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Personnel



**THE OFFICER DEVELOPMENT SYSTEM:
DEVELOPING OFFICERS OF CHARACTER**

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This pamphlet implements Air Force Policy Directive (AFPD) 36-35, *United States Air Force Academy (USAFA)*, and describes the purpose and structure of the Officer Development System (ODS). The ODS is the overarching doctrinal framework for systematic development of USAFA cadets toward achievement of the Air Force Institutional Competencies and the USAFA Outcomes. The guidance applies to all Air Force military and civilian personnel assigned to USAFA in addition to US Air Force Reserve and National Guard personnel assigned to USAFA. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using Air Force (AF) Form 847, *Recommendation for Change of Publication*. Ensure all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of in accordance with the Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS).

SUMMARY OF CHANGES

This document has been changed to be consistent with updated Air Force and USAFA publications. Specifically, Air Force Doctrine Document (AFDD) 1-1, *Leadership and Force Development*; Air Force Instruction (AFI) 36-2014, *Commissioning Education*; and USAFA Instruction (USAFI) 36-3526, *Course of Instruction (COI)*. Publication has been re-titled *Developing Officers of Character* consistent with the USAFA mission statement. Foundations of Character-Based Officership Figure 1 and description have been updated to feature the four attributes of officership with descriptions. This section was moved from the Glossary to the main body. Figure 2, USAFA Outcomes, has been updated. Figure 3, ODS/COI/Outcomes Relationship, has been deleted. The relationship between ODS, the Institutional Competencies

and USAFA Outcomes was codified in the **Goal** section. Leader of Character has been defined as developed by the Center for Character and Leadership Development. The Elements of the Core Values have been removed from the Glossary.

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

“I’m firmly convinced that leaders are not born; they’re educated, trained and made, as in every other profession. To ensure a strong and ready Air Force, we must always remain dedicated to this process.”

--General Curtis LeMay, CSAF, 1961-1965

1. 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 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:

1.1. **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 explicit and implicit 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 in order 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.

1.2. **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.

1.3. **Develop competencies essential to officers of character.** The ODS prescribes the ways and means for **developing these competencies** over a 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.

Section B, Character Based Officership Framework

2. 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 **goals** of the Officer Development System, articulated in the USAFA Outcomes, specify the essential competencies, responsibilities, skills, and knowledge required to produce officers of character. These Outcomes incorporate both the relevant elements of the Air Force’s Institutional Competency List and the nationally vetted Essential Learning Outcomes for a 21st century undergraduate education. 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 partners 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.

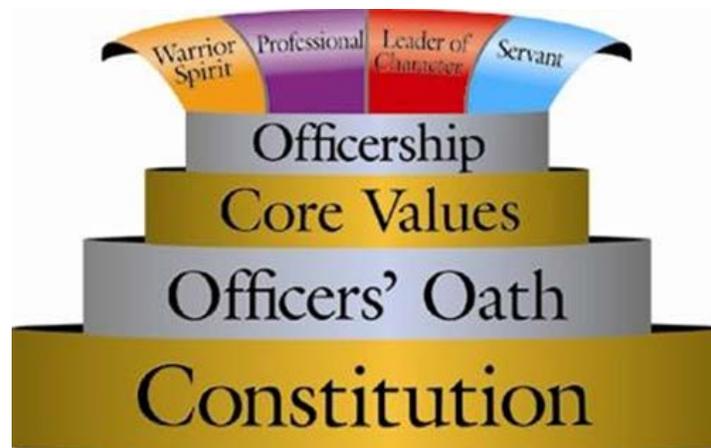


Figure 1. Foundations of Character-Based Officership.

Foundation, Goal, Process

2.1. *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 **ODS** develops officers of character consistent with **USAFA Outcomes** providing a platform

for their career long **Officership** development. **Officership** is defined as: 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:

2.1.1 **Warrior Ethos:** Warrior Ethos is described in AFDD1-1 as “(exhibiting) a hardiness of spirit despite physical and mental hardships—moral and physical courage.” It compels one to fight through all conditions to victory, no matter how long it takes and no matter how much effort is required. Warrior Ethos is grounded in the refusal to accept failure. It is developed and sustained through discipline, example, commitment to the Air Force values and pride in the Air Force’s heritage. Warrior Ethos is best articulated in the Airman’s Creed:

“I am an American Airman; I am a Warrior;
I have answered the nation’s call...
I am an American Airman; Wingman, Leader, Warrior;
I will never leave an Airman behind;
I will never falter; I will not fail.”

Warrior Ethos reminds us that the unlimited liability of the profession of arms may require you to sacrifice your life to save others. Warrior Ethos challenges the Air Force officer to live a noble life worthy of this ultimate measure of dedication of those who have gone before.

2.1.2 **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.

2.1.3 **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. A Leader of Character: 1) Lives honorably by consistently practicing the Air Force Core Values; 2) Lifts others to be their best possible selves; and 3) Elevates performance to a common and noble purpose.

2.1.4 **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. 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.

Note: Additional information on officership is contained in *The Armed Forces Officer, 2007 Edition*, National Defense University Press, Washington, D.C.

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

- 2.2 **Constitution** – The reason we have a military is to preserve and defend the form of government articulated in the Constitution. In its few short paragraphs, it lays out a vision of a “government of the people, by the people, [and] for the people”—a vision for which courageous men and women throughout our nation’s long history have given their all, and in many cases their very lives, to ensure the preservation of this liberty, not just for themselves, but also for their families, their friends, and their posterity. By preserving and defending the Constitution, the military serves to guarantee these liberties and freedoms that we value as Americans. In return, the principles of government and the personal freedoms detailed in the Constitution serve as the genesis for military officership. For example, the Constitution establishes that the President “shall be Commander in Chief” of the armed forces and shall “Commission all the Officers of the United States.” This commission from the President, largely unchanged since the Revolutionary War, provides both guidance and authority to the military officer. This commission also delineates the extent of an officer’s authority and the scope of their duty, securing the direct tie between military officership and the American way of life.

“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

- 2.3 **Oath of Office** – The Air Force Officer’s 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; Oath of Commitment at the start of second class year; 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.

2.4 *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 ethic 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 also 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.

2.4.1 ***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. Instead, it is the time we least expect to be tested when possessing integrity is critical. People are watching, us not to see us fail, but to see us 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.

2.4.2 ***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 service to the nation requires subordinating the needs of the family. It is the responsibility of the Airman to prepare and provide for his or her family when duty requires it. Airmen understand they have a duty to fulfill the unit's mission. 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.

- 2.4.3 ***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. This does not mean you will be better than everyone else, but that you should always do your best and seek continuous improvement. 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 should aggressively protect and manage both human and material assets. The most precious resource is people, and it is each Airman's responsibility to ensure that he or she is trained, fit, focused, and ready to accomplish the mission safely and effectively.

"A leader leads by example, whether he or she intends to or not." - Unknown

Foundation, **Goal**, Process

3. **The Goal** – **"What."** The ultimate goal of the Officer Development System is to accomplish the USAFA mission: "To educate, train, and inspire men and women to become officers of character motivated to lead the United States Air Force and in service to our Nation." We do this by providing cadets with a comprehensive undergraduate education, focused on the profession of arms, coupled with unique military and athletic training experiences. Each carefully crafted

education and training experience is designed to achieve one or more of USAFA's four Outcomes:

Ethics and Citizenship
 Thinking and Acting in a Complex World
 National Security Through Diverse Perspectives
 Mental and Physical Resilience

Together these four Outcomes—the “Goals” of the Officer Development System—and the 19 more specific outcomes that support them, provide cadets with the essential competencies, responsibilities, skills, and knowledge required to produce officers of character—leaders fully prepared for the rapidly evolving global environment of the 21st century.

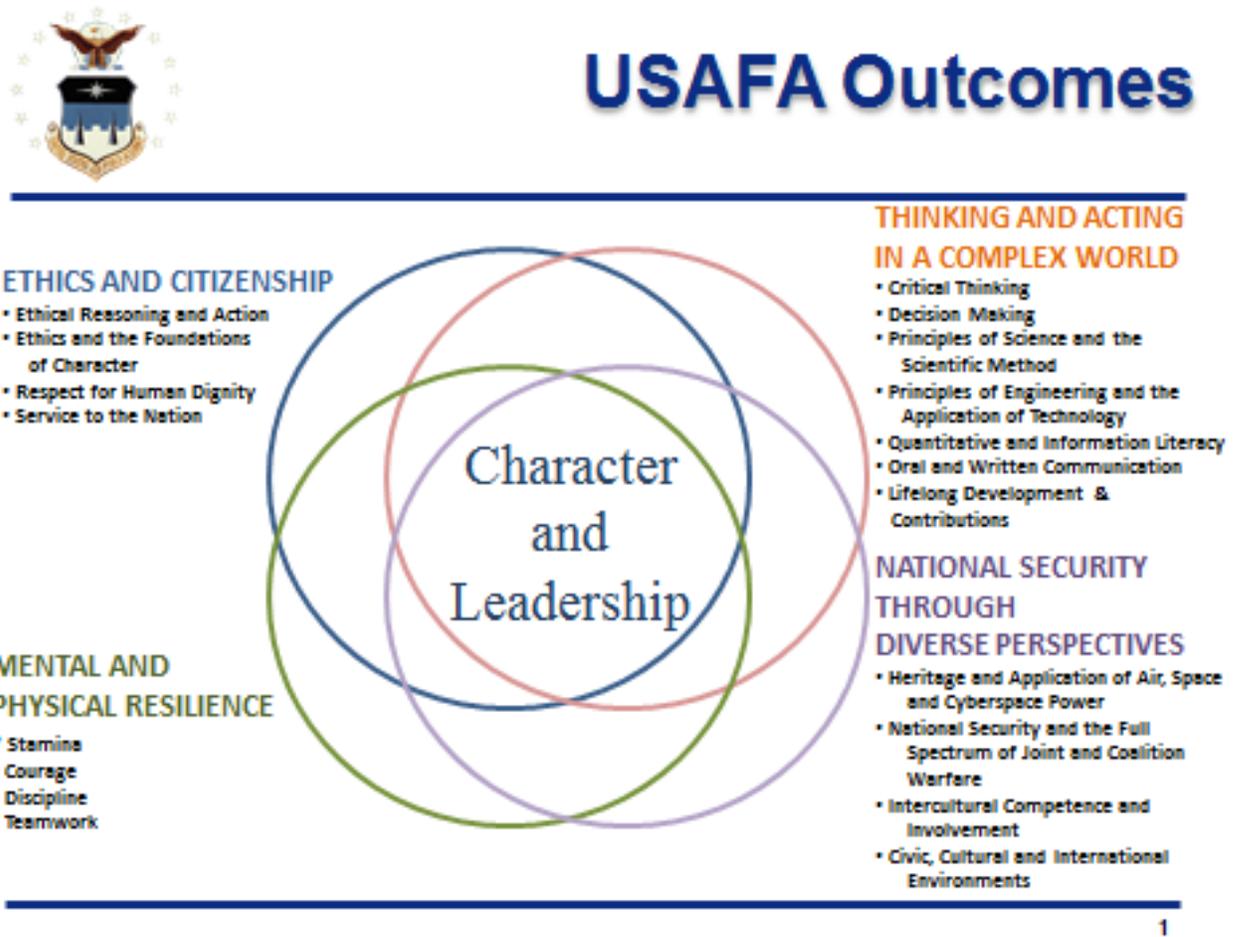


Figure 2. USAFA Outcomes.

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.

Foundation, Goal, **Process**

4. *The ODS Process* - “**How.**” The way cadets are developed into officers is the final element linking the process to the goals 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 Officers of character. These Officers 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 level of the cadet developmental process. These competencies support every aspect of the cadet experience. PITO model is explained in paragraph 4.1 below.

The LGM is a highly interactive developmental leadership model in the ODS. The LGM depicts how the leader and follower **collaboratively** approach the education, training, experiences and challenges that develop the leader competencies in the PITO model. The LGM is explained in paragraph 4.2 below.

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 Guiding Principles are explained in paragraph 4.3 below

“Freedom to be your best means nothing unless you’re willing to do your best”- General (ret) Colin Powell

- 4.1 *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 levels. Each level requires distinct competencies and builds on the previous competencies. To build progressive competencies, the program must involve all the mission partners 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.
- 4.1.1 The emphasis of ODS will vary in each phase 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 phase of the cadet development process and are supported by every aspect of the cadet experience.
- 4.1.2 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.
- 4.1.3 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.
- 4.1.4 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 3. below depicts an interdependent approach and identifies some of the key supporting competencies.

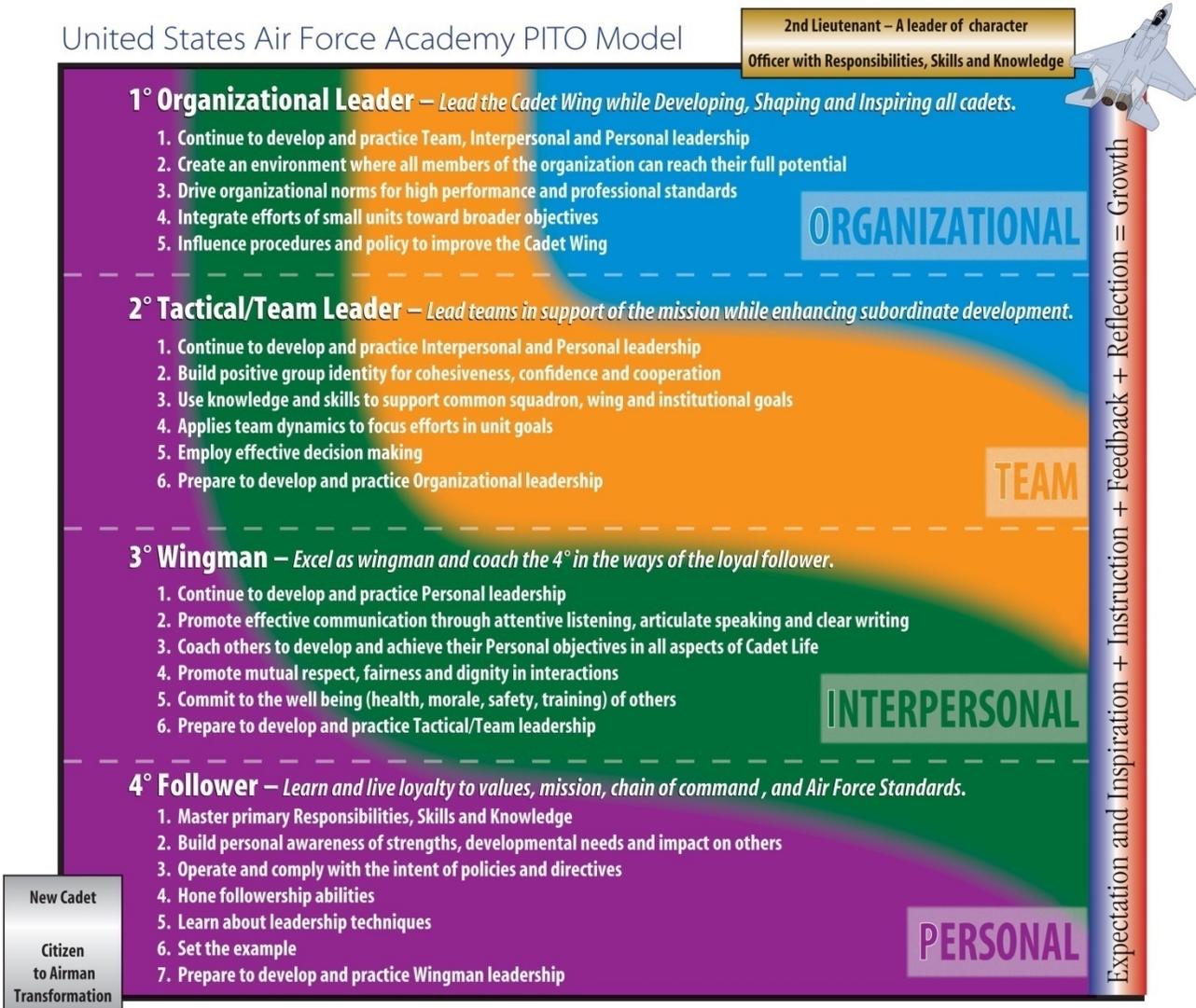


Figure 3. USAFA PITO Model

4.1.5 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 personal leadership, leading people, leading teams, and organizational leadership and is designed to complement the Air Force ICL to develop Airmen throughout a career.

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

- 4.2 *The Leadership Growth Model.* Becoming *officers of character* depends upon a four-year process of character development that integrates, explores, and enforces the Air Force Core Values while simultaneously encouraging leadership development. Because of the changing nature of threats facing our Nation, helping cadets develop into officers 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.
- 4.2.1 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.
- 4.2.2 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.
- 4.2.3 The LGM 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.
- 4.2.4 By integrating education, training and experience to provide all cadets with deliberately designed opportunities to develop, the LGM facilitates the attainment 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.

- 4.2.5 The chart in Fig. 4 details the five 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.

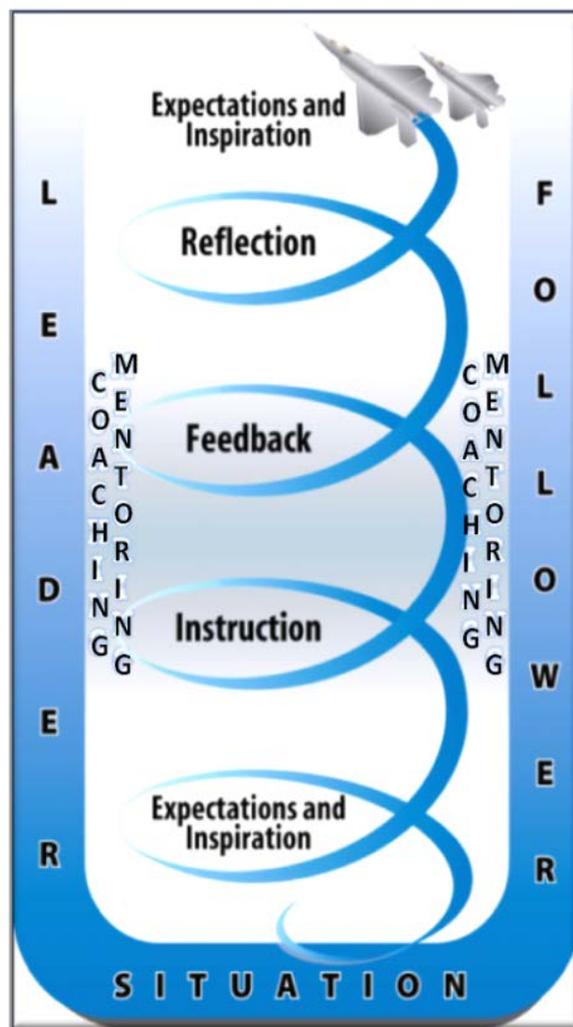


Fig. 4. Leadership Growth Model

[**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 coaches and mentors the follower, 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 4) 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 stages may be blurred and some phases may need to be repeated.

- 4.2.6 The spiral graphic linking stages of the model suggests 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 their relative skills, their relationship with the leader, 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

- 4.3 *Guiding Principles* - Putting PITO and LGM models into practice requires a cross mission partner 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. The Guiding Principles are to be used by staff, faculty and cadets to design the education, training and experiences within the Course of Instruction (COI). The Guiding Principles also serve as a basis to assess alignment with ODS both within and among the Mission Partners while implementing the COI at USAFA.

- 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.

Figure 5. The Guiding Principles.

5 Summary –For the ODS to be effective, the daily education, training and experiences of cadet life must be aligned and connected with the framework of the ODS. Deliberately and consistently applying the strategies and philosophy of the ODS provides the integrated and synergistic way to 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, goals, and process—support cadet development through the stages of the PITO model and help them reach their ultimate goal: serve the nation as a United States Air Force officer with exemplary-character-and masterful competence.

“The Officer Corps is the heart and soul of any military organization. It must be the reservoir of character and integrity, the fountainhead of professional competence and the dynamo of Leadership”

--General Matthew B. Ridgeway

6 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 ODS 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.

MICHELLE D. JOHNSON, Lt General, USAF
Superintendent

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

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USAFAI 36-3526, *Course of Instruction*, 2 Nov 2012

Abbreviations

AFMAN – Air Force Manual
AFMD – Air Force Mission Directive
AFPD – Air Force Policy Directive
COI – Course of Instruction
ICL – Institutional Competency List
FD – Force Development
LGM – Leadership Growth Model
ODS – Officer Development System
USAF A – United States Air Force Academy
USAF AI – 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

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. (AFDD1-1)

Competencies: Clusters of knowledge, skills, abilities and attributes an individual possesses to successfully perform consistent with a given task, condition, and standard.

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.

Leader of Character: A Leader who: 1) Lives honorably by consistently practicing the Air Force Core Values; 2) Lifts others to their best possible selves and 3) Elevates performance to a

common and noble purpose. (Center for Character and Leadership Development Conceptual Framework)

Leadership: The art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission.(AFDD 1-1)

Moral Codes: A complex set of definitions to determine right and wrong based upon well-defined value systems.