures. And, frankly, as an intelligence officer, I was usually right in my assessments because the Soviet Union was quite predictable. They were a big, cumbersome bureaucracy. Easy world.

MS. MOUND: What about today?

GENERAL ROKKE (Ret.): What I just described is not even remotely similar to the world we face today. We still have the possibility

of nation-states, so-called peer competitors emerging, and we can't forget that. But the active wars we have at the moment are with players who, in many cases, are not nation-states. We are dealing with tribes; we are dealing with religious fundamentalists of various backgrounds. It's far more difficult to assess opponent capabilities or to predict the future. We have gone from a finite number of players, if you will, to an indefinite number. Today a single individual has access to an enormous amount of information. That can make anyone dangerous in terms of what harm someone can inflict on an opponent. So the world we have today is a non-linear world, and a non-linear world is far more difficult to deal with in terms of our security predicament than that linear world in which I was raised and participated in as a military officer.

MS. MOUND: Is this non-linear world an entirely new challenge?

GENERAL ROKKE (Ret.): Quite frankly, Vietnam was a non-linear challenge. We didn't recognize it, and that is one of the reasons we didn't do as well in the Vietnam conflict as we might have. But clearly our experiences in Iraq and Afghanistan are in the category of what is now called "irregular warfare." And increasingly the way we deal with that challenge goes beyond blowing things up. I don't care whether you are the Air Force, Army or Navy, irregular warfare has less to do with traditional notions of military destruction than it does with working on attitudes, hearts and minds. That's the new challenge. If we have learned anything in Iraq, we have learned that no matter how brilliantly we conduct traditional military operations -- and our military operation in Desert Storm was, I believe, spectacular -- we can still lose a war if we don't understand that

more complicated, non-linear challenge which still lies out there after we have destroyed the enemy's military force structure. And this new challenge has to do with the attitudes of our opponent, the attitudes of our allies, and the attitudes in Cedar Rapids and Des Moines. So the objectives of the new challenge are much more complicated. They must include articulating a story in such a fashion that it is acceptable, indeed hopefully supported even by our opponents, and most certainly by our allies, whether they are in Paris, London, Rome or in Boise and Peoria.

MS. MOUND: Have we been successful articulating the story of a non-linear world?

GENERAL ROKKE (Ret.): Quite frankly, we are still learning, I think, how to deal with this new challenge. And in a dramatic way, it is changing the very nature of what it means to be in the profession of arms. Now we have folks like Gen Petraeus, whom I consider to be one of the most brilliant military leaders that our military has produced since World War II, effecting dramatic transformations in the culture, if you will, of the United States Army. The young captains, majors and lieutenants who are being assigned today to places like Afghanistan and Iraq, are doing very different things from what the lieutenants, captains and majors did in that old linear world that I talked about. They are now being forced to acquaint themselves with the cultures in which they serve. They are learning relevant languages. They are worrying about producing electricity for the locals. Now, when you look at the United States Air Force, it turns out that the C-17 can be one of our most effective weapons in dealing with the conflict because when the USAF hauls relief supplies or something else of a similar nature into a foreign airport, we are communicating

something about who we are as Americans. That has a very important impact on the wide spectrum of attitudes that we're hoping to affect.

MS. MOUND: Let's talk about implications. What attributes do you see as imperative for future Air Force officers who will be serving in a non-linear world?

GENERAL ROKKE (Ret.): Let's step back and ask the fundamental question: What is the Air Force Academy all about? What's the fundamental dynamic that takes place at the Air Force Academy? From 1958 to 2010, I've been assigned here for at least one tour of duty in each of six decades, except one. And while my perspective of what we are all about as an institution has evolved over time, I believe that the language we're using right now is spot-on. I'm not sure we have come to fully understand the implications of "developing leaders of character" but I think we are definitely on the right track.

Generally speaking, what goes on here at the Academy is a reconciliation of three factors. The first has to do with the changing nature of the profession that I've already discussed. The second has to do with the changing nature of the young men and women who come here as cadets. The third factor is what doesn't change -- our core values.

I've watched successive generations of cadets, and the young men and women attending the Academy today are different from their predecessors. The so-called "Millennials" began attending the Academy around 2000. I'm one who likes this Millennial generation, and among the reasons why is because they are very demanding, with regard to excellence. Previous generations of cadets, including my own, sometimes showed a tendency to look at their

cadet experience as a ride up an escalator....and at the end we wanted two things: a commission in the United States Air Force and an academic degree. And, incidentally, we didn't want the Academy to "mess around" with us too much on our way up. Leave us alone, and don't be too hard on us, was often our attitude. This generation says, "Yes, we want to be commissioned at the end of our four years here, and we want a good academic degree as well, but we're also interested in having a quality experience." Indeed, they want a quality experience as cadets, even if it means more effort on their part. I like that. And I also would acknowledge that hasn't always been the case with earlier generations.

MS. MOUND: What about the third factor, our core values – Integrity First, Service Before Self, and Excellence in all we do.

GENERAL ROKKE (Ret.): I think each of these is spot-on. The rhetoric is right. And you see these core values displayed at the Academy and throughout the Air Force. And, quite frankly, while we all don't use exactly the same language, each of the other military services also promote these three core values.

MS. MOUND: Let's discuss each, one at a time. What about 'integrity'?

GENERAL ROKKE (Ret.): No one argues with the notion of integrity. No sane person would make the argument that you don't need integrity when you have a license to kill, which is the military situation. So at the end of the day we are all in agreement that having integrity is essential. To be sure, inspiring cadets to live lives of integrity has its challenges, but the theology, if you will, behind the notion of integrity is sound.

MS. MOUND: What about 'service before self'?

GENERAL ROKKE (Ret.): Ah, service before self. My wife reminds me that, during our 35 years of military life, we moved 24 times. Well, you don't move a family 24 times without appreciating the notion of service before self. And that's the easy stuff. We just had a remarkable ceremony honoring Lt Schulte*, and that demonstrated, of course, the ultimate notion of service before self. My point is, like integrity, service before self is a philosophical concept that we all understand and appreciate.

MS. MOUND: What about 'excellence in all we do'?

GENERAL ROKKE (Ret.): This is the hard one, because we all have different ideas about what excellence involves. Certainly, we must have this quest for excellence if we're going to be good at our profession. But I hope we can really look hard at how we articulate and effect this core value within the Academy's academic culture. What I'm suggesting is that the fundamental dynamic of the Air Force Academy involves reconciling our constant core values, including excellence in all we do, with a changing profession and with changing generations of cadets. And that's an exciting reconciliation process. It's like a marriage in the sense that we must keep working at it or it's going to collapse because of the dynamic natures of the profession and the students. If we try to deal with Millennial generation cadets in the same way we dealt with preceding generations, I will guarantee you we'll fail. As a matter of fact, I would suggest that a real challenge we face may be that the Academy, as an institution, remains fundamentally a product of the linear age I just talked about. And now we have students who are extremely

sophisticated, if you will, about the non-linear age that they have experienced and are asking “What’s going on here? Why is it that this institution tends to have such a linear quality, when it’s preparing us for a world that’s totally non-linear?”

MS. MOUND: Are you suggesting that there is a tension between the notion of ‘excellence in all we do’ and the sort of education the Wing is receiving?

GENERAL ROKKE (Ret.): Yes. I think there is a tension. Now, when it becomes serious, of course, is when this tension translates into cynicism, when the cadets perceive that Academy rules or programs are “knuckle-dragging.” And if the institution doesn’t deal with this tension in a mature way -- and I believe the Air Force Academy currently is dealing with this tension in a very effective manner -- but if it were to fail to deal with this tension, I’d predict with a high degree of probability that we will have a very cynical cadet wing. And they will ride that escalator to the top but, frankly, be counting the days until they can get out of here and get out into the “real world.”

MS. MOUND: Let’s talk about cadet training and education. In your opinion, how can we best educate, train and develop the character and leadership of our cadets?

GENERAL ROKKE (Ret.): I’m very comfortable with the approach that places a premium on balance. We cannot predict with precision what the future is going to hold. I studied German as an Air Force Academy cadet, and my first assignment was to Japan. I didn’t get to Germany for almost 20 years after I had studied German. And in the meantime, I had to learn Russian because of an assignment to the Soviet Union. Well, that’s an example of trying to predict what’s going to happen in the future,

in terms of very specific academic choices that are made by cadets and staff at the Academy. So my advice would be, to both the institution and to the cadets, cover your bets. Now, the institution has done this, I think, very effectively with its balance among the basic sciences, the engineering sciences, the social sciences and the humanities. There is a reason why we stretch cadets across that academic spectrum: to cover our future bets. We have gone through periods when we needed more engineers and now we’re in a period when we need people who understand the human terrain, we need people to learn second languages and become aware of different cultures.

Our challenge as an institution is to instill a broad spectrum of capabilities in our cadets, so when they are sent to Japan rather than to Germany, as I was, they can respond in an agile fashion. We should try and produce in our graduates an agility and a curiosity because they will need these attributes throughout their career. As military officers, they will never be quite sure what challenges will come their way, and we need to prepare our cadets for that.

MS. MOUND: What about developing leaders?

GENERAL ROKKE (Ret.): We need to provide the qualities that they will need as they move from follower to leader, so to speak, and are forced to deal with the surprise, with the uncertainty, with the unpredictability of that non-linear world. In today’s environment, a leader who cannot adapt quickly will be a failure because the world is changing so rapidly. The character dimensions, as I suggested earlier, have a certain consistency over time that relates to our three core values. But surprise will also test character and leadership.

MS. MOUND: What do you think about the

nineteen outcomes that the Air Force Academy has recently adopted? Several of these focus on character and leadership.

GENERAL ROKKE (Ret.): I think developing these outcomes was very useful. The process forced us to ask questions, for starters, about whether we have things right at this institution. I was involved in writing the Strategic Plan and this also was a healthy process for us because it forced us to ask interesting questions. I remember, in the course of the discussions associated with drafting that plan, having arguments about the extent to which we want audacity on the part of our graduates? Now, I'm not arguing that we want to create a whole graduating class of rebels, but I am suggesting that, in a world where change is taking place at the present velocity, we better have some folks out there who, both as followers and as leaders, have the guts to take on a sacred cow every now and then and make the institutions in which they serve more responsive to the fundamental challenges that a dynamic, non-linear world brings.

Is this perspective consistent with the profession of arms? Or do we want essentially automatons who march up that hill when they are told to do it, but don't spend a lot of time worrying about whether there is a better way? My point is that the strategic planning process was important because it forced us to discuss critically some of the "heritage notions" associated with our Academy. For example, we place a lot of emphasis on flying. We should. After all, we are the Air Force. But we have to come to grips with the hard reality that the number of cockpits available to our graduates is declining. And at the same time, the number and the complexity of new professional challenges we face, as we have talked about earlier, is dramatically increasing.

MS. MOUND: You have been involved in the Center for Character and Leadership Development for many years. What do you see as its future?

GENERAL ROKKE (Ret.): I think that one of the reasons I'm so excited about the Academy and the expanded mission of the Center is that I sense a thirst on the part of the current generation of cadets for a more thorough, a more sophisticated approach to how we deal with the challenges that we have been talking about during this interview. The Center for Character and Leadership Development is poised to take a hard look, a sophisticated look at the nature of the profession, figure out what it is, and then set forth the implications of these changes for how we teach and develop character and leadership. And it may well be that we will find that there are some differences in those implications, relative to what they were back in the 'brown-shoe days' when I was a cadet -- or quite frankly, relative to what these practices were even two or three years ago.

I look at the Center not as a lecture hall that provides an endpoint for a legion of cadets that march over from the terrazzo and are forced to listen to a presentation that eighty percent of them would prefer to have avoided. Instead, I look at the Center as an exciting place, as a kind of yeast for this bread-making business that we're in here at the Academy, where things of interest will be going on that will attract cadets on a voluntary basis. And if we do this right, if we bring in interesting and quality presentations, we can make this change happen. And if we are successful, in transforming the Center into a kind of community center for cadets who want to increase their knowledge about the profession for which they are training and being educated, if we get to those cadets under the circumstances I've described,

then real learning will take place. We will not have an audience sitting there with their brains locked, semi-awake, looking at their watches in the hopes that they can get out sooner rather than later. On the contrary, we may have fewer cadets in the audience, but a more dynamic, interested group who are there because they want to learn about their profession and where their profession is heading. They will come to understand better the relationship between their current lives as cadets and the challenges they will face when they graduate.

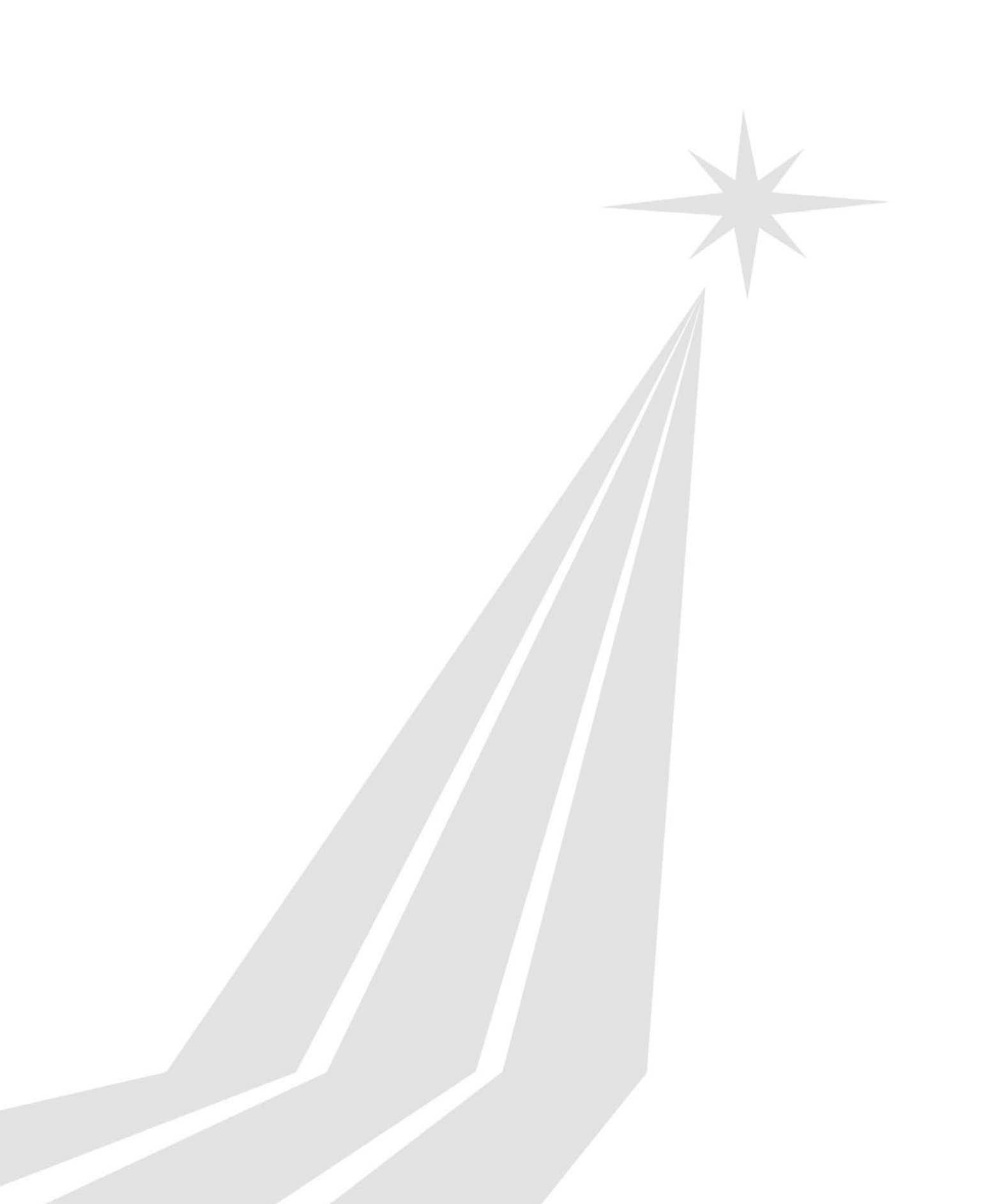
MS MOUND: You're so right. Cadets are always talking about the challenges of leading peers.

GENERAL ROKKE (Ret.): The hard reality is that some of the most difficult leadership challenges are those that are encountered when dealing with peers, and we have cadets throughout the cadet wing who are in leadership positions dealing with their peers. That's tough. I don't care whether they are cadets or three-star generals, that's a real challenge. And what the Center can do is work through the rationale for exposing cadets to that kind of a leadership challenge while they are at the Academy and minimizing the probability that they will walk away with a cynical feeling about their cadet experience. It will also help them as followers if they understand how difficult it is for a classmate to be a leader and have to tell them their shoes look like he or she has just come from the barn. Or when a classmate must ask when was the last time they changed their uniforms or visited the barber. Learning to deal with these kinds of issues is not irrelevant, by any stretch, to the challenges they will face as a Captain or a Major or a Lieutenant Colonel, or even a flag-ranking officer.

MS. MOUND: Any final thoughts?

GENERAL ROKKE (Ret.): My bottom line is that I think we may have the perfect storm in place. First, we have a generation of Millennials serious about having a quality experience during their four years as cadets. Second, the Air Force Academy's leadership team has moved forward with an expanded vision and mission for its Center for Character and Leadership Development. Together, these forces have the potential for creating a dramatically more interesting approach to character and leadership development.

* First Lieutenant Roslyn Littmann Schulte, Class of 2006, was killed in action outside of Kabul, Afghanistan on 20 May 2009, by a roadside bomb. Lieutenant Schulte is the United States Air Force Academy's first female graduate killed in action in the Global War on Terrorism, and was posthumously awarded a Purple Heart and Bronze Star. She was also posthumously awarded the National Intelligence Medal for Valor for her efforts to teach Afghan military officials how to gather and interpret military intelligence. At the time of her death she was establishing the foundation for a new era of military strategy with the Afghan military, and creating political bonds that will endure for decades to come.



Reflections: Developing Leaders of Character

CMSgt John T. Salzman, Command Chief Master Sergeant
United States Air Force Academy

The following article was developed from an interview conducted on July 6th 2010 between Chief Master Sergeant Salzman, Command Chief Master Sergeant of the United States Air Force Academy (USAF), and Angela Mound, Scholarship Associate in USAFA's Center for Character and Leadership Development.

Embracing leadership is one of the biggest issues we have here at the Academy because, quite frankly, teaching about leadership is a daunting task. This is especially challenging given the changing nature of war to one that is so asymmetrical, unconventional, and covert. As the profession of arms changes to reflect the nature of the battle, we must also change how we educate and train the future leaders in that profession.

Our challenge is to give all our cadets, before they graduate, real hands-on, training leadership experiences. We need to provide our cadets as many opportunities as possible to lead now, to make mistakes here at the Academy, to learn from those mistakes, and more importantly, to learn how to change direction when necessary.

When I sit down and I talk with cadets who are in leadership positions, I ask them, "Tell me about

your experience. Was it different from what you expected?" The one thing they consistently tell me is that they like having the responsibility. They like being leaders. They especially like being asked for their input and opinion. And each one says to me, "This is what I've wanted to do since I came here -- to be a leader."

Of course, they also tell me about their mistakes. In fact, one of the challenges we face here at the Academy is that often people are too afraid to make a mistake. What I try to explain is that it's not the mistake that's the biggest issue. It's what do you do once the mistake has been made. Experience is everything, as long as you learn and improve from it.

We push our cadets. The Academy expects a great deal from these young men and women, and we expect them to balance a lot. But, despite that,

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they are still hungry to lead. They like it when they get to lead, and they truly appreciate when they get feedback on their leadership. Unfortunately, because they have to balance so much, this feedback sometimes gets lost.

Despite their tendency to examine all the different aspects of a problem they face, I keep telling these young men and women that there is no “big book” that you can open up to find out how to lead in this or that situation. In our training and development programs, it is important that we demonstrate -often by having the cadets hear from or talk to current officers and enlisted- that they will be expected to lead and make decisions right out of the Academy. This can be especially daunting considering they will in many cases be asked to lead older, more experienced, technically competent, and educated enlisted men and women, often with complex life issues in a high-stakes environment. This expectation can be particularly eye-opening when the message comes from recent grads who are fresh from the battlefield or their

professional area. But the ability to perform well and honorably does not happen without practice.

So, when some of the cadets say, “Chief, I feel like I don’t get the opportunity to practice leadership enough here,” that resonates with me. We need to continually challenge them to assume the role of leader – to succeed and possibly fail – in this environment, where, quite frankly, nobody dies if they make a mistake.

In developing these cadets, we need to strike a balance between academic preparation (which is critically important), and their having the opportunities to apply and practice the tenants of character that are so important in leadership. Again, the cadets tell me like to be given the chance to step into the leadership role, where their abilities and character are challenged. When they are given that chance, it is critically important that they get feedback on all aspects of their performance. If we do that, they will be better prepared to demonstrate leadership and character, no matter what the future battlefield may look like.

Becoming a Leader

C1C Joshua Matthews
United States Air Force Academy

Every cadet arrives at their respective academy with a goal in mind. Some wish to follow in the footsteps of a family member, to become pilots, infantry officers, command a ship, and perhaps others simply because they believe it is good career choice. Regardless of their motives at some point during their career, every cadet realizes what they are truly here for: to lead other men and women. For me, that time came in a moment of sorrow with the death of 1st Lieutenant Roslyn Schulte.

Not only was Lieutenant Schulte the first female Air Force Academy graduate to die in combat, she was one of my cadre during BCT. Anyone who has been through basic training of any type will tell you that much of what you do often seems pointless at times. As Basic Cadet's rule of thumb, if you are told to do something you probably won't do it right. If by chance you happen to do it correctly, you probably didn't do it fast enough. If the stars align and you happen to do the right thing fast enough, your uniform looks like it was tumble-dried by a pack of ravenous wolves and you should be ashamed. In light of the endless corrections a Basic Cadet receives, it

becomes easy for them to lose sight of the reason they came to the Academy in the first place.

My basic training flight, Barbarians D Flight, was "corrected" more than once in the six weeks of basic training. The one correction that has stuck with me through my years here was made by the then Cadet Roslyn Schulte. As I recall, we were on the Terrazzo practicing our marching when she approached our flight. For those who are unfamiliar with marching, the term "practice makes perfect" is especially relevant. Simply knowing how to march will only get you so far. For a flight to march with precision, as was expected by our cadre, the flight's members must be intimately familiar with every detail of the person on their right, left, and front. When a person marching on the right is just one inch out of dress, the entire line can curve; deforming the entire formation. It was on this matter that we were corrected that day.

While her peers seemed to yell for the sake of yelling, Roslyn made it a point to speak calmly. She pointed out how the little things can make a huge difference and asked if any of us had seen

C1C Joshua Matthews was born in Gadsden, Alabama to Ricki and Joseph Matthews. He graduated from Tift County High School in 2005 and attended the United States Air Force Academy that same year. He was a cadet in Squadron 17 and will be reporting to Robbins Air Force Base, Georgia this summer as a Contracting Officer.

the Thunderbirds perform. Of course we had, but many of us were still at a loss as to how the best pilots in the world had anything to do with marching. She then posed the question, “What do you think would happen if the Thunderbird pilots accepted being one measly inch off in formation?” That question hit us like a sack of bricks. The Thunderbird’s rely on flawless timing and precision to perform some of the greatest aerial acrobatics possible. Often times they fly within inches of each other. An inch is quite a bit of real-estate in a Thunderbird performance. Her message was clear, while it may not seem like it, the little things can make the difference between success and failure. She left us with this, “It seems like yesterday that I was exactly where you are. I only have a year left at the Academy. Each of you came here to serve your country, so remember that. This is going to be your Air Force Academy so make sure you take care of the little things!”

How often is it that we take a moment to consider what it is that we are here for? Before coming to the Academy I acknowledged dying in service to one’s country is a real possibility; a fact which we all have considered at some point during our military careers. That truth had never truly struck home, however, until I learned of Roslyn’s death. Unlike those faces I had seen on the news, suddenly the ultimate sacrifice had a voice, a smell, a personality, and a memory to remind me just what I was preparing myself for. Her death was a painful reminder that whether you’re commanding a cadet squadron, teaching a class, or just trying to make it through Basic Training each and every one of us is here to serve.

Perhaps the most important aspect of being a leader is the character with which you lead. We gain respect from our followers not by our rank

but by acting in a manner which earns it. As I mentioned earlier, there were numerous cadre during Basic, but the ones who made the biggest impact were those who didn’t simply yell to hear their own voice. They conducted themselves professionally and always kept the end-goal in mind. They corrected us, but in the same breath they reminded us why those corrections were important. A question that I often asked myself during that time was, “What was it that made this way of being available to some cadre and not to others?” It took me some years to finally answer that question. The difference lay simply in the fact that there were those who were “complete” with themselves as leaders and those who were not. That is, there were those who recognized what it was they were there to do, and acted in accordance with that goal. Those who had no clear personal future to strive for were left only to yell.

Every cadet has heard the motto, “Integrity first, Service before self, Excellence in all we do.” This is generally accepted as the manner in which all members of the armed forces should conduct themselves. Last semester, when working in the Center for Character Development, I shared a cubicle with the Academy’s own Chief Vasquez. One day we were discussing leadership when the Chief told me something that took me completely by surprise; that the motto was wrong. He explained that “Service before self” was a fallacious mannerism. Before I stir up the hornet’s nest, allow me to explain. The Chief explained that we must be complete with ourselves before we can lead others. A leader who is poor in character cannot hope to lead others effectively much less accomplish the mission. We must clearly define our goals, our beliefs, and

what it is we are committed to before we attempt to serve others.

In order to get complete with ourselves and define these goals, we may be required to change and that change is often times painful. As Basic Cadets we all learn in our Contrails of General Billy Mitchell, the visionary of modern airpower. Of course to most of us, he was just another bullet in the list of names, squadrons, airplanes, and other seemingly irrelevant facts which we had to memorize and regurgitate on a whim at the beckoning of our cadre. With fear, uncertainty, and the desire to please their trainers clouding every Basic's thoughts it becomes difficult to truly appreciate what it was the General accomplished.

Much to the chagrin of his fellow officers, General Mitchell recognized that the advent of new technology must usher an adaptation of Army strategy and tactics. Having served in the First World War he became an advocate for the expansion of the Army Air Service which later became the Army Air Corp. He advocated using air power to attack an enemy's "vital centers." For that, he was forced to resign as a colonel. However, by the end of World War Two he was viewed as a martyr for Air Power. General Mitchell is a testament that one man can make a difference should their commitment be strong enough. He was but one officer in an entire Army, yet he created a future which would have otherwise not come to pass which shaped millions of lives simply by being complete with who he was and what he believed and living into that future which he believed in.

I've been fortunate enough in my time here at the Air Force Academy to bear witness to many positive changes. When I in-processed in the

summer of 2005, there was no Recognition (traditional capstone event to become an upperclassman), Combat Survival Training (CST) was a thing of the past, no one knew what an Air Liaison Officer was, much less that they existed, and the only interaction that cadets had with unmanned aerial vehicles was a "Dos Gringos" song. At the time, the religious atmosphere controversy was at its peak and the honor and sexual harassment ordeals were fresh in everyone's mind. Little did I realize it at the time, the Academy was following in its founder's footsteps in true form.

Recognition was the crowning achievement of a freshman's first year at the Air Force Academy; three days of the most intense physical and mental stress which brought to close the first chapter in a cadet's career. For reasons unbeknownst to myself, it was removed. However, in 2006, I was honored to go through Recognition with the last class to be formally recognized thus carrying on the tradition for future members of the long blue line. CST returned in a revised form, replacing what cadet folklore dictated as a haze into training like the "real" Air Force. There is now an Unmanned Aerial Systems program which allows cadets to pilot unmanned craft. We began honor lessons, sexual assault briefings, and religious tolerance lectures during Basic that has continued through my senior year.

To say that the cadet wing received all of these changes without angst would not be entirely truthful. General Mitchell could certainly attest to the fact that there are always growing pains with any deviation from the norm. Much as the opponents of air power in the early 20th century fought to resist the change, many cadets and I am certain faculty are not pleased with some of

these ‘adaptations’ that the service academies are undergoing. Often times, those cadets who came to be pilots oppose the expansion of the UAV programs. Many cadets can attest to complaining about a sexual assault briefing after lunch on a day when they have other “more important” things to do. Others still might believe the CST program they must complete serves no purpose as the desk job they want would never use such a thing. I cannot claim innocence of having such thoughts in the past and I am not here to argue their usefulness or effectiveness. However, I have realized only that the way we act in accordance to such changes determine their effectiveness and to a greater extent, their purpose.

To illustrate that point, take for example a professional football team. We will agree that the goal of any team is to be successful, or in this case to win. There are two ways such a team can act, regardless of their level of skill and actual performance. They either act as if they are winners or they do not. A winning football team does not take the field with the mindset that they are going to lose. Instead, they approach each game with the ambition to win and a plan to reach that end. If we can agree on that point, perhaps we can agree on another. The same professional football team gains this way of thinking through one of two ways either through past success or through commitment to a common goal. Consider for a moment the New Orleans Saints. Before the 2009 season, they had never won a Super Bowl. Certainly their past successes in the Super Bowl, or lack there-of, did not give them the winning mindset. It was a commitment to a common goal that brought them their success. This is true for not only teams, but for each of us as individuals as well.

At first glance these changes at the Academy may seem a bit mundane. Cadets training to be officers is to be expected; that is the reason the academies exist after all. Deeper examination reveals something much more telling about these changes. Each one is a proactive attempt to prepare the young men and women who attend the Academy to lead. Instead of simply waiting for the world and the Air Force to change, the Academy has a clear definition of the future it envisions and is acting in a manner concurrent with that future. It was for this reason that I was elated when news reached the cadet wing that the Academy was undergoing yet another change. The Center for Character and Leadership Development would be expanding.

As imperative as it is that organizations change to fulfill their goals, it is perhaps more important for leaders to remain ethically sound. Just as the times change, so do the moral standards by which we live. Those “gray areas” you hear so much about become more and more inclusive. In our education system, cheating has become a regular activity. In the business world, we hear tales of companies like Enron and other corporate entities who decided that lining their pockets was more important than the truth. In times such as these, a person’s character becomes increasingly critical.

Lieutenant General Harry Wyatt, the director of the Air National Guard once said, “Let us endeavor to make carbon copies of the character and values that facilitate excellence.” For those who are called upon to lead others, there remains a moral obligation to one’s followers to uphold those ethical standards which society might have abandoned. A leader’s actions are constantly under scrutiny as they reflect not only

on themselves but the organization which they represent and faltering but once can cast them in a dark shadow for the rest of his or her life. For that reason, while others may enjoy the privilege of choice on the matter, a leader must remain stalwart in the face of temptation and adamantly do what is right, even when no one is looking.

Although the times of General Mitchell are almost a century behind us, the military and its

academies continue to follow in his footsteps. Each and every one of us is here to serve our nation. As leaders, it is vital to our credibility as well as our ability to lead, that we are complete with ourselves. While society may abandon its morals, we as leaders must remain steadfast in our beliefs and always remember to take care of the little things.



CALL FOR REVIEWERS

JCLI is currently accepting reviewers. The purpose of JCLI is to foster a field of study related to the integration of character and leadership. To that end, we need experts in various fields to help fulfill that purpose. Therefore, we are looking for reviewers with the following minimum qualifications:

- Hold an advanced degree in an area related to character or leadership.
- Demonstrate a past record of publishing and presenting on topics related to character and/or leadership,
- Willing to review between 1 to 3 manuscripts in a given year.
- Willingness to review articles with 30 days of receipt.

If you are interested in becoming a reviewer for the JCLI, please provide the following information:

- Name
- Organizational Affiliation
- Current Position/Title
- Areal(s) of particular expertise
- Current Vita listing publications and presentations
- List of Editorial Boards on which you currently serve (or have served)
- List of Journals for which you currently review (or have reviewed)

This information should be submitted to the journal editors at: JCLI@usafa.edu

CALL FOR PROPOSALS

JCLI is currently accepting manuscripts for future issues of the journal. The purpose of the JCLI is to foster a field of study related to the integration of character and leadership. Specifically, manuscripts should align with one of the following categories: Educational Methods & Techniques, Theory Development, Individual Development, Organizational Development, Empirical Research, Student Perspectives, and Senior Leader Perspectives. Submissions are welcome from military and non-military sources (in any relevant discipline), and can be directed to academic or practitioner-based audiences.

Articles will be classified into two categories. The first is the Feature Article. These articles are approximately 6000 words, and focus on theory development or empirical studies. The second category will be Article Briefs. This category will be 2000 words or less and will focus on case studies, student perspectives, and commentaries/interviews that do not lend themselves to the length of Feature Articles. Each issue of the journal will provide a balance of each category of articles.

Details for submission are as follows:

- JCLI is published twice a year (September & March), and will accept manuscripts on a rolling basis.
- Once a manuscript is received, it will be assigned to an action editor. The action editor will act as the point of contact for all correspondence regarding the manuscript.
- Decisions and feedback on submitted articles will be made within 2 months of receipt of the manuscript.
- All articles should be submitted in American Psychological Association Format.
- Please review the most current issue of the JCLI as a guide when formulating your manuscript.

Manuscripts or any questions regarding the submission process should be sent electronically to: JCLI@usafa.edu

USAFA's Center for Character & Leadership Development is a dynamic organization, under the Commandant of Cadets, which synergistically focuses on the core of the Academy's mission of educating, training, and inspiring men and women to become officers of character, motivated to lead. Fully developing a leader of character requires addressing all three facets of a whole person: mind, body, and spirit. The Center's approach is to integrate its own programs and the overall USAFA curriculum to that the entire Academy experience develops cadets as character-based leaders.



CENTER FOR CHARACTER & LEADERSHIP DEVELOPMENT US AIR FORCE ACADEMY

Copies of the articles can be found on the Social Science Research Network at [SSRN.com](https://www.ssrn.com)