



UNITED STATES
AIR FORCE ACADEMY

officer development system



JUNE 2008

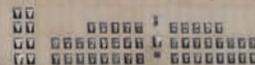




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Section A

The United States Air Force Academy Officer Development System (ODS)

The essential and enduring mission of the United States Air Force Academy 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 ODS provides all members of the Academy constituency a framework and set of strategies to accomplish our mission. Three critical objectives embodied in our Oath of Office—identity, commitment, and competence—support our goal of developing officers of character. To meet these objectives, the Academy must:

- Increase each cadet’s appreciation that being an officer is a noble way of life. Members contemplating a noble profession should fully understand the identity of their profession, particularly the overt and implied commitments of service, before dedicating themselves to the profession’s code. As a core part of their identity, military officers assume the unlimited liability of a solemn oath “to support and defend the Constitution against all enemies, foreign and domestic.” A military officer’s willingness to “defend the Constitution” must withstand critical examination for his or her commitment to that identity to persist and remain genuine. For the commitment to endure over a career, an officer must be willing to sacrifice his or her life to defend the profession’s solemn oath.

Only when a military officer recognizes his or her life is subordinate to the noble calling of the oath will the officer sustain the commitment as an integral aspect of his or her identity.

- Foster a personal commitment to officership. Before they are commissioned, USAFA cadets must commit themselves to becoming, embracing, and representing themselves as officers of high character. Their commitment includes a reasoned determination to own, accept, and display in their daily lives—“without any mental reservation or purpose of evasion”—the values of the profession.
- Develop competencies essential to officers of character. The ODS prescribes the ways and means for developing these competencies over the cadet’s four years. It is an architecture that will enable Academy graduates to “well and faithfully” discharge their duties and serves as the link to established USAF institutional competencies and values impacting the entire Air Force.

“Leadership and learning are indispensable to each other.”

—President John F. Kennedy



Section B

Character Based Officership Framework

The Character-Based Officer Framework includes three key constructs, ranging from broad philosophical considerations to practical competencies. These constructs provide answers to the “why?” (foundation), the “what?” (outcomes), and the “how?” (process) of developing officers of character. The foundation demonstrates through philosophical reasoning how our Constitution, Oath of Office, and Core Values mandate character-based officership. The USAFA (or Academy) outcomes, tied to the U.S. Air Force’s Institutional Competency List (ICL) that specifies competencies for all new Air Force officers upon entry into commissioned service, identifies the responsibilities, skills and knowledge all USAFA cadets should possess upon graduation. The process prescribes how USAFA organizes and integrates cadet 4-year development across the Academy experience. Cadets move through followership and leadership levels that become progressively broader and more complex as a cadet gains experience, becomes more responsible, and matures. The ODS process involves all the mission elements at the Academy and encompasses every dimension of a cadet’s life—intellectual, professional, physical, ethical, spiritual and social—while remaining focused on character development.

Foundation

Outcomes

Process

The **Foundation** - “Why”. Character-Based Officership. The identity of an officer of character is by necessity broad. An officer’s identity must include an inspirational and unshakable core because military members are willing to sacrifice their lives in the course of discharging their duties (see Fig. 1.) An officer must establish his or her identity on a stable, well-supported foundation linked directly to fundamental principles of the American way of life. The Constitution provides the philosophical foundation; the Oath of Office affirms one’s commitment to this core set of ideals while the Core Values guide all Airmen. The Officer Development System develops officers of character consistent with USAFA Outcomes providing a platform for their career long Officership development.

“Don’t interfere with anything in the Constitution. That must be maintained, for it is the only safeguard of our liberties”

—President Abraham Lincoln

Constitution - The principles of government and personal freedoms detailed in the Constitution of the United States serve as the genesis for military officership. The Constitution establishes, the President “shall be Commander in Chief” of the armed forces and “Commission all the Officers of the United States.” The President’s commission, largely unchanged since the Revolutionary War, provides both guidance and authority to the military officer. A commission, established by the Constitution, delineates the extent of officers’ authority and the scope of their duty and secures the direct tie between military officership and the American way of life.

Oath of Office - The Air Force Officer’s Oath of Office outlines the commitment of officership: to “support and defend the Constitution of the United States.” The Oath of Office outlines the commitment of officership and formally establishes the moral obligation for officers who act as agents of the Nation to “support and defend the Constitution of the United States.” The first Congress recognized the oath’s importance by establishing the Oath of Office as its first law on 1 June 1789, statute 1, chapter 1: “an act to regulate the time and manner of administering certain oaths.” Every cadet makes the solemn promise of the Oath of Office during Basic Cadet Training when he or she voluntarily chooses to enter the Academy and again when the Air Force commissions him or her as a Second Lieutenant:

“I, FULL NAME, having been appointed a Second Lieutenant, in the United States Air Force, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic, that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion, and that I will well and faithfully discharge the duties of the office upon which I am about to enter. So help me God.”

Only the rank listed in the first line differentiates the Cadet Oath of Office and the Officer’s Oath of Office. This voluntary, solemn promise is the basis for duty and ties all officers to the Constitutional foundation of officership.

United States Air Force Core Values;
Integrity First ... Service Before Self ...

Excellence in All We Do. While the Oath of Office defines the commitment inherent in officership, the Air Force Core Values are the moral code guiding officers in fulfilling their commitment. The Air Force core values are the bedrock of leadership in the Air Force, providing the moral framework and principles of conduct within which military activities take place. The professional Air Force ethos consists of three fundamental and enduring values: integrity, service, and excellence. The Air Force expects each member of the service to appreciate and embody these values not only as a set of ideals, but as a guide to daily living and performance. In the dynamic and dangerous modern battlespace, where time for leisurely debate rarely presents itself, an Airman does not have the luxury of examining the practical complexities of issues that present themselves, but must instead react. Therefore, Airmen are expected to fully internalize these core values so they can respond appropriately, effectively, and consistently in each situation. Conscientious application of the core values allows all Air Force officers to maintain integrity, to serve others before self, and to perform with excellence while simultaneously encouraging the internalization and expression of these values in others.



Figure 1. Foundations of Character-Based Officership



Integrity First. Integrity is the willingness to do what is right even when no one else is looking. It is the “moral compass”, the inner voice, the voice of self-control, the basis for the trust imperative in today’s Air Force. **Integrity is the single most important part of character.** It makes Airmen who they are and what they stand for. Airmen must be professional, both in and out of uniform. Integrity is not a suit that can be taken off at night or on the weekend or worn only when it is important to look good. It is the time we least expect to be tested when possessing integrity is critical. People are watching, not to see failure, but to see Airmen live up to their expectations. An Airman’s word is binding and honesty is the foundation of that trust. Airmen must maintain the moral courage to do what is right even if the personal cost is high. A person with integrity accepts the consequences of actions taken, never accepting or seeking undue credit for the accomplishments of others. Airmen also hold each other accountable for their actions and uniformly enforce standards. Integrity also includes several other character attributes that remain indispensable to national service:

- **Accountability**
- **Honesty**
- **Openness**
- **Courage**
- **Humility**
- **Responsibility**
- **Discipline & Self Control**
- **Justice**
- **Self-Respect**

Service Before Self. As an Air Force core value, service is not about the Air Force institution, it is about an enduring commitment and dedication of the individual Airman to the age-old military virtue of selfless dedication to duty at all times and in all circumstances. This includes putting one’s life at risk if called to do so. It is a willingness to set aside one’s needs and to make personal sacrifices. Airmen understand they have a duty to fulfill the unit’s mission. This includes performing to the best of one’s abilities the assigned responsibilities and tasks without worrying how a career will be affected. It means Airmen place the welfare of their peers and subordinates ahead of their own personal needs or comforts. Although Airmen have a duty to the Service they have an equally strong duty to their families. The difference is there are times when the Service and Nation require Airmen to be away from home. Finally, this value demands each Airman keep “faith” in the system. This does not mean we may not question what we are doing or we will blindly follow our leaders without a second thought. It means we place our trust in the processes, procedures, and other Airmen to get the job done and in the right way. Additionally, an appropriate adherence to Service includes the following attributes:

- **Faith in the System**
- **Following Rules**
- **Respecting Others**

“An officer’s ultimate commanding loyalty at all times is to his country and not to his service or to his superiors”

—General of the Army George C. Marshall

Excellence in All We Do. This core value demands Airmen constantly strive to perform at their best. It is a commitment to high standards and an understanding each Airman has been entrusted with our Nation’s security. Therefore, they must always strive to exceed standards objectively based on mission needs and continuously search for new and innovative ways to successfully accomplish the mission. It is not only a professional obligation but a moral responsibility as well. No Airman wins the fight alone. Each organization should foster a culture emphasizing a team mentality while maintaining high standards and accomplishing the mission. Airmen aggressively protect and manage both human and material resources. The most precious resource is people, and it is everyone’s responsibility to ensure all Airmen are trained, fit, focused, and ready to accomplish the mission safely and effectively. Excellence includes:

- **Community Excellence**
- **Operational Excellence**
- **Personal Excellence**
- **Product/Service Excellence**
- **Resource Excellence**

Note: Additional descriptions can be found in the Glossary of Terms, Attachment 1. To view a complete synopsis of the Air Force Core Values via the Core Values via AFDD 1-1, visit: <http://www.e-publishing.af.mil/shared/media/epubs/AFDD1-1.pdf>



Foundation
Outcomes
 Process

The Outcomes – “What”. Competent officership is based on characteristics, competencies, and attributes of character, leadership, responsibilities, skills, and knowledge necessary in the rapidly evolving global environment of the 21st century. At the Air Force Academy, military officers develop a foundation for their leadership through a comprehensive undergraduate education focused on the profession of arms and unique training and experiences to complement their academic education. Air Force doctrine captures these competencies in the Institutional Competency List (ICL) in AFDD 1-1, and describes application at the commissioning source level in AFI 36-2014, *Commissioning Education Program*. The Air Force’s ICL guides force development programs across an officer’s entire career of education and training to ensure a deliberate education and development sequence for Airmen. In the same way, the USAFA Outcomes (see Figure 2 on the following page) serve to focus the

“A leader leads by example, whether he or she intends to or not.”

—Unknown

strategies within the ODS, and the Course of Instruction, as well as guiding all programs and policies.

The Outcomes reflect the uniqueness of the Air Force Academy as an institution of higher learning and an institution accountable to the Air Force. As one of the Air Force’s commissioning sources, the Academy has an obligation to address the service’s ICL, which delineates essential competencies for all Airmen. As an accredited institution of higher education, the Academy also must demonstrate service to widely shared standards of excellence among colleges and universities. The Outcomes represent the Academy’s expression of these dual and complementary sets of standards, balancing the unique needs of a Service Academy with those of an American institution of higher learning.



Commissioned **leaders of character** who embody the Air Force core values . . .

. . . Committed to Societal, Professional, and Individual **Responsibilities**

- Ethical Reasoning and Action
- Respect for Human Dignity
- Service to the Nation
- Lifelong Development and Contributions
- Intercultural Competence and Involvement

. . . Empowered by Integrated Intellectual and Warrior **Skills**

- Quantitative and Information Literacy
- Oral and Written Communication
- Critical Thinking
- Decision Making
- Stamina
- Courage
- Discipline
- Teamwork

. . . Grounded in essential **Knowledge** of the Profession of Arms and Human & Physical Worlds

- Heritage and Application of Air, Space, and Cyberspace Power
- National Security and Full Spectrum of Joint and Coalition Warfare
- Civic, Cultural, and International Environments
- Ethics and the Foundations of Character
- Principles of Science and the Scientific Method
- Principles of Engineering and the Application of Technology

Figure 2. USAFA Outcomes

These outcomes provide mission focus for all education, training, and experiences offered at the Academy; are objectives to measure mission accomplishment (both for individual cadets and the institution as a whole); and align with priorities of the USAFA Strategic Plan. They allow cadets, faculty, and staff to see the direct relationship between programs, policies, courses and events and the Academy mission. The Academy's Course of Instruction (COI) organizes the education, training, and experiences within the cadet development programs (academic, airmanship, athletic and military). This provides deliberate integration and synchronization among mission elements to produce officers of character. Because the Academy has structured all cadet progression in accordance with the outcomes, a cadet who successfully completes four years at the Academy should embody the requisite responsibilities, skills and knowledge ready to serve the Nation. This relationship between the ODS, COI and USAFA Outcomes is detailed in Figure 3 on the following page.

Developing Officers of Character at USAFA

- Constitution**
- Genesis
 - Philosophical Foundation
 - American way of life

- Oath of Office**
- Identity
 - Commitment
 - Competence

- Core Values**
- Integrity First
 - Service Before Self
 - Excellence in All We Do



USAFA Outcomes Because the Academy has structured all cadet progression in accordance with the outcomes, a cadet who successfully completes four years at the Academy should embody the requisite responsibilities, skills and knowledge ready to serve the Nation.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Responsibilities • Skills • Knowledge 	<ul style="list-style-type: none"> • Sub-categories of Tier 1 outcomes 	<ul style="list-style-type: none"> • Competencies • Characteristics • Attributes

... a multi-step process which begins with the needs of the Air Force, incorporates guidance from key documents, achieves the institutional outcomes through a course of instruction that fits into the ODS framework, and provides the Air Force with Officers who embody character based leadership.

Officer Development System Cadets must graduate with a solid foundation in the tactical elements of force development. To be successful, cadet development must rely on a series of experiences and challenges combined with education and training opportunities consistent with force development used throughout the Air Force.

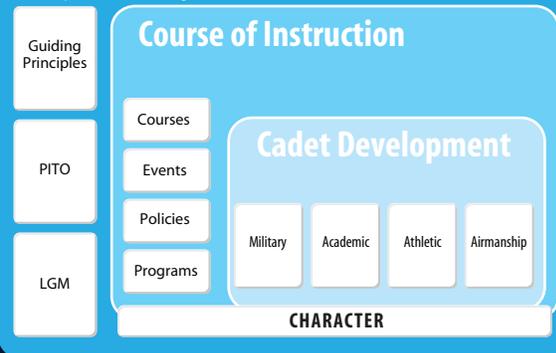


Figure 3. Integration Model — Developed by Cadet Matthew Maier, USAFA Class of 2009

Foundation

Outcomes

Process

The ODS Process - "How". The way cadets are developed into officers is the final element linking the process to the objectives and to the foundation of officership. The ODS process gives direction for achieving the desired outcomes in support of the foundation. Thus, how cadets are developed is fully guided by what the Academy and the Air Force expect as outcomes—leaders of character. These leaders of character have internalized a foundational identity, in which they understand why uniformed service to the Nation is a noble pursuit. The Academy serves as the initial phase of a

decades-long process to develop such leaders for the Air Force. Therefore, cadets must graduate with a solid foundation in the tactical elements of Force Development—a commitment to the Core Values; strong personal, interpersonal, team and organizational leadership abilities; and a foundation of the responsibilities, skills and knowledge that support further development at the operational and strategic leadership levels. To be successful, this process must rely on a series of experiences and challenges combined with education and training opportunities consistent with Force Development used throughout the Air Force.

"To each there comes in their lifetime, a special moment when they are figuratively tapped on the shoulder and offered the chance to do a very special thing, unique to them and fitted to their talents.

What a tragedy if that moment finds them unprepared or unqualified for what could have been their finest hour."

— Sir Winston Churchill

To achieve the USAFA Outcomes, officers of character are developed through a deliberate process using three well defined components: the Personal, Interpersonal, Team, Organizational (PITO) Model, the Leadership Growth Model (LGM) and the Guiding Principles.

The PITO model describes and defines the competencies for each year of the cadet developmental process. These competencies support every aspect of the cadet experience.

The LGM is a highly interactive developmental leadership model in the ODS process. The LGM is a set techniques or methods the leader and follower **collaboratively** use to approach the education, training, experiences and challenges that develop the leader competencies in the PITO model.

The Guiding Principles provide general guidance governing how the ODS process is developed and implemented at USAFA. These principles are important to ensure a consistent developmental approach by everyone who influences cadet development: staff, faculty and cadets primarily, but also base support, sponsors, parents and those outside the Academy involved in the summer developmental programs off base, such as Ops Air Force.

The PITO Model - Cadets must internalize foundational, **personal** elements before they can successfully execute **interpersonal** leadership skills. Subsequent success leading **teams** depends on both personal leadership and the ability to lead people. Finally, the ability to lead an **organization** is dependent upon all three previous steps. Each step requires distinct competencies and builds on the previous competencies. To build progressive competencies, the program must involve all the mission elements at the Academy and encompass every dimension of a cadet's life—intellectual, professional, physical, ethical, spiritual, and social—while concurrently contributing to character development.

The emphasis of ODS will vary in each year of the cadets' experience, focusing first on the development of personal leadership competencies before shifting to an increased emphasis on interpersonal and team leadership skills and culminating in skills necessary to lead at the organizational level. In support of this developmental growth plan, the competencies from the appropriate level of followership and leadership (Personal, Interpersonal, Team, and Organizational) are defined for each year of the cadet development process and are supported by every aspect of the cadet experience.

The competencies within each level of leadership reflect the capacity, maturity and experiences of the cadets as they progress through the ODS. They emphasize primary skills at each level of cadet leadership, but they also emphasize the continual need to practice and broaden those skills learned at earlier stages in the ODS. In addition, for growth to occur, each cadet must take the time and effort during each stage of development to provide and receive feedback and reflect on that feedback.

By correlating and linking competencies to cadet classes and levels of leadership, any interaction can be designed to enhance the development experience for all participants. For example, by working together, a fourth class cadet can focus on developing as a loyal follower (a personal leadership quality) while a second class cadet is developing as a leader who builds and inspires an effective team.

While the PITO Model focuses each year of development in a deliberate manner, the nature of officer development demands flexibility. Therefore, while the primary emphasis of each year will align with the deliberate building blocks, opportunities exist throughout the Academy experience for cadets to test their competencies beyond the emphasis for that year. The value of exposure to higher-level competencies early in the Academy experience will only enrich a cadet's appreciation of how interdependent these competencies are. Figure 4. on the following page depicts an interdependent approach and identifies some of the key supporting competencies.

“Freedom to be your best means nothing unless you're willing to do your best”

— General (ret) Colin Powell

“In many ways great followership is harder than great leadership. It has more dangers and fewer rewards, and it must routinely be exercised with much more subtlety.”

— Warren Bennis,
Professor University of Southern California

United States Air Force Academy PITO Model

2nd Lieutenant – A leader of character
Officer with Responsibilities, Skills and Knowledge



1° Organizational Leader — *Lead the Cadet Wing while Developing, Shaping and Inspiring all cadets.*

1. Continue to develop and practice Team, Interpersonal and Personal leadership
2. Create an environment where all members of the organization can reach their full potential
3. Drive organizational norms for high performance and professional standards
4. Integrate efforts of small units toward broader objectives
5. Influence procedures and policy to improve the Cadet Wing

ORGANIZATIONAL

2° Tactical/Team Leader — *Lead teams in support of the mission while enhancing subordinate development.*

1. Continue to develop and practice Interpersonal and Personal leadership
2. Build positive group identity for cohesiveness, confidence and cooperation
3. Use knowledge and skills to support common squadron, wing and institutional goals
4. Applies team dynamics to focus efforts in unit goals
5. Employ effective decision making
6. Prepare to develop and practice Organizational leadership

TEAM

3° Wingman — *Excel as wingman and coach the 4° in the ways of the loyal follower.*

1. Continue to develop and practice Personal leadership
2. Promote effective communication through attentive listening, articulate speaking and clear writing
3. Coach others to develop and achieve their Personal objectives in all aspects of Cadet Life
4. Promote mutual respect, fairness and dignity in interactions
5. Commit to the well being (health, morale, safety, training) of others
6. Prepare to develop and practice Tactical/Team leadership

INTERPERSONAL

4° Follower — *Learn and live loyalty to values, mission, chain of command, and Air Force Standards.*

1. Master primary Responsibilities, Skills and Knowledge
2. Build personal awareness of strengths, developmental needs and impact on others
3. Operate and comply with the intent of policies and directives
4. Hone followership abilities
5. Learn about leadership techniques
6. Set the example
7. Prepare to develop and practice Wingman leadership

PERSONAL

Expectation and Inspiration + Instruction + Feedback + Reflection = Growth

New Cadet

Citizen
to Airman
Transformation

Figure 4. Four Class System PITO Model

By carefully mapping the leadership objectives for each cadet, the ODS provides a progressive, deliberate process tailored to meet individual needs. This deliberate approach enriches the interaction for all cadets, accelerating the developmental process. The progressive nature of developing officer

competencies mirrors the Force Development architecture for the Air Force, which is based on the premise of the personal leadership, leading people, leading teams, and organizational leadership and is designed to complement the Air Force ICL to develop Airmen throughout a career.



The Leadership Growth Model (LGM).

Becoming *leaders of character* depends upon a four-year schedule of character development that integrates, explores, and enforces Core Values while simultaneously encouraging leadership development. Because of the changing nature of threats facing our nation, helping cadets develop into leaders of character is more important and more challenging than ever. All military services believe developing greater adaptability in the face of changing threats is a key priority. Because no single method or style of leadership is universally effective in dealing with the variety of *expected* situations officers will confront, let alone new and unexpected challenges, graduates will need to have a broad repertoire of leadership skills and perspectives to fulfill their responsibilities as officers.

Cadets must develop their skills and perspectives as *both* leaders and followers because they will serve simultaneously in both capacities at the Academy in the same way officers serve as both leaders and followers at every level in the Air Force.

Graduates will face a wide variety of known and unknown challenges. To prepare them for their unique challenges as officers, we must develop them as leaders and followers who have had opportunity to experience and explore a variety of challenges in an environment intended to deepen and enrich their learning from those experiences. The LGM ensures the Academy provides an environment where cadets capitalize on opportunities to practice (and have real experience) being leaders and being led.

The Leadership Growth Model defines the key relationships among leaders, followers, and the situation in terms of a four-stage, continuous process. The model is universally applicable throughout all phases

of the Academy experience across the entire education, training, and experiential spectrum—in the classroom, the squadron, and on the athletic field. The LGM applies equally well to the educator, trainer, coach, element leader, and commander. For example, the model provides a framework for interaction between an upper-class cadet coaching a fourth class cadet on how to improve military bearing; an academic instructor assisting a cadet struggling with mastering a concept in class, and an athletic coach developing the stamina, skill, and drive of a team member.

By integrating education, training and experience to provide all cadets with deliberately designed opportunities to develop, the LGM facilitates the acquisition of the Academy's outcomes. Using a hierarchical leadership system, aligned with the Air Force rank structure, each cadet develops through the supervisory relationship. A supervisory relationship focuses on personal competencies, including interpersonal skills and proficiency leading teams. Tailored to promote development, this multi-stage officer development model outlines the broad expectations and specific requirements of the supervisory relationship.

The chart on the opposite page details the four stages of the LGM: **Expectations and Inspiration, Instruction, Feedback, and Reflection.** In the first stage, the leader critically appraises the situation, his or her own skills, and the skills of the follower; the leader then sets developmental **expectations** with the follower. The leader also provides **inspiration** to the follower by developing a shared understanding of purpose. In the next stage, the leader provides the essential **instruction** to help the follower meet the

leader's, follower's, and organization's expectations and objectives. [Note: The instruction as defined above includes training, education, and experiences all cadets are exposed to during the course of their development.] As the follower works toward these objectives, the leader assesses the follower's competency and provides **feedback** throughout their engagement. The leader, during the instruction and feedback stages, must integrate coaching and mentoring techniques to help bridge the gap between expectations and results. Finally, the **reflection** stage (where the leader and follower review their expectations, instructions, and feedback) crystallizes any lessons learned and prepares participants to enter the next cycle. In an ideal scenario, a participant will progress from the bottom of the chart (Figure 5) to the top of the spiral and then begin again at a higher level of expectations and inspiration. However, the participants in any situation must understand the boundaries between phases may be blurred and some phases may need to be repeated.

The spiral graphic linking phases of the model suggest a highly interactive and positive growth process that expands the skill and capability of both the leader and follower. Over time and much iteration, an interactive supervisory process can result in **transformational change** and growth in the leader and follower; the leader and follower will not merely improve their behavioral conformance to standards of performance, but become independent leaders who embody skills necessary for effective officership. The rate at which each participant develops depends on the relative skills of each, their relationship, and the quality of each prior stage.

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”

— Chinese Proverb

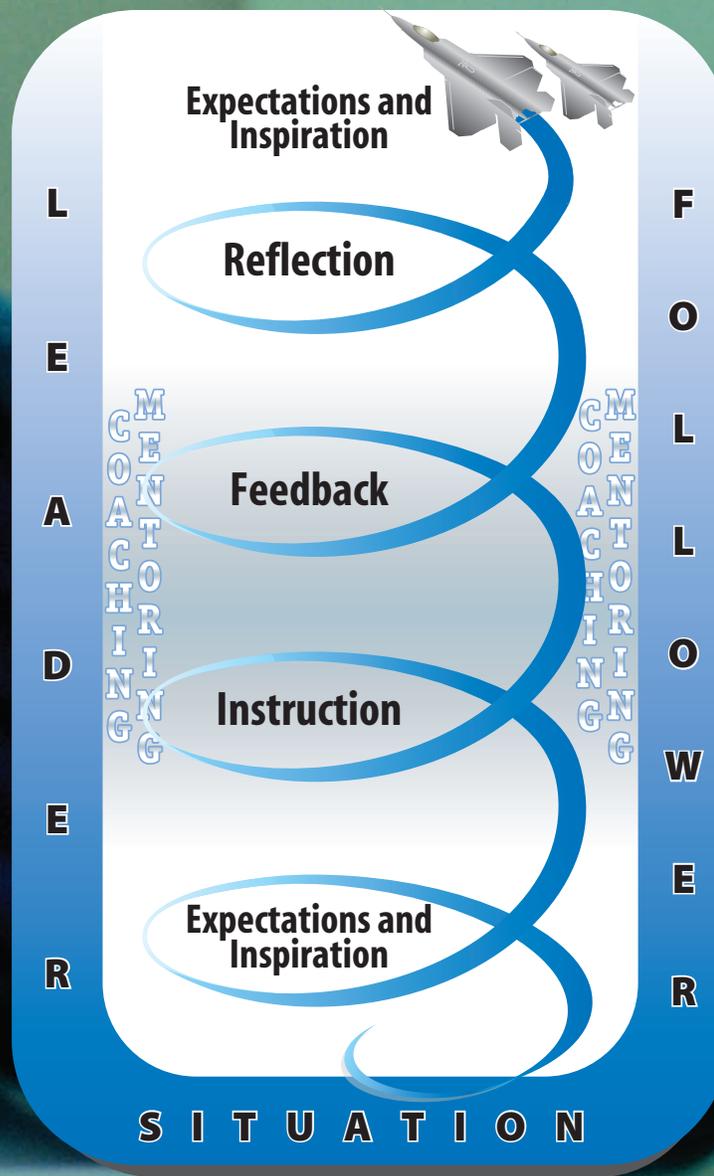


Figure 5. Leadership Growth Model



Guiding Principles - Putting PITO and LGM theories into practice requires a cross mission element strategy capitalizing on the talents of staff, faculty, and cadets. The challenge is to ensure all policies, procedures, standards, and expectations reinforce and support leader development within the PITO model. While the outcomes represent the goals and experiences of the ODS, the guiding principles represent the rules of engagement. As such, principles define how we expect to achieve our targeted outcomes.

Summary –For the Officer Development System to be effective, the daily education, training and experiences of cadet life must be aligned and connected with the framework of the ODS. By deliberately and consistently applying the strategies and philosophy of the ODS, the program will guide cadets through the process of becoming officers of character. Cadets will gain an appreciation of the nobility inherent in character-based officership. The three components of the ODS framework—foundation, outcomes, and process—support cadet development through the stages of the PITO model and help them reach their ultimate goal: a successful career as a United States Air Force officer of towering character and unlimited leadership skill.

Conclusion - The best officers are those who are committed to an ideal, accept challenges with optimism, and are dedicated to continued personal and professional growth. A cadet’s experiences in the Air Force Academy’s Officer Development System will prepare him or her to lead Airmen as an officer of character. In the operational Air Force, a complex global community and the challenges of modern officership will confront graduating cadets with unique opportunities to rely on the training and the skills they developed at the Academy.





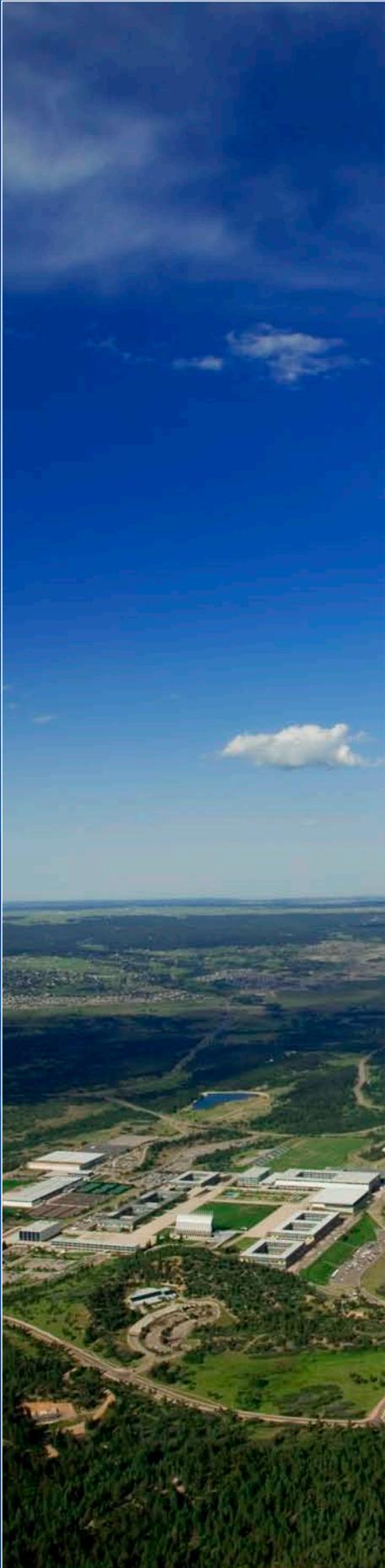
Guiding Principles for Cadet Development

1. Align the USAFA experience with accepted USAF practices.
2. Emphasize cadet ownership and accountability for their own development.
3. Ensure all leaders and followers gain from each developmental experience, including both successes and failures.
4. Establish a common core of experiences and multiple paths to similar outcomes.
5. Strike an appropriate balance between quality and quantity of development experiences.
6. Create depth of expertise sequentially and progressively based on a cadet's developmental level using the PITO model.
7. Couple adequate support with every challenge; tailor every challenge with an appreciation that cadets develop differently and will move through the process at different speeds.
8. Use goal-oriented and standards-based approaches to build skill-set expertise.
9. Assess the effectiveness of education, training and experiential processes in accordance with the USAFA Institutional Effectiveness Program, USAFAI 36-3502.

Figure 6. Guiding Principles

“No man is a leader until his appointment is ratified in the minds and hearts of his men.”

— The Infantry Journal, August 1948



Attachment 1: References

AFDD 1-1, *Leadership and Force Development*
AFPD 36-35, *United States Air Force Academy*
AFMD 12, *United States Air Force Academy*
AFI 36-2014, *Commissioning Education Program*
USAFAI 36-3502, *Institutional Effectiveness*

Abbreviations

AFMAN – Air Force Manual
AFMD – Air Force Mission Directive
AFPD – Air Force Policy Directive
ICL – Institutional Competency List
FD – Force Development
LGM – Leadership Growth Model
ODS – Officer Development System
USAFA – United States Air Force Academy
USAFAI – United States Air Force Academy Instruction

Explanation of Terms

Action-Observation-Reflection and the Spiral of Personal Growth – Model of personal development published by Hughes, Richard L., Ginnett, Robert C., and Curphy, Gordon J., *Leadership – Enhancing the Lessons of Experience*, 4th Ed., New York: McGraw-Hill/Irwin, 2002, pg. 49.

Glossary of Terms

Term	Definition
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Character:	One's moral compass--the sum of those qualities of moral excellence which move a person to do the right thing despite pressures to the contrary.
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Competencies:	Clusters of knowledge, skills, abilities and attributes an individual possesses to successfully perform consistent with a given task, condition, and standard. (AFDD 1-1)
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Force Development:	A deliberate series of challenging experiences combined with education and training opportunities directed at producing Airmen who possess the tactical expertise, operational competence, and strategic vision to lead and execute the full spectrum of Air Force missions both today and tomorrow.
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Leadership:	The art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission.
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Moral Codes:	A complex set of definitions to determine right and wrong based upon well-defined value systems.
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Officership: The embodiment of the attributes and expectations of a military officer as demanded by the office he/she holds. Officership includes, but is not limited to the following four attributes:

Warrior Ethos: An officer's duty is to continue to provide the Nation and the next generation of Airmen an equally dominant Air Force. Doing so requires officers to fully understand the profession of arms they have chosen, the commitment each officer made by taking the oath of office, and the acceptance to abide by the Air Force's core values. This is the warrior ethos. It is a mindset designed to build confidence and commitment necessary to shape the professional in each Airmen, and how to work as a team to accomplish the mission. This mindset is shaped through the expeditionary nature of the Service. It is also developed and sustained over the course of a career through a continuum of learning and associated force development process.

Professional: Members of a profession hold a special place in American society. A professional officer embodies a unique competence and experience, authority delegated by the nation, and a distinct culture with a recognized code of ethics. Officers must never forget that they are public figures accountable to the highest standards of personal and professional conduct.

Leader of Character: Leaders of character demonstrate moral excellence reflected in their values and behavior. They set a personal example for all, whether in their units, organizations or society. Leaders of character seek to discover the truth, decide what is right, and then demonstrate the courage to act accordingly—always!

Servant of the Nation: Officers serve the Nation for one and only one purpose: to support and defend the Constitution of the United States. Our nation places a special trust in the officer to provide security and to protect our democratic way of life and its values. This unique relationship requires a moral obligation, sense of duty, and total commitment to sacrifice one's life if necessary. This attribute of officership reflects the relationship between the military profession and the nation, embraces the principle of military subordination to civilian control, and establishes each officer as a servant of the nation. It creates the moral foundation for an officer's duty. Being a servant of the nation focuses activities on furthering the interests of the nation, not the individual.

Elements of Integrity First include:

Accountability: No person of integrity tries to shift the blame to others or take credit for another's work.

Courage: A person of integrity possesses moral courage and does what is right regardless of personal cost.

Discipline and Self-control: Professionals cannot indulge themselves in self-pity, discouragement, anger, frustration, or defeatism. They have a fundamental moral obligation to the persons they lead to strike a tone of confidence and forward-looking optimism. More specifically, they are expected to exercise control in the following areas:



Anger: Military professionals—and especially commanders at all echelons—are expected to refrain from displays of anger that would bring discredit upon themselves and/or the Air Force.

Appetites: Those who allow their appetites to drive them to make sexual overtures to subordinates are unfit for military service. Likewise, the excessive consumption of alcohol casts doubt on an individual's fitness, and when such persons are found to be drunk and disorderly, all doubts of their competence are removed.

Religious toleration: Military professionals must remember religious choice is a matter of individual conscience. Professionals, and especially commanders, must not shape, criticize, or encourage subordinates' religious leanings or beliefs.

Honesty: In the service, one's word is binding. Honesty is the foundation of trust and the hallmark of the profession of arms.

Humility: Airmen comprehend the awesome task of defending the Constitution of the United States of America and realize they cannot accomplish the mission alone. While airmen should be proud, they should be neither arrogant nor boastful.

Justice: A person of integrity treats all people fairly and with respect, regardless of gender, race, ethnicity, or religion. Rewards and punishments must fit the behavior. Openness: Airmen encourage a free-flow of information within an organization and seek feedback from subordinates, peers, and superiors. They value candor as a mark of loyalty, even when offering dissenting opinions or bearing bad news.

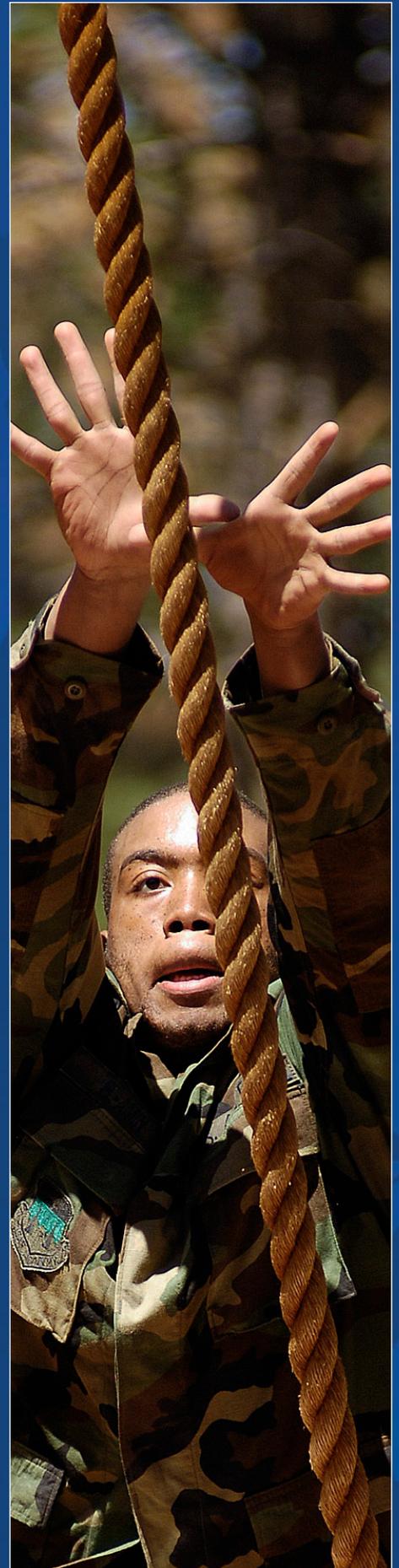
Responsibility: Airmen acknowledge their duties and take responsibility for their own successes or failures.

Self-Respect: Airmen respect themselves as professionals and as human beings. Airmen with integrity and self-respect behave in a manner that brings credit upon themselves, their organization, and the profession of arms.

Elements of Service Before Self include:

Faith in the System: Airmen trust their superiors exercise good judgment and humanity in their leadership decisions, just as all officers hope to engender trust in themselves and their leadership by making ethical, moral, and necessary decisions. As a default, we trust decisions are made after careful deliberation and consideration; we honor the system because we honor the men and women who make decisions within the system.

Respect for Others: Service before self tells us also that a good leader places the troops ahead of his/her personal comfort. We must always act in the certain knowledge that all persons possess fundamental worth as human beings.





Rule Following: To serve is to do one's duty, and our duties are most commonly expressed through rules. While professionals are expected to exercise judgment in the performance of their duties, good professionals understand rules are followed unless clear, operational reason exists for refusing to follow established protocols.

Elements of Excellence in all we do include:

Community Excellence: Community excellence is achieved when the members of an organization can work together to successfully reach a common goal in an atmosphere free of fear that preserves individual self-worth. Some of the factors influencing interpersonal excellence are:

Mutual respect: Genuine respect involves viewing another person as an individual of fundamental worth. A person is never judged on the basis of his/her possession of an attribute that places him or her in some racial, ethnic, economic, or gender-based category.

Benefit of the doubt: All co-workers are 'innocent until proven guilty.' Before rushing to judgment about a person or his/her behavior, get the facts.

Operations Excellence:

Excellence of internal operations: From the unit level to Headquarters, the Air Force generates respect for the mission on the unit level and a total commitment to maximizing the Air Force team effort.

Excellence of external operations.

This form of excellence pertains to the way in which we treat the world around us as we conduct our operations. In peacetime, for example, we must be sensitive to the rules governing environmental pollution, and in wartime we are required to obey the laws of war.

Personal Excellence: Military professionals must seek out and complete professional military education, stay in physical and mental shape, and continue to refresh their general educational backgrounds.

Product/Service Excellence: We must focus on providing services and generating products that fully respond to customer desires and anticipate customer needs, and we provide services within the boundaries established by the taxpaying public.

Resources Excellence: Excellence in all we do also demands we aggressively implement policies to ensure the best possible cradle-to-grave management of resources.

Material resources excellence:

Military professionals have an obligation to ensure all of the equipment and property they ask for is mission essential. Residual funds at the end of the year should not be used to purchase 'nice to have' add-ons.

Human resources excellence:

Human resources excellence means we recruit, train, promote and retain those who can do the best job for us.





Integrity First
Service Before Self
Excellence in All We Do