

AN APPROACH TO LEADERSHIP AND CHARACTER DEVELOPMENT

WITHIN MILITARY HIGHER EDUCATION

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A DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor in Education in the
Department of Educational Leadership,
Policy, and Technology Studies
in the Graduate School of
The University of Alabama

TUSCALOOSA, ALABAMA

2017

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ABSTRACT

This multiple case study provides an overview of current practices that advance leadership and character development programs and initiatives within military higher education. Selected scholars and practitioners from the United States Military Academy (West Point), the United States Naval Academy, and the United States Air Force Academy participated in semi-structured interviews. Information gleaned from questions pertaining to academic courses, classes, seminars and workshops, and honor education initiatives, in support of a comprehensive approach to leadership and character development, directed the research process.

The findings and recommendations provide a conceptual framework for support of strategic and operational considerations in the development and implementation of leadership and character development initiatives at military, as well as traditional, colleges and universities. Strategic initiatives include the unification of effort among faculty, staff, and administration in the planning and implementation of learning outcomes and related competencies in support of the institute's mission and core values. Operational initiatives include the integration, synchronization, and unity of effort among scholars and practitioners to reinforce all aspects of education and training surrounding leadership and character development.

DEDICATION

This dissertation is dedicated to two extraordinary women. The first is my wife, Ginger. Without her support, patience, and extreme sacrifice, I would have never completed such a comprehensive task. Her competence and commitment as a wife, mother, and accomplished professional, coupled with a deep and sincere concern for all people, provides me with enormous strength. I am so fortunate and extremely grateful that she is the bedrock of my life.

This work is also dedicated to Dr. Susan Stevenson, Executive Vice President and Chief Academic Officer at Marion Military Institute. As a leader, scholar, and mentor, Susan exemplifies the term “quiet professional.” There is no doubt that through her tutelage I am a better leader, educator, and scholar. Susan read every word of this document, and I am quite aware that her succinct and candid analysis provided much scholarly fiber to this body of knowledge. Equally important, I would like to not only thank her for her friendship, but for the professional encouragement, which provided me with the confidence to endure and achieve.

LIST OF ABBREVIATIONS AND SYMBOLS

- N Population size or the total number of scores in the population or measurement
- μ Population mean or the balance point for a population, found by dividing the total value of all scores in the population by the number of scores in the population
- n Population, or any complete set of observations

ACKNOWLEDGEMENTS

It is a distinct privilege to acknowledge the many people who have encouraged and supported me throughout this experience. First, I would like to thank my dissertation chair, Dr. Nathaniel Bray, who challenged me to truly investigate, understand, and link theoretical concepts and practical applications specific to leadership, human behavior, and organizational theory. He challenged me every step of the way, and I am extremely thankful for his efforts.

A special thank you to Ms. Janelle Graham, a member of the University of Alabama's Graduate School staff. Without her individualized attention and professional competence to support my research efforts, my onsite research would have been significantly marginalized.

A special thank you to the many men and women who took their time to assist me with both the coordination and execution of my onsite research. They include Colonel Art Athens, Director of the Stockdale Center for Ethical Leadership at the United States Naval Academy, and members of the United States Naval Academy staff including Captain Rick Rubel, Captain James Campbell, Commanders Kevin Mullaney and Kevin Haney, Lieutenant Paul Schneider, and Captain Brandy Soublet. A special thank you to newly commissioned ensigns Jamie Francona and Eli McCarty for not only their logistical and operational support, but their mature and candid responses in support of the research protocol.

A special thanks to Colonel Scott Halstead and members of the Simon Center for the Professional Military Ethic at the United States Military Academy. The initial interface with Colonel Halstead, as well as Lieutenant Colonel David Jones, provided a sound foundation to

formulate research efforts during my visit to West Point. I would also be remiss if I did not provide a special thanks to Lieutenant Colonel Daniel Smith and selected members of his staff in the department to behavioral sciences and leadership. Additionally, a huge word of thanks to former cadets (now lieutenants) Justus Eckstrom and Michael Deddo. The information they provided concerning honor and honor remediation from a cadet's perspective was greatly appreciated and incorporated into the research data. Furthermore, the information provided by Major Shawn Brean, a company tactical officer (student development specialist) at West Point, concerning cadet leadership and character development was extremely thought provoking and contributed much to the study.

Next, the support provide by the faculty and staff at the United States Air Force Academy was outstanding. Colonel Michele Johnson, interim director of the Center for Character and Leadership Development, and her entire staff were amazing. A special thanks to Colonel Greg Tate, Ms. Tina Erzin, Lieutenant Colonel Hans Larsen, Captain Chris Brown, and Chief Master Sergeant Bob Vasquez. The information and analysis they provided concerning the many leadership and character development initiatives at the Air Force Academy were extremely informative. Finally, a special thanks to Lieutenant Colonel James Hobbs and Lieutenant Colonel Rich Ramsey concerning academic instruction and current and future leadership programs at the Air Force Academy.

I must thank those faculty and staff members at Marion Military Institute, and specifically Dr. Susan Stevenson, for their support to this research endeavor.

Finally, to my wife, Ginger. Thank you so much for staying the course and not giving up on me. I know of few people with the grace and patience to endure such a consuming and challenging experience.

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CHAPTER I:
INTRODUCTION

“The foundation of leadership is character.”
-Major General Alexander Patch

For more than 150 years, beginning with Harvard’s charter of 1650 to educate men in both knowledge and “godliness” (Hofstadter & Smith, 1961, p. 10), faculty, staff, and administrators within higher education viewed character and leadership development as essential components of the higher education experience (Yanikoski, 2004). The entire campus community engaged in the process, and even college and university presidents presented classes and lectures with the intent to prepare graduates for the moral and ethical challenges of the era (Thelin, 2004). Both faculty and administrators, however, “quickly learned that developing students’ character was far more problematic than instructing them in varied intellectual subjects” (Yanikoski, p. 8). Therefore, for a multitude of reasons, administrators and educators at many traditional colleges and universities, have, over the last two centuries, gradually dismissed themselves from the burdens associated with the moral and ethical development of their students (Yanikoski).

Researchers and scholars such as Bass (1998; 2008), Burns (1978), Cuilla (1993), Gilligan (1993), Greenleaf (1998; 2002), Komives, Wagner, and Associates (2009), Kouzes and Posner (2003), and Rost (1993), as well as others, have strived, over the past several decades, to develop and nurture leadership programs and initiatives intended to promote values such as civility, mutual respect, mutual purpose, selfless-service, and social justice. The continual

revival of such leadership scholarship provides both context and content for the exploration and development of military higher education relevant to this study (Bass, 1998; Bass & Riggio, 2006).

Military higher education is unique, and although military colleges and academies account for less than one percent of all college graduates, these institutions account for more than 20 % of all junior officers who enter into the armed forces each fiscal year (AMSCUS, 2015). Academic standards are extremely high, and the federal service academies are regarded as “Ivy League” like institutions. Generally, these institutions accept no more than 15% of all applicants annually. Additionally, to maintain pace with the technological demands of a global society, all five of the federal service academies require that at least 50% of their graduates major in an academic discipline specific to science, technology, engineering, or mathematics (STEM). Moreover, many other four-year military colleges, advocate for their student populations to engage in STEM-related disciplines through generous scholarship initiatives and unique career opportunities.

Military higher education also enjoys the impeccable reputation of producing leaders of the strongest moral and ethical character, and, scholarship alone, is deemed as insufficient to satisfy the educational requirements necessary to challenge and, ultimately, transform values and beliefs that positively shape leadership and character development (Chickering, 2010; Cicyota, Ferrante, Green, Heppard, & Karolick, 2011; Dufresne & Offstein, 2012; USMA, 2009; USMA, 2015b; USNA, n.d.-a). The maturation and development of these extraordinary young men and women is founded through a comprehensive and complex process of education and training that is continuous, challenging, unyielding, and, often, foreign to a large percentage of their traditional counterparts. Academic and character development programs, inclusive of a highly-

valued and comprehensive honor system, as well as organizational leadership executed within a military framework, all serve to shape both education and training that reinforce such a unique model for learning.

Successful completion in such academic disciplines, as well as a sound record of citizenship and leadership practices, often provides a competitive edge for career selection and advancement. While many of these young men and women will enjoy a career in the armed forces, many others who serve their nation in the profession of arms will terminate their active duty military commitment within four to six years of commissioning and graduation. Yet, the competence, character, and leadership qualities cultivated throughout the higher education experience are recognized in all facets of society, providing a critical resource to the nation (Kellogg, 1996).

Serving as a foundation for this research, the comprehensive approach to student development within military higher education is an effective model to advance learning. Specifically, efforts to equip graduates with the skills necessary to think and act morally, ethically, and selflessly are continually reinforced and inculcated into the entire military student population (Cycyota et al., 2011; Dufresne & Offstein, 2012; Greenwald, 2010; Shepherd & Horner, 2010; Stevenson, 2012; USMA, n.d.). The military educational experience includes an integrated curriculum which promotes and challenges leadership, identity-development, and various aspects of organizational behavior. These curricula are characterized by a transformational approach to leadership and imbued in a culture that continually reinforces the attributes of accountability, responsibility, team work, honor, ethical leadership, and social grace (Dufresne & Offstein, 2012; MacIntyre, 1984, 1988; USAFA, n.d.; USCGA, n.d.; USNA, n.d.; n.d.; USMA, 2009, 2015b & c).

To reiterate, attributes that are often over-shadowed and dismissed within traditional colleges and universities are the very values that shape and mold the character of the individual, as well as the institution, within the military higher education framework (Dufresne & Offstein, 2012; Offstein, Dufresne, & Childers, 2012; Yanikoski, 2004). As the nation continues to battle a leadership crisis (Greenwald, 2010), a limited number of traditional leadership scholars are slowly turning toward the military model of higher education as a viable option to reinforce life skills and enhance moral and ethical behavior across the campus community (Dufresne & Offstein; Greenwald; Offstein, Dufresne & Childers;). Equally significant, selected military academies and colleges have incorporated traditional leadership scholars into their academic organizations with positive results (USAFA, 2014; USCGA, n.d.; USNA, n.d.-b; USMA, 2009, n.d.-c). The foundation, then, to advance theory and practice throughout higher education, and specifically military higher education is professionally appealing, culturally significant, and timely. A brief history, therefore, of the maturation of military higher education, to include the critical components of the military learning model, are provided to set the stage for an in-depth look at selected service academies pertinent to this study.

The Maturation of Leadership and Character Development in Military Higher Education

With the founding of the United States Military Academy in 1802, military institutions of higher education, unlike the early traditional colleges and universities, have strived to maintain a rich reputation for developing competent and capable leaders of character (Kellogg, 1996; USAFA, 2012; USCGA n.d.; USMA 2009, 2015b; USNA, n.d.). The maturation and integration of academic excellence, physical readiness, military skills, leadership and character development, and the cultivation of a well-established and well-defined honor system, highlight

the military higher education experience (Banning & Azoy, 1963; Cowley & Guinzburg, 2002; Kellogg, 1996).

Throughout the 1800s, most traditional colleges and universities struggled to engage in character development as a component relevant to student development. Military academies, colleges, and universities, however, flourished during this same time (Thelin, 2004; Yanikoski, 2012). The United States Naval Academy was established in 1845 (Department of the Navy, n.d.), and the Morrill Land-Grant Act of 1862 dictated military training for all male undergraduates in attendance at land-grant institutions (Thelin, 2004) and paved the way for the inception of the Reserve Officer's Training Corps (ROTC) in 1916. Universities such as Texas Agricultural and Mechanical (Texas A&M) and Virginia Polytechnic Institute and State University (Virginia Tech) transformed themselves into senior military colleges (Texas A&M University, n.d.; Thelin, 2014; Virginia Tech Corps of Cadets, n.d.), and a select number of two-year military colleges, such as Marion Military Institute and New Mexico Military Institute, were founded (MMI, n.d.-a; NMMI, n.d.).

Similarly, in the first-half of the twentieth century, abetted by a surge of nationalism and America's engagements in two world wars, leadership and character development programs in military colleges and universities continued to grow and prosper (Thelin, 2004). As the nation progressed into the post-industrial era, military higher education weathered the political and social turbulence of the 1960s and 1970s (Dept. of the Army, 1977; Kellogg, 1996; Lucks, 2014). Issues concerning civil rights, women's rights, the Vietnam conflict, freedom of speech, and students' rights prompted many traditional college administrators to adopt a posture of "exaggerated permissiveness" (Altbach, Berdahl, & Gumport, 2005, p. 65) regarding student conduct, development, and leadership initiatives. However, many military colleges and

universities, and specifically the service academies, demonstrated adherence to federal regulatory policies while simultaneously serving as agents for social and political change (Dept. of the Army, 1977).

Transformation in (Military) Higher Education

During the last quarter of the twentieth century, scholars and theorists in both the military and civilian sectors of society aggressively explored and developed values-based theories and concepts to promote leadership development, due in large part to the social and political challenges of the previous decades (Bass, 1998; Burns, 1994; Ciulla, 1998; Rost, 1991). Charismatic, relational, servant, and numerous other leadership models intended to promote humility, civility, and self-respect all contributed to a paradigm shift in both leadership theory and practice (Bass 1998; Burns, 1974; Komives, 2009; Northouse, 2010, 2012; 1991; Rost, 1994). This shift signified a departure from the authoritative (transactional) approach to leadership, with an emphasis on hierarchical power and control, to that of “transformational” leadership, with process-oriented models that emphasize collaboration, team-building, and a renewed emphasis on character development (Bass, 1998, Burns, 1978; 2003; Northouse, 2012; Rost, 1993; Shepherd, 2009).

Military Education in the Twenty-First Century

Influenced by numerous leadership scholars, the federal service academies and numerous military colleges have aggressively implemented and refined a comprehensive and co-curricular approach to transformational leadership over the past decade (Trez, 2010; USAFA, n.d.-a, c; USCGA, n.d.; USMA, 2009, 2015b, n.d.-c; USNA, n.d.-b). The transformational approach is intended to compliment and reinforce the essential components or pillars of military higher education to include academic achievement, physical fitness and wellness, and character

development (The Citadel, n.d.; USMA, 2015b). Components of the developmental process, which may be viewed as both simple and complex, require constant over-site to ensure a well-balanced and synchronized approach to learning (USAFA, n.d.-b; USMA 2009). The utilization of a conventional military framework (chain-of-command), as well as scholarly research in the disciplines of organizational leadership and human behavior, stabilize and guide the multifaceted process (USMA 2009; USMA 2015b).

Throughout military higher education, colleges, academies, and universities continually seek to refine and cultivate this process into a comprehensive approach to cadet development, inclusive of the entire campus community. Formal and informal learning occurs in the classroom, on the athletic field, and in the barracks (dormitories), and is encapsulated through a peer-lead approach to leadership. Additionally, the system is anchored by an honor code of conduct that extends beyond the boundaries of academic integrity prevalent in many traditional colleges and universities (Kellogg, 1996; USAFA, 2014a; USMA, 2009; USNA, n.d.-c, d).

Staff and administrators at military higher education institutions from military junior colleges, some with enrollments as modest as just over 400 cadets, to the most prominent federal service academies, with annual enrollments totaling more than 4400 cadets, continually strive to refine and enhance the comprehensive and demanding process distinctive to this unique type of higher education. For many students who enter into a military educational environment, the experience is extremely difficult. For those who stay the course, however, the journey challenges and develops leadership abilities, enhances critical thinking and decision-making skills, toughens both the mind and body, and promotes sociability, diversity, and tolerance for others, and develops the passion to selflessly and honorably serve the nation, regardless of professional aspirations.

The Moral and Ethical Challenges of Leadership

The need for a transformational and ethical approach to leadership theory and practice throughout higher education, and specifically military higher education, cannot be overstated. Many will argue that the United States, for several decades, has endured a leadership crisis. The unethical and immoral improprieties of political figures, professional athletes, and entertainers, as well as internationally recognized CEO's in business and industry, all represent a debilitating trend of cultural norms and values within our society. From acts of infidelity among national leaders, to blood-doping and the use of performance enhancing drugs among professional athletes, to the embezzlement of millions of dollars in stocks and bonds by internationally recognized men and women, the need to reinforce and elevate moral and ethical leadership to the forefront of higher education is both obvious and essential.

Though regarded as one of the nation's most trusted professions, America's military, as well as military institutions of higher education, are not immune to acts of immoral and unethical behavior. Since the days of the Continental Army, the American people have held the nation's armed forces, and specifically the officer ranks, to a higher moral and ethical standard than that of their civilian counterparts; therefore, improprieties within the ranks of the military, as well as military higher education, become quickly magnified, sensationalized, and difficult to subdue. For example, the 1976 cheating scandal surrounding West Point's football team continues to transcend the annals of military higher education (Dept. of the Army, 1977). More recently, issues of sexual assault and sexual harassment at the United States Air Force Academy, the 2011 Midshipmen drug ring at the United States Naval Academy, and the inappropriate conduct of the Army's male rugby team leadership commonly failed to address the individual and humanistic needs of the follower within military higher education.

Fortunately, the inequities and transgressions noted above represent a microcosm of the many men and women who have experienced the challenges and opportunities of military higher education. Moreover, such indiscretions should not overshadow the contributions of the countless number of America's sons and daughters who selflessly and aptly serve their nation, in peace time and war, and through a multitude of professional disciplines. The legacies of service academy graduates such as Nimetz, Stockdale, Marshall, MacArthur, Eisenhower, Patton, and Schwarzkopf will continue to stand the age-old test of time.

In May of 1962, General Douglas MacArthur, a hero of both World War II and the Korean Conflict, and a member of the West Point class of 1903, returned to West Point, where he served as the Superintendent from 1919 to 1922. The intent of his visit was to deliver what is recognized today as the most dynamic discourse ever communicated to the "long gray line," the United States Military Academy (USMA) Corps of Cadets (Banning & Azoy, 1963). The content of his oration is defined in three hallowed words: *Duty, Honor, Country*. Since 1898, those three simple but powerful words serve to guide the mission of the USMA, challenge graduates to demonstrate impeccable character through selfless service, self-determination, and self-sacrifice, and capture the essence of military higher education (Saffire, 2004, p. 84). The late General Norman Schwarzkopf, another West Point graduate, and a former professor at the Academy, addressed the Corps of Cadets in May of 1991, just months prior to his retirement from active military duty. Schwarzkopf, echoing MacArthur's message from three decades past, concluded his remarks to the Corps of Cadets with the following passage: "If you leave here with the word *Duty* implanted in your mind...with the word *Honor* carved in[to] your soul...with the love of *Country* stamped on your heart, you will be worthy, and I do mean worthy, of the great privilege and honor of a twenty-first century military leader" (USMA, 1991).

Problem Statement

Several institutions within military higher education, such as the service academies and four-year senior military colleges, continually strive to advance leadership and character development. Other military colleges and universities such as Marion Military Institute (MMI), a two-year, military junior college, seek to advance a comprehensive approach to leadership and character development through theoretical concepts and innovative strategies gleaned, in-part, from their military higher education counterparts. If MMI, and, arguably, numerous military colleges and academies are to remain relevant and credible as leadership models for military higher education, sustainment of a well-structured and progressive approach to leadership and character development is essential. All five of the federal service academies integrate both formal and informal leadership and character development initiatives into a comprehensive and holistic cadet development system, inclusive of the entire campus community (USAFA, 2011, n.d.-b; USCGA, n.d.; USMA, 2009, 2015b; USNA, n.d-b).

Although MMI, as well as many of its counterparts, enjoys a strong reputation for a high rate of success, the need for formal and unified strategies to continually integrate, synchronize, and transform the academic, athletic, military, and student development components of such colleges remains paramount (MMI, 2010). To develop, implement, and sustain a comprehensive cadet developmental system requires collaboration, synchronization, and a necessity for all involved to not only accept, but to contribute through an established and documented process. From a strategic perspective, such initiatives are necessary in order to support leadership goals and objectives as outlined in strategic plans and other such documents (MMI, 2010).

Additionally, selected colleges enjoy marketing and branding opportunities which emphasize the institutions' commitment to leadership and character development. Such

opportunities, specific to leadership development, also support a particular niche intended to provide institutions with a very real and formidable competitive advantage. For example, because MMI is touted as a “leadership college” as well as the “Leadership College of Alabama,” leadership initiatives must be substantial, credible, and consistent with that of their four-year counterparts (MMI, 2010). Last, but certainly not least, well-conceived and implemented programs are essential to adequately satisfy accreditation requirements as dictated by regional accrediting agencies.

The recent initiatives pertaining to cadet leadership and character development within military higher education are exciting and transformative. As such initiatives evolve, it is most opportunistic for colleges such as MMI to investigate the most current and successful strategies to promote leadership and character development in cooperation with their higher education counterparts. The results of this study provide valuable insight in support of both two-year and four-year military as well as traditional, colleges and universities who seek to advance leadership and character development strategies and programs within their respective institutions.

Marion Military Institute

To provide an overview of the unique opportunities, challenges, and initiatives specific to military colleges, an in-depth overview of Marion Military Institute (MMI) is provided. Established in 1842 as Howard College and transformed into a military school and college in 1887, MMI is one of the most prominent two-year military institutions throughout the nation. The attributes which underpin and guide the Institute’s values-based approach to education are predicated on the military learning model and refined through years of scholarly process and practice. For more than 150 years, MMI has enjoyed the reputation for producing leaders of character. The rural two-year military junior college, located in the heart of Alabama’s Blackbelt

community, continues to serve as an educational cornerstone, producing more than 200 admirals and generals as well as prominent leaders in the civilian sector of our society (MMI, n.d.-b).

One of only five military junior colleges in the nation, the Institute's co-curricular approach to learning is structured, in large part, to replicate a service academy experience. Much like the values instilled at the federal service academies, such as West Point's commitment to duty, honor, country, MMI's values-based motto of *Truth, Honor, and Service*, is intended to provide cadets with a moral and ethical compass in pursuit of a lifelong journey of honorable living.

Additionally, MMI's motto serves as an endorsement to the Institute's mission statement:

"Marion Military Institute, a two-year public institution, educates and trains the Corps of Cadets in order that each graduate is prepared for success at four-year institutions, including the service academies, with emphasis on providing intellectual, moral-ethical, and leadership development experiences in a military environment" (MMI, n.d.-a).

The Leadership Challenge

Marion Military Institute (MMI) is small; the Corps of Cadets is composed of approximately 400 young men and women representing 40 states, two United States territories, and 42 Alabama counties. Approximately 35% of the cadets are classified as minority students, and approximately 18% are female. More than 99% of cadets who enter MMI are traditional college age students under the age of 19, and almost one-third of the Corps is composed of first generation college students (MMI, n.d.-b). More than 50% of the cadets attending MMI enter a military commissioning program. All cadets at MMI participate in one of three programs: the United States Army's Early Commissioning Program, the Service Academy Program, or the Leadership Education Program (MMI, n.d.-a, b). Through the United States Army's Early Commissioning Program (ECP), young men and women participate in a rigorous 22 to 24-month

training regimen which includes a standardized military curriculum and summer training requirements. Upon completion of all military and academic requirements, cadets (students) receive an associate's degree and a commission as a second lieutenant in the United States Army Reserve or National Guard (MMI, n.d.-c).

The Service Academy Program (SAP) provides selected high school graduates a rigorous academic program that prepares them to compete for admission into one of the service academies including the U.S. Military Academy, U.S. Naval Academy, U.S. Air Force Academy, U.S. Coast Guard Academy (MMI, n.d.), and the U.S. Merchant Marine Academy. Additionally, a selected number of Marion Military Institute (MMI) students competing for admission to the academies participate as self-preps and have no formal affiliations or sponsorship with the academies. More than 100 of the 3,500 freshman who enter into one of the five major service academies each fall will have participated in a preparatory year at MMI; and, on average, as many as 10% of all freshmen attending the United States Coast Guard Academy (USCGA) complete the USCGA Scholars program at Marion (MMI, n.d.-a, c).

Many of Marion Military Institute's graduates pursue a career in other than the profession of arms. Therefore, all cadets who do not seek an early commission or an academy appointment participate in MMI's Leadership Education Program (LEP). Some pursue leadership education for the structure and discipline; others realize that employers look favorably upon students with a military school experience while others enroll to participate in varsity athletics.

The Marion Experience: Life in the Corps

All members of MMI's Corps of Cadets live on campus and must adhere to a daily schedule that frequently begins at approximately 5:30a.m. and often extends well beyond 10p.m. For most, physical training, personal hygiene, breakfast, and barracks (dormitory) room

inspection are all accomplished before commencement of the academic day. The morning and early afternoon are consumed with academic lectures and classes. The afternoons are generally occupied with military skills or training, varsity athletics, intramural sports tournaments, participation in cadet organizations, formal leadership and character development initiatives, and last, but not least, academic support. Generally, the evenings are reserved for mandatory study hall, varsity athletics, fine arts, and other activities as approved by the MMI administration.

Corps Structure and Organization

Corps structure and organization is similar, if not identical, to that of selected military colleges and schools throughout the nation, to include the service academies (see p. 16). All cadets who attend Marion Military Institute (MMI) are initially assigned to a squad or section and responsible to a squad/section leader (cadet sergeant). Each squad/section is composed of eight to ten cadets and four squads or sections compose a platoon. Each platoon is assigned two cadet leaders: a platoon leader (a cadet officer) and a platoon sergeant. Within MMI's organizational structure, two platoons compose a company. Each company is assigned a cadet company commander and first sergeant. The cadet company commander works closely with the cadet platoon leaders, and the cadet first sergeant, who is the senior cadet sergeant in the company, works closely with the platoon sergeants.

Ideally, the company commander orchestrates planning in support of company and corps related activities, and the cadet sergeants (platoon sergeants and squad leaders) are instrumental in carrying out the plan. For example, in support of a corps field day (athletic event), the cadet officers assist in the planning and scheduling of the events, and the cadet sergeants assist to ensure all teams are properly organized, equipment available, and rations procured from the

dining facility. Finally, the company commander and first sergeant are held accountable to the cadet battalion commander and sergeant's major, respectively.

Each company is led by a cadet company commander, executive officer, and first sergeant. The company commander is directly responsible to the cadet battalion commander; the company executive officers coordinate with the battalion executive officer; and the company first sergeants are responsible to the battalion sergeant major (see Figure 1.1). Platoon leaders report to the company commander; platoon sergeants report to the first sergeant; and the squad leaders report to their platoon sergeants.

The battalion commander also provides guidance and directives to the cadet executive officer. The executive officer is second in command of the Corps of Cadets and is responsible to the battalion commander for the cadet battalion staff. The staff generally consists of five to seven cadet staff officers that assist with administrative and operational functions within the Corps of Cadets. Each of the company commanders and the battalion commander synchronizes their leadership efforts with their respective trainer, advisor, and counselor (TAC) officer. The TAC officer is a member of the commandant's (student affairs) staff and plays a significant role in the leadership and character development of all cadets.

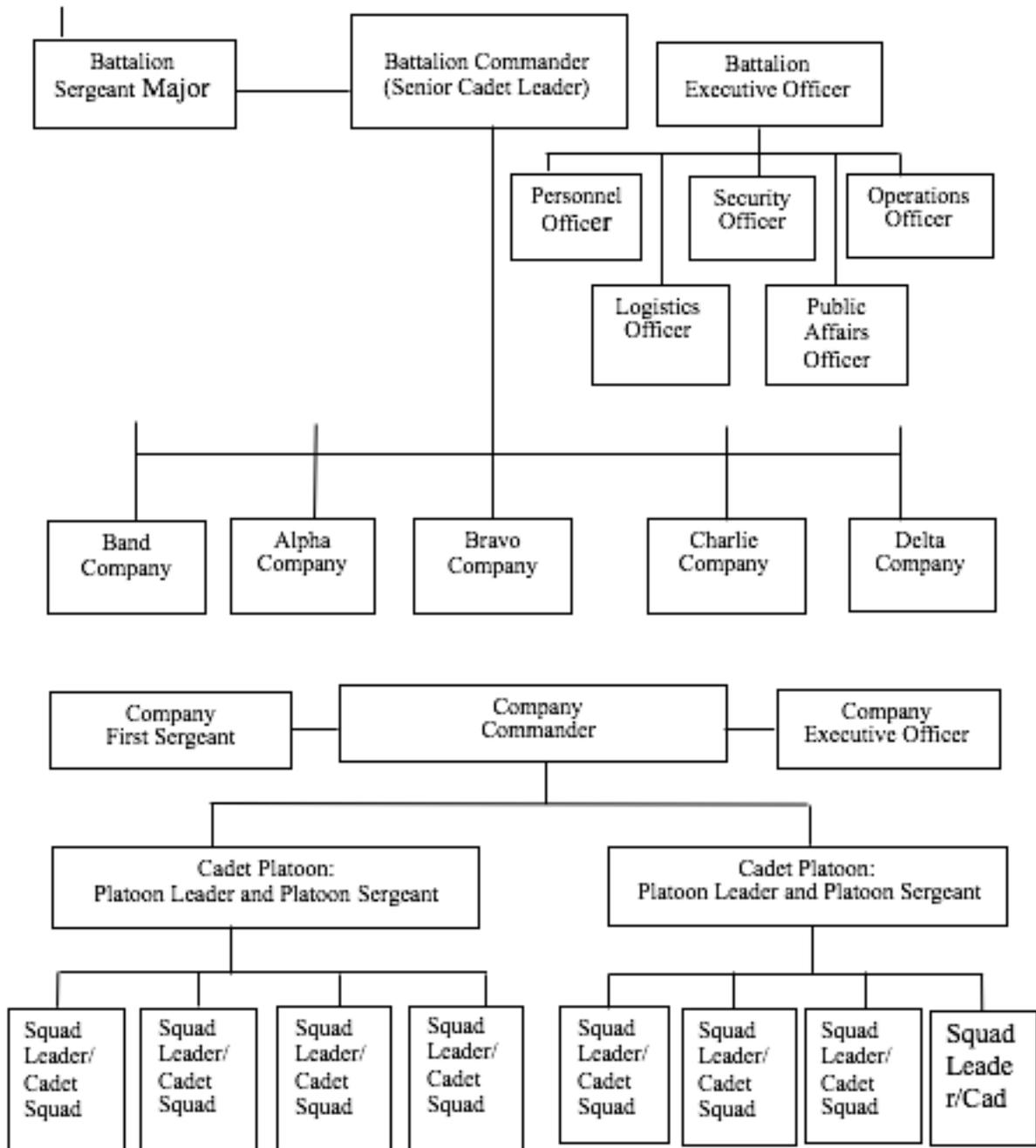


Figure 1.1. Organizational structure for the Marion Military Institute Corps of Cadets. Constructed from the Marion Military Institute Cadet Manual 2016-2017.

The Cadet Leaders' Challenge

At Marion Military Institute, the duties and responsibilities commensurate with peer leadership are often daunting and stressful. Along with academic, physical fitness, and personal and professional requirements, peer leaders must adhere to and enforce a strict honor code. Such a vast array of duties and responsibilities can rapidly overwhelm and frustrate even the most competent and seasoned junior leaders.

To address such challenges, a robust and comprehensive leadership and character development program must be put in place. The program should provide cadets with the opportunity to exercise leadership traits and techniques which facilitate civility and respect, and, in-turn, are intended to diminish the use of coercive and aggressive leadership tactics and strategies. The leadership and character attributes of all cadets, but specifically cadet leaders, regulate and determine the durability and strength of the moral and ethical fiber of cadets in attendance at military colleges, universities, and academies across the nation. Notwithstanding, the most visible and touted leadership and character development programs are encapsulated in a comprehensive development strategy which promotes education and training, throughout the military higher education experience.

Leadership and Character Development Initiatives at Marion Military Institute

In 2005, in support of MMI's efforts to enhance moral and ethical development and as part of the institution's quality enhancement plan (QEP), MMI established the Paul B. Anderson Honor and Respect Character Education Program. The three pillars of the program include a heightened awareness of the cadet honor code and honor system, a distinguished guest speaker program, and periodic small-group dilemma discussions facilitated by MMI faculty and staff.

Through the dilemma discussions, cadets engage in a scenario intended to challenge their moral and/or ethical decision-making (MMI, 2010).

Although viewed as a success, a review of the Institute's Honor and Respect Program during the 2012-2013 academic year prompted MMI's executive leadership to develop a more robust and collaborative approach to cadet leadership and character development. Recent efforts to advance cadet development include the establishment of a 15-hour leadership concentration; the implementation of MMI's recently approved Quality Enhancement Plan (QEP): Thinking Criticality About Leadership (a freshman orientation course); and, in 2015, the establishment of MMI's Center for Leadership and Career Development. Hence, the information cited below suggests one option to promote scholarly research within military higher education and advance MMI's comprehensive approach to leadership and character development.

Purpose of the Study

The scholarly research pertaining to leadership and character development in America's four-year military academies, colleges, and universities is limited, with the preponderance of available research concentrated on the federal service academies (Atwater, Dionne, Avolio, Camobreco, & Lau, 1999; Dufresne & Offstein, 2012; Offenstein, Dufresne, & Childers, Jr., 2012) Shepherd, 2009; Shepherd & Horner, 2010; O'Connor, 2002; Stevenson, 2011). Additionally, the lone document provided by Stevenson concerning the motivation and desire of traditional college age students to attend military junior colleges provided the only scholarly research concerning America's military junior colleges. Therefore, the purpose of this study was to identify leadership and character development practices currently in place at selected federal service academies with an emphasis on the organization and implementation of such practices specific to the two-year military junior college.

Research Questions

The following questions formulated the structure and content of the study:

1. What formal academic program(s), curricula, or systems employed at selected federal service academies promote cadet (student) leadership and character development;
2. What curricular and extracurricular programs such as new cadet training, guest lectures, discussion groups, seminars, service learning, and capstone training events implemented at selected federal service academies promote leadership and character development;
3. Which leadership and character development concepts at selected military academies best support a comprehensive approach to cadet leadership and character development; and
4. How might the findings obtained from this study be beneficial to a military junior college program?

Conclusion

Age-old customs, traditions, and actions as well as innovative theoretical concepts and current applications are instrumental within military higher educations. The information provided within this study, therefore, offers a comprehensive approach to leadership and character development that provides an appreciation for the past, an understanding and analysis of the present, and, perhaps, a vision for leadership and character development within military higher education for the future. The review of the literature includes a synopsis of the evolution and maturation of military higher education. The historical synopsis sets the stage to examine and analyze numerous theoretical concepts which influenced the practical application of

leadership theory and organizational behavior predominant during America's post-industrial era. Next, the implementation of new and innovative strategies to enhance leadership and character development through scholarly research obtained from the post-industrial era and into the twenty-first century is addressed. Finally, the methodology to guide the research process was a multi-case study consisting of multiple units of analysis. Utilizing the full-range leadership model as the conceptual framework, the methodology validated current leadership and character development programs and initiatives at selected military academies and explored new concepts and approaches to military higher education.

CHAPTER II:

LITERATURE REVIEW

*“All human work and institutions are imperfect and subject to the laws of progress.
To stand still and not advance is to retrograde”*
-Sylvanus Thayer

The review of literature begins with the founding of the United States Military Academy (USMA) and the many contributions of Sylvanus Thayer, West Point’s third superintendent. The review then addresses the expansion of military higher education to include the founding of numerous four-year and two-year senior military colleges (SMCs) and military junior colleges (MJC) respectively. Next, an overview of leadership, human development, and student development theories common to (military) higher education is discussed. The theoretical analysis is followed by a synopsis of the recent transition and change in support of the United States Military Academy’s leader development system. The information outlined in the review of West Point’s strategic, as well as operational, initiatives to advance leadership and character development provide a conceptual framework to examine similar programs at the United States Naval Academy and the United States Air Force Academy. Moreover, information within this chapter provides clarity and context to current, as well as future, leadership and character development programs and initiatives discussed in Chapters IV and V of this research.

The Founding of Military Higher Education in America

In September of 1776, at the request of General George Washington, the Continental Congress formed a committee to investigate the readiness of the Army (Banning & Azoy, 1963). The committee’s findings validated Washington’s assessment concerning the lack of discipline

and readiness and specifically noted that “some of the troops were badly officered” (Pappas, 1993, p. 5). In October of 1776, the investigative committee concluded, among other things, that “The Board of War be directed to prepare a Military Academy, and provide the same with proper officers” (Pappas, 1993, p. 5). During the next two decades, Washington’s quest for a formal military institute to educate and professionalize the Army officer corps was stifled with political debate (Pappas, 1993; Wagoner, 2004). Simultaneously, Thomas Jefferson’s initiative to advance traditional higher education through the establishment of a national university steeped in math, science, engineering, and other such subjects also encountered substantial political resistance (Wagoner, 1993).

To advance both initiatives, as a proponent of the “Military Peace Establishment Act of 1802...[President Thomas] Jefferson laid the groundwork for an institution [a military academy] that would serve political and scientific as well as military ends” (Wagoner, 2004, p. 59). Graduates of the academy would be well educated in science, math, engineering, and other such subjects and well trained in military tactics and techniques in order “to advance internal development, national expansion, and provide leadership for the common defense” (Wagoner, 2004, p. 59). The Congressional mandate of 16 March 1802 founded the United States Army Corps of Engineers with the responsibility to establish and operate a military academy at West Point, New York (Pappas, 1993; Thelin, 2004). The primary mission of the academy was to educate officers in military art, mathematics, and the construction of fortifications and topographical surveying to meet the varying needs of the nation (Morrison, 1986).

The Thayer System: An Enduring Framework for Military Higher Education

In 1817, Sylvanus Thayer became the third superintendent at West Point (Pappas, 1993). Thayer, through vision and commitment, viewed his role as superintendent as a unique opportunity to establish and standardize West Point's academic curriculum and military training regimen and to execute good order and discipline among the corps of cadets (student body). In order to accomplish the task at hand, Thayer emphasized three pillars or components which anchor reform including academic proficiency, military training and physical readiness, and leadership and character development. Clearly a visionary, Thayer's comprehensive approach to measure and advance the academic, physical, and leadership and character development of cadets throughout his 16-year tenure at the United States Military Academy continues to serve as the critical components for cadet development and officership (Banning & Azoy, 1963; Ellis & Morris, 1974; USMA, 2009).

Academic Proficiency

To address the many academic challenges, Thayer developed evaluation criteria to determine academic placement and achievement, personal conduct, leadership potential, and demonstrated proficiency in military drill and tactics (Pappas, 1993). Additionally, to challenge and advance cadet discipline, critical thinking, decision-making, and cadet development, Thayer placed an emphasis on what is recognized today as social and behavioral sciences (Banning & Azoy, 1963). Along with mathematics, physics, and engineering courses, Thayer eventually implemented subjects such as history, geography, ethics, and philosophy in order to provide a more complete approach to learning. The focus on social and behavioral sciences, specifically the emphasis on ethics and philosophy, represented an effort to expand a cadet's ability to

recognize differentiate, and socialize numerous perspectives which challenge and shape one's core values (Pappas, 1993).

Physical Readiness and Leadership and Character Development

To advance both leadership and character development, Thayer organized cadets into a military structure representative of an army battalion (Banning & Azoy, 1963). The more senior cadets generally assumed roles of greater responsibility as peer leaders, and accepted the challenges initiated from faculty and staff to uphold good order and discipline, facilitate daily operations, and promote honorable living (Banning & Azoy; Dufresne & Offstein, 2012; Pappas, 1993). Moreover, to reinforce the significance of honor, Thayer charged each cadet with the responsibility to adhere to the same *Code of Honor* (Dufresne & Offstein, 2012, p. 572) as practiced by their commissioned officer counterparts on active duty (Banning & Azoy, 1963).

Summer Training and Preparation

In 1822, Thayer directed that all new candidates report in the month of June for a rigorous two-month training session, which included a review of mathematics, reading, writing, and a daily regimen of military drill (Pappas, 1993). The summer instruction provided young men who were less academically and socially adept, generally young men of extremely modest means, with the opportunity to compete for admission into the Academy (Pappas; Ellis & Moore, 1974). Company tactical officers, who were active duty military officers, executed the summer training program under the direction of the Commandant of Cadets. Another Thayer initiative, the Commandant of Cadets (much like a dean of students) reported directly to Thayer concerning all aspects of cadet life, with the priority to maintain good order and discipline and promote leadership and character development among all cadets (Ellis & Moore, 1974; Pappas, 1993).

Throughout his tenure, Thayer's comprehensive and holistic approach to cadet development enhanced academic achievement, military art (tactical and technical competence), physical and mental toughness, and leadership and character development (Ellis & Morris, 1974). Regarded as the Father of the United States Military Academy, Thayer resigned as superintendent in 1833; however, his contributions continue to provide both an operational foundation and theoretical framework to sustain, as well as advance, military higher education (Ellis & Moore; Pappas, 1993).

Thayer's Legacy and the Establishment of the United States Naval Academy

On October 10, 1845, through the diligence of then Secretary of the Navy George Bancroft, the United States Naval Academy was established in Annapolis, Maryland (Leeman, 2010). Bancroft viewed the mission of the Academy as twofold: first, to provide a "scientific education" (Leeman, p. 210) for all midshipmen; and, secondly, and of equal if not greater importance, to improve the character and self-discipline among the naval officer corps (Leeman). Extremely perplexed by the immoral and unethical conduct of numerous senior ranking naval officers, Bancroft believed that the West Point learning model would promote both academic excellence and leadership and character development (Leeman).

Leveraging the West Point model during the traditional academic year, students (midshipmen) consumed themselves with scientific studies pertaining to navigation, oceanography, seamanship, physical readiness, and engaged in a strict disciplinary regimen intended to promote character development (Leeman, 2010). In the summer months, training at sea challenged midshipmen to link theory with application in order to demonstrate technical and leadership skills commensurate with specific duties, responsibilities, and academic progression (Leeman). The comprehensive approach to education and training conceived by Thayer and

implemented at the Naval Academy by Bancroft, continued to serve as a foundation for numerous military colleges and universities through the nineteenth century.

The Expansion of Military Colleges and Universities

Never yielding, over the next 100 plus years, the service academies as well as several other military colleges withstood a barrage of fiscal and social challenges while remaining steadfast in their efforts to continually enhance the military higher education learning model (Pappas, 1993).

Senior Military Colleges

From approximately 1840 to 1890 senior military colleges (SMCs), which are the four-year military colleges, and military junior colleges (MJC)s, which are the two-year military colleges, were established. The six SMCs identified in order of their chronological inception include Norwich University (1819), Virginia Military Institute (VMI) (1939), The Citadel (1842), Texas Agricultural and Mechanical University (Texas A&M) (1871), Virginia Polytechnic Institute and State University (Virginia Tech) (1872), and North Georgia College and State University (1873) (AMCSUS, n.d.), Norwich, Virginia Military Institute, and The Citadel all adopted the West Point model for higher education (Wineman, 2006); and, with the Morrell Land Grant Act of 1862, Texas A&M, Virginia Tech, and North Georgia College all followed a similar process (Thelin, 2004).

Today, all six SMCs function independently, maintain a Corps of Cadets, and adhere to uniform standards and a daily military regimen. While VMI and the Citadel require all traditional undergraduate students to participate as members of the Corps of Cadets, cadets affiliated with the remaining four SMCs are incorporated into a larger traditional student body; however, all SMCs are afforded varying degrees of autonomy. For example, all four SMCs have

residence halls established specifically for cadets, and institutions such as Virginia Tech provide a dedicated dining facility to support corps messing requirements.

Junior Military Colleges

The five MJC's identified by their chronological inception include Marion Military Institute (MMI) (1842), Georgia Military College (GMC) (1879), Wentworth Military College (WMC) (1880), New Mexico Military Institute (NMMI) (1891), and Valley Forge Military College (VFMC) (1928). Similar to VMI and the Citadel, MMI and NMMI are the only two MJC's that require all students to participate as members of the Corps of Cadets. Additionally, MMI is the only MJC that is not affiliated with a military prep (high)-school (New Mexico Military Institute, n.d.; MMI, n.d.-a).

The effort provided by faculty and staff of senior military colleges, as well as military junior colleges, to produce leaders for service within the profession of arms is significant. For example, in 2016, the 11 colleges and universities noted above accounted for almost 14% of all officers commissioned from the more than 270 colleges and universities which offer Army ROTC nation-wide. Additionally, in 2016, the Army ROTC program provided a total of 59% of all Army officers commissioned for service in the Army Reserves, Army National Guard, and in the active duty component. The United States Military Academy at West Point provided 22% of those commissioned, and the Army's Officer Candidate School produced 19%. Although both SMC's and MJC's prepare a significant number of young men and women for service in the armed forces, the unilateral mission statements of each institution either specifies or implies the following: a commitment to produce competent and confident leaders who demonstrate uncompromising character and who are prepared to selflessly serve for the betterment of others.

Leadership, Character (Human) Development, and Military Higher Education

Leader development is a unique, complex, and demanding process that is continuous, evolving, and a priority for all military academies and colleges (AMSCUS, n.d.; USMA 2009, 2015b). Faculty, staff, and administrators at service academies, senior military colleges, and military junior colleges continually prepare to meet the social, political, economic, and global challenges confronting today's college students (Komives & Wagner, 2009; USAFA, 2011; USMA, 2009, 2014). Each fall, cadets enter into military academies and colleges, just as their counterparts in traditional institutions, with an extremely diverse set of values and beliefs which shape individual perspective and self-identity (MMI 2010, USMA 2009; 2015b).

Often the values and beliefs of the individual (cadet) clash, in part or sum, with long-standing and highly regarded institutional values and objectives. Values inculcated in age-old mission statements and reinforced through tenants of leadership serve to cultivate the intellectual, physical, and character development of the graduates as well as sustain the identity of the institution (Cycyota et al., 2011; Trez, 2010; USAFA, 2013; USMA, 2015b; USNA, n.d.-a, b). To address such inconsistencies and provide a collaborative and comprehensive approach to learning, institutions such as those selected for this study continue to employ a conceptual or “*developmental framework* that draws heavily on the theories of leadership, human development, and organizational behavior” (USMA, 2009, p. 20).

A brief historical review of specific leadership and character (human) development theories most significant and influential to military higher education are outlined below. Equally significant, human development models provided by social psychologist such as Kegan (1982, 1994) Kohlberg (1987), and Rest (1994) as well as student development theorist and scholars such as Chickering and Reissner (1993), provide practitioners with the theoretical framework to

conceptualize, implement, and assess character development. Additionally, this overview reveals the influence and impact of societal demands which eventually prompted a paradigm shift in leadership theory, and, in part, leadership practice from a unidirectional (leader focused) to a multidirectional (leader-follower) relationship (Bass, 1978; Burns, 1978; Rost, 1993). This shift in leadership theory with the emphasis on the affective domain of both the leader and the follower prompted leadership theorists and practitioners to consider the impact of human development as a key component in leadership development. As both leadership and human development theory evolve and mature, the linkage between leadership and human development theory and practice remains both inseparable and essential (Bass 1998, 2006, 2008; Burns, 1978; Kegan, 1982; MMI, 2010; Rost, 1993).

Leadership and Leadership Theory

Bass & Stogdill's Handbook of Leadership (2008) provides hundreds of definitions of leadership and addresses leadership theories, models, and concepts. Leadership is complex and difficult to exercise and even more difficult to define (Northouse, 2012, 2016). There is, however, a consensus among leadership scholars and practitioners that leadership requires one or more of the following dimensions: natural (God-given) attributes; the ability to acquire specific competencies or skills; and the ability and desire to influence in order to create positive change (Northouse, 2013, pp. 3-8). These dimensions are encapsulated and summarized in a review of selected leadership theories prominent throughout the twentieth century as outlined below.

Great Man/Woman Theory

In the early years of the Twentieth Century, the great man/great woman theory of leadership prevailed (Northouse 2010). “The great man theory focused on positional authority” (Komives & Dugan, 2010, p. 112) of the individual with the prevailing attitude that “people were

born with these traits, and only the great people possessed them” (Northouse, 2012, p. 15).

Leaders such as Lincoln, Gandhi, and Churchill were considered born leaders, and leadership research continued to focus on personal qualities that clearly distinguished leaders from followers (Bass, 1990).

The work of Stogdill (1948, 1974) both reinforced and challenged the great man theory of leadership. Stogdill’s exhaustive studies identified various traits (natural abilities) of successful leaders such as intelligence, insight, initiative, sociability, self-confidence, tolerance, and desire (Northouse, 2010, p. 19). However, Stogdill’s findings also revealed two very important factors that became increasingly apparent and substantial as the nation transitioned into the post-industrial era, and which continues to shape leadership theory and practice today. First, traits possessed by the leader must be relevant to the situation in which the leader is functioning; and second, leadership is a collective process, influenced by the behavior of both the leader and the follower. Therefore, behavioral, situational, relational, servant, and transactional leadership theories all addressed the leader-follower relationship. However, until 1978, all models of leadership commonly failed to address the individual and humanistic needs of the follower (Bass & Riggio, 2006; Haslam, Reicher, & Platow, 2011; Komives & Dugan, 2010).

Behavioral Theory of Leadership

Utilizing the research of Stogdill (1948) as well as others, management theorists and social psychologists established the behavioral model of leadership which dominated the 1950s and 1960s (Northouse, 2012, Rost, 1993). During this era, leaders, specifically those in business and industry, were viewed as either task-oriented or people-oriented in respect to their particular leadership style or behavior (Northouse 2010, 2013). Regardless of the leader’s orientation, the model implied a cooperative and respectful leader-follower relationship intended to collectively

advance organizational goals and/or productivity. In other words, although the leadership design stressed collaboration, the priority remained on the organization (or leader) rather than the individual (or follower) in order to satisfy an industrial based leadership model (Rost, 1993).

To further complicate and challenge the leadership of the late 1950s, and throughout the decade of the 1960s, issues such as social justice, civil rights, gender equality, freedom of speech, and an extremely unpopular war in southeast Asia blanketed the national landscape (Burns, 1978; Lucks, 2014). Throughout the 1970s, as federal mandates pertaining to social justice began to slowly unify a splintered nation, theorists struggled to respond to the leadership needs of an increasingly diverse, demanding, and apprehensive society, and the need for a collaborative and values-based approach to leadership continued (Burns, 1978; Ciulla, 1998; Rost 1993).

Situational Approach to Leadership

First developed by Hersey and Blanchard in 1969, and refined by Blanchard in 1985, the situational approach to leadership offers a simplistic and process-oriented methodology that is currently utilized in the military, business, industry, and selected military colleges and universities. The leadership style (model) consists of both *directive (task oriented)* and *supportive (relationship oriented) leadership* behaviors (Northouse, 2010, p. 91). The model is extremely adaptive and flexible and provides leaders the opportunity to assess the competence and motivation of the follower and then direct, coach, support, or delegate followers to satisfy operational tasks and objectives (Burns, 1978; Northouse, 2010; Rost, 1993).

The Situational Leadership Model II, developed by Blanchard, Zigmari, and Zigmari (1985) demonstrates the conceptual or operational framework of the model. The model is divided into four quadrants (S1 - S4). The S1 is *highly directive*, and the leader's approach is

very “hands-on” in order to compensate for either a lack of competence or a lack of desire from the subordinate(s) to complete the task. In the S2 *coaching* style, leadership continues to be *highly directive and encouraging*; however, the subordinate is offered more flexibility to demonstrate a higher degree of leadership. In the S3 quadrant, the follower demonstrates a level of competence that prompts the leader to further cultivate the follower’s skills and abilities through praise, *social support*, and critical feedback. Finally, the S4 *delegating* style charges the leader to provide the subordinate with both a task and a purpose, and unless otherwise directed, the subordinate leader is expected to complete the task at hand with minimal guidance and direction. (A graphic representation of the situational training model can be found in *Leadership: Theory and Practice*, Northouse, 2016, p. 95).

Transformational and Transactional Leadership

James MacGregor Burns’ landmark book *Leadership* (1978) established and provides a scholarly foundation that prompted an international audience of leaders, academicians, theorists, and practitioners to challenge, debate, support, and most importantly, advance leadership theory and practice (Rost, 1993). In his seminal work, Burns has described leadership as both transformational and transactional. Burns defined transformational leadership as “leaders inducing followers to act for certain goals that represent the values and the motivation—the wants and needs, the aspirations and expectations--of both leader and follower” (p. 19). Burns has underscored transformational leadership as collaborative, inspirational, and realized through a mutual purpose that “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 19).

Burns (1978) defined transactional leadership as “leadership that occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued

things” (p. 19). Leveraging Burn’s work, Bass and Steidlmeier (1999) and Kunhert (1994) stated that transactional leadership involves *contingent reinforcement* (or rewards) and *management-by-exception*. “Followers are motivated by the leaders’ promises, praise, and rewards or they are corrected by negative feedback, reproofs, threats, or disciplinary actions. The leaders react to whether the followers carry out what the leaders and followers have transacted [or agreed] to do” (p. 184). While transactional leadership demonstrates purpose, theorists such as Burns (1978), Bass (1998), Rost (1991), Sosik, (2015), and others have argued that it does not serve as a mutually binding or morally uplifting experience and fails to “individualize the needs of the subordinate” (Northouse, 2010, p. 181).

The Application of Transformational Leadership

The application of transformational leadership is intended to inspire both performance and development of the followers to realize their fullest potential (Avolio, 1999; Bass, 1998; Northouse, 2012; Sosik & Jung, 2010). Transformational leaders focus on four primary factors or components to influence and motivate subordinates: idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1998; Northouse, 2012, Sosik & Jung, 210; Sosik, 2015).

Idealized influence (charisma). The leader serves as a role model for the follower and demonstrates a strong sense of moral and ethical conduct. The follower trusts that the leader will do the right thing for all concerned in the most demanding of situations. Additionally, through trust and selflessness displayed by the leader to the follower, the leader is better positioned to communicate and positively influence both vision and mission as applicable to the follower.

Inspirational motivation. The leader communicates high expectations to the follower, inspiring and challenging each of them to “buy in” to the shared vision of the organization.

Inspirational motivation alludes to a spirit of collaboration and camaraderie that communicates personal and/or professional growth for the follower as well as the leader. Idealized influence and inspirational motivation are often viewed as collaborative and mutually supporting factors in the transformational leadership model.

Intellectual stimulation. The leader incorporates the follower into the leadership process through open dialogue which promotes collaboration and cooperation, and the follower directly contributes to the mission and vision of the organization.

Individualized consideration. The transformational leader demonstrates a true and visible concern for the personal welfare of the follower. Transformational leaders mentor and see the subordinate as a valued individual rather than an instrument to advance the organization. “... transformational leadership produces greater effects than transactional leadership. Whereas transactional leadership results in expected outcomes, transformational leadership results in performance that goes well beyond what is expected” (Northouse, 2012, p. 193) (see Figure 2.1).

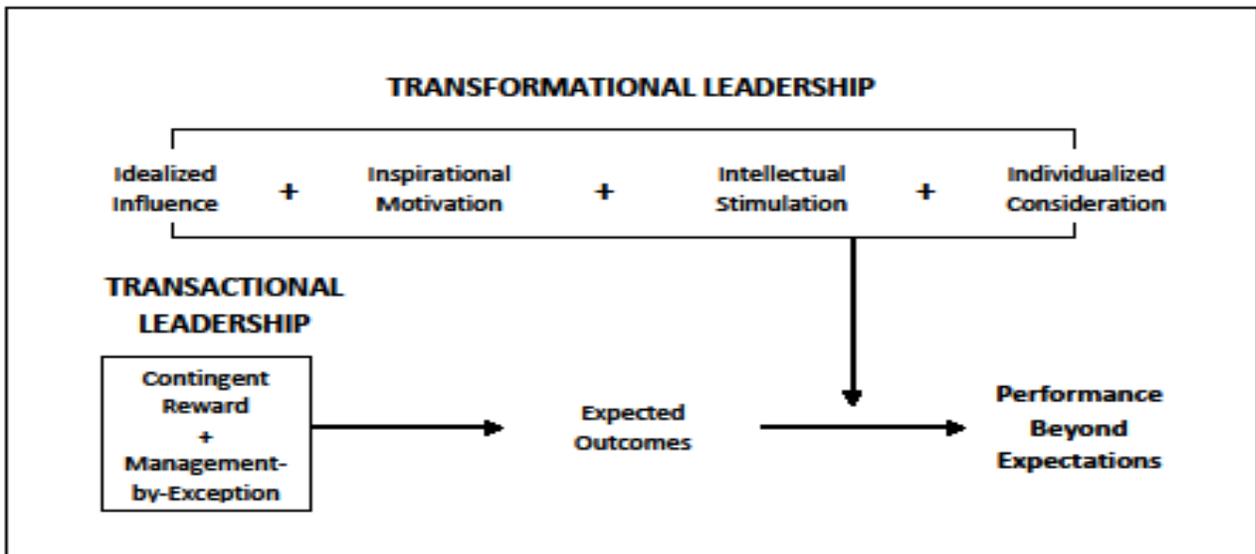


Figure 2.1. The additive effects of transformational leadership. Adapted by Northouse (2012) from *The Implication of Transactional and Transformational Leadership for Individual, Team, and Organizational Development* by B.M. Bass and B.J. Avolio, 1990, *Research in Organizational Change and Development*, 231-272. Copyright 2010 by Sage Publications. Reprinted with permission.

The Full Range Leadership Model

While many leaders strive to promote, exercise, and realize the attributes of transformational leadership as a preferred leadership model, transactional, and even laissez-faire leadership models cannot be discounted. Leveraging the work of Burns (1978), Bass and Avolio (1994) developed the Full Range Leadership Model (FRLM). The FRLM formally incorporates the factors of transformational, transactional, and laissez-faire leadership into a comprehensive leadership continuum. For clarity and completeness, the laissez-faire style, or the absence of leadership, is included in the FRLM (as noted in Figures 2.2 and 2.3); however, it is discounted by Bass and Avolio as well as others as an effective leadership model (Avolio & Bass 1985; Bass, 1978, 2008; Rost, 1993).

Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
Factor 1 Idealized Influence (Charisma)	Factor 5 Contingent rewards (Constructive transactions)	Factor 7 Laissez-faire (Non-transactional)
Factor 2 Inspirational motivation	Factor 6 Management-by-exception Active and Passive (Corrective transactions)	
Factor 3 Intellectual Stimulation		
Factor 4 Individualized consideration		

Figure 2.2. Factors of transformational, transactional, and laissez-faire leadership within the full range leadership model. Reprinted from *Leadership: Theory and Practice* by P.N. Northouse, 2016, p. 167. Copyright by Sage Publishing. Reprinted with permission.

The Integration of Transformational and Transactional Leadership

The integration of transformational and transactional leadership is not formally recognized within the full range leadership model. However, Bass (2006) argued that transactional leadership, specifically contingent rewards which provides for constructive reinforcement between the leader and follower, can facilitate a transformational approach to a transactional exchange and increase “effort, effectiveness, and satisfaction” (p. 11). Specifically, while material rewards remain strictly transactional, psychological rewards, such as praise and formal recognition, elevate and reinforce the human spirit, and, therefore, demonstrate a more transformational approach to strengthen the leader-follower relationship (Bass, 2008).

The Full Range Leadership Model (FRLM) serves as an exceptional tool to implement and reinforce a positive and progressive approach to analyze cadet leadership and character development. Arguably, the factors organic to the FRLM compliment, support, and correspond with theoretical concepts which illustrate and gauge growth and development predominate within the disciplines of leadership, human (student) development, and organizational behavior (Bass & Riggio, 2006). An optimal profile of the FRLM continuum is depicted in Figure 2.3. The depth of the profile is intended to demonstrate the regularity or frequency of the leadership factors beginning with laissez-faire (almost never), followed by the transactional factors of management-by-exception (passive and active), and contingent rewards. The continuum concludes with the 4 I's of transformational leadership.

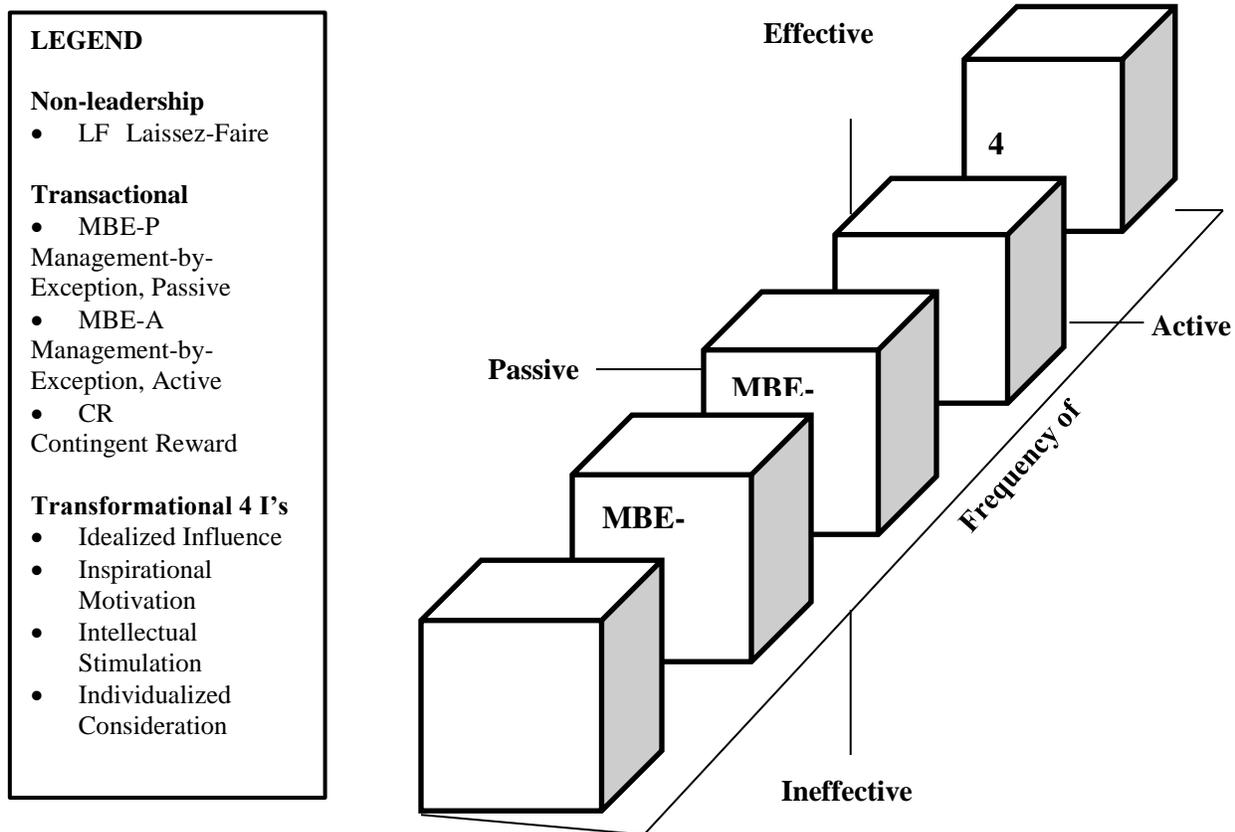


Figure 2.3. The full range leadership model. From Bass, B.M., & Avolio, B.J., *Improving Organizational Effectiveness Through Transformational Leadership*, 1994, Sage Publications. As depicted in Northouse: 2013, P. 192. Copyright 1994 by Sage Publications. Reprinted with permission.

The Impact of the FRLM and Military Higher Education

Due to the structure and regimen within military higher education, the recognition and integration of transactional processes, specifically contingent rewards, to facilitate transformational outcomes are critical to cadet development from an operational, as well as a conceptual, perspective. Since much of the military model of higher education is based upon contingent rewards, the integration of transactional and transformational leadership factors serve as a developmental bridge toward cadet interdependence and self-authorship. Additionally, from a conceptual viewpoint, the factors identified along the FRLM continuum often correlate to

theoretical models specific to human development and organizational behavior. Ideally, as cadets develop and grow as confident and self-authored leaders, transactional (exchange) relationships decline and values prevalent within military higher education such as duty, honor, and selfless service support the transformational approach specific to the leader-follower relationship (Bass, 2006; USMA, 2009, 2014, 2015b).

The Multifactor Leadership Questionnaire

The surge in transformational leadership is due in large part to the developmental tools available to measure the construct (Bass, 2006). “The most widely accepted instrument to measure transformational leadership is the Multifactor Leadership Questionnaire” (MLQ) (Bass, 2006, p.10). The MLQ serves to assess the full range leadership model to include laissez-faire, transactional, and transformational leadership. Although other instruments to measure transformational leadership exist such as diaries, interviews, and observational methods, the MLQ appears as the predominate instrument to analyze and assess leader development.

Initially, there were two primary forms of the Multifactor Leadership Questionnaire (MLQ). The first form was the Leader Form where the leader is asked to conduct a self-assessment of his or her leadership behavior. Although effective, research supports that self-evaluations, specific to individual performance, are prone to bias (Bass, 2006). Therefore, the more significant and widely-accepted version of the MLQ is the Rater Form. The MLQ Rater Form requires those affiliated with the leader, such as subordinates and supervisors, to rate the frequency of their leader’s transactional and transformational leadership behavior.

The questionnaire is structured by a 5-point rating scale ranging from 0 = not at all, to 4 = frequently, if not always. The rater form is most commonly used in research to measure transformational and transactional leadership, and includes approximately 65 questions (Bass,

2006, p. 20). Over the past decade, however, as leadership scholarship has continued to mature and influence both individuals and organizations, and the demands to measure leadership growth and development have been constantly challenged in numerous disciplines throughout society, the MLQ has been continually tweaked and modified specific to organizational measurements (Bass, 2006, p. 21). Sample items of the MLQ are provided in Table 2.1 (Bass & Riggio, 2006).

Table 2.1

Sample Items from the MLQ 5X

Factor	Sample Items
Idealized Influence (Attributed Charisma)	My leader instills pride in me for being associated with him or her.
Idealized Influence (Behaviors)	My leader specifies the importance of having a strong sense of pride.
Inspirational Motivation	My leader articulates a compelling vision of the future.
Intellectual Stimulation	My leader seeks differing perspectives when solving problems.
Individualized Consideration	My leader spends time teaching and coaching.
Contingent Rewards	My leader makes clear what one can expect to receive when performance goals are achieved.
Management-by-Exception (Active)	My leader focuses attention on irregularities, mistakes, exceptions, and deviations from standards
Management-by-Exception (Passive)	My leader shows that he or she is a firm believer in “If it ain’t broke, don’t fix it.”
Laissez-Faire	My leader delays in responding to urgent requests

Note. Sample questions utilized to assess the nine leadership dimensions of the Multifactor Leadership Questionnaire. Note that both attributes and behavior are assessed when addressing the dimension of idealized influence. The current revised form of the MLQ (5X) is refined and contains 36 standardized items, 4 items assessing each of the nine leadership dimensions. From Bass, B. M. & Riggio, R.E., *Transformational Leadership*, p. 21. 2006, Copyright, Psychology Press. Reprinted with permission.

The Multifactor Leadership Questionnaire in Military Higher Education

With the many challenges prevalent in today's society, the Full Range Leadership Model (FRLM) appears to be a feasible model to guide, direct, and hopefully inspire cadets to grow and mature as accountable and responsible leaders of character. While research specific to the FRLM within military higher education is limited, the qualitative as well as the quantitative data available demonstrates support for the multifactor leadership questionnaire as a viable instrument to measure, assess, and contribute to the development of junior leaders (Bass & Bass, 2008; Bass, 2006; Clover, 1988; Atwater & Yammarino, 1993).

Clover (1988) provided a comparison of personality traits of graduates of the U.S. Air Force Academy who achieved high scores in the transformational components of the Multifactor Leadership Questionnaire (MLQ) such as idealized influence, intellectual stimulation, and individualized consideration. These graduates were viewed as more compassionate, pragmatic, and understanding by their peers. Ross and Offerman (1997) conducted a similar study of 4,400 Air Force Academy cadets who assessed their cadet squadron commanders (equivalent to a cadet battalion commander as depicted in Figure 1.1 of this document with comparable outcomes). Bartone and Dardis (2001) also obtained similar results from 437 junior year cadets at the U.S. Military Academy at West Point who were evaluated by their senior leaders. In essence, those who scored high on the transformational components of the MLQ were perceived as more self-confident, more practical, realistic, understanding, and less aggressive.

Avolio, Bass, and Atwater et al. (1994) examined the personality traits of cadet officers in their junior year at Virginia Military Institute (VMI) and found that hardiness and physical fitness attributes correlated directly with the cadet officers' transformational leadership qualities as depicted in the Multifactor Leadership Questionnaire (MLQ). Atwater and Yammarino

(1993) correlated Cattell's (1950) Inventory Personality Assessment with MLQ ratings of 107 midshipmen, as evaluated by their cadet superiors, while serving in the role of squad leaders for more than 1,200 incoming plebes (first-year students) during summer training. The squad leaders who achieved high marks as transformational leaders were deemed by their cadet superiors to react emotionally and with feelings of individualized attention toward the first-year counterparts.

Results of the Multifactor Leadership Questionnaire Within the U.S. Military

Although dated, a limited number of studies have been conducted within the active components of the U.S. military utilizing the Multifactor Leadership Questionnaire (MLQ) in support of the full range leadership model with comparable results as those cited above pertaining to military colleges and academies (Bass, 2006, 2008; Bullis, Kane, & Tremble, 1997; Yammarino & Bass, 1998). Additionally, Bullis, Kane, and Tremble (1997) utilizing the MLQ succinctly demonstrate the personal and professional transformation of U.S. Army officers from a transactional to a transformational approach to leadership commensurate with rank and experience. The study included platoon leaders (lieutenants with less than four years of service); company commanders (captains with 4-10 years of service); and battalion commanders; lieutenant colonels with 17 to 21 years of military service as depicted in Table 2.2. As depicted in Figure 1.1, the organizational structure of military colleges and academies not only reflect the composition of active military units, but operationally and theoretically reflect the basic goals and objectives of the service(s) with which they align.

Table 2.2

U.S. Army Organizational Levels as Antecedents of the Mean Multifactor Leadership Questionnaire

	Platoon Leaders (Lieutenants)	Company Commanders (Captains)	Battalion Commanders (Lieutenant Colonels)
Idealized Influence (Charisma)	3.08	3.83	4.02
Idealized Influence (Behavior)	2.99	3.77	4.03
Inspirational Leadership	3.10	3.79	3.99
Intellectual Stimulation	2.83	3.45	3.56
Individualized Consideration	2.82	3.66	3.57
Contingent Rewards	2.59	2.86	2.87
Active Management-by-Exception	2.92	3.01	2.90
Passive Management-by-Exception	2.61	2.20	2.14
Number of Leaders Rated	442	213	53
Number of Subordinates Rated	3,170	440	295

Note. MLQ Key: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; 4 = Frequently
Note. Officers at each level were evaluated by members of their respective organizations one level or position below them. Therefore, lieutenants were evaluated by non-commissioned officers (senior enlisted sergeants); Captains were evaluated by lieutenants; and lieutenant colonels were evaluated by majors and captains. The results surrounding transformational leadership increased as officers progressed in positions of increased responsibility. Presented by Bullis, Kane, and Tremble, 1997, *Multifactor leadership; The factor structure of the Questionnaire (MLQ): An investigation across organizational levels*. Paper presented to the Academy of Management, Boston, MA.

Commonalities of Leadership Theories and Concepts

The number of leadership theories and models which have evolved over the past three to four decades are numerous and continuous (Chickering, 2010; Komives, & Dugan, 2010).

Although not extensively discussed as part of this research effort, other leadership theories and models such as authentic, relational, and servant continue to emerge as products of transformational leadership. For example, Kernis (2003) identified four core elements of authentic leadership: “self-awareness, unbiased processing, relational authenticity, and authentic behavior” (Komives & Dugan, 2010, p. 116). These four core elements of authentic leadership

can easily be encapsulated in the four factors of transformational leadership conceptualized by Bass and Avolio (1990) and refined by Bass (1998; 2006; 2008), Bass & Steidlmeier (1999), Howell & Avolio (1993), and Avolio (2011) which include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Komives, Lucas, and McMahon's (2007) relational leadership model emphasized the importance for individuals and groups to be purposeful, inclusive, empowering, ethical, and process-oriented. Moreover, in the relational leadership model, "individuals in a position of influence strive to facilitate and distribute leadership, and attempt to diminish the position-oriented, transactional approach to leadership" (Komives & Dugan, 2012, p. 115). Adopted initially for use by traditional college-age students, the model provides a collaborative approach to build both internal and external trust among individuals with the intent to promote social change (Komives, Lucas, & McMahon).

Summation of Leadership Theory and Application in Military Higher Education

In accordance with the mission, vision, and values of the many military colleges and academies, military leaders and scholars have conceptualized and reconstructed the industrial era models of leadership to reflect contemporary leadership theory (Komives & Dugan, 2010, p. 116). For example, modifications of the situational leadership model with an emphasis on directing, coaching, supporting, and delegating is introduced at both military and traditional colleges and universities across the nation (G. Wall, personal communication, March, 2014). Such models provide leaders, and in the case of military higher education, peer leaders, a tool to quickly assess and positively influence the leader-follower relationship (G. Wall, personal communication, March, 2014).

The challenge of peer leadership, specifically within military higher education, cannot be overstated. While many traditional colleges and universities offer formal as well as informal leadership training and education, such programs frequently provide minimal impact upon a large percentage of the student population (Chickering, 2010). Moreover, the large percentage of students involved in such programs and initiatives frequently succeed because they possess exceptional skill, competence, and motivation (Chickering, 2010; Pascarella & Terenzini, 2005).

However, all cadets, regardless of skill sets or personal desires, are required to participate in the leadership experience at military academies and colleges. Within the military model, cadets exercise leadership responsibilities that are involved, consuming, personal in nature, and can significantly impact both the leader and the follower. As previously noted, the accountability, responsibility, daily operations, and the individual and collective good order and discipline of the entire student body (corps of cadets) is significantly influenced by the cadet leadership (USAFA, n.d.; USCGA, n.d.; USMA, 2009, 2015b; USNA, n.d.).

Leadership and Social Power

The influence of power as it relates to leadership cannot be discounted (Burns, 1978; Rost, 1993). Burns suggested that “like power, leadership is relational, collective, and purposeful, [and] leadership shares with power the central function of achieving purpose” (p. 18). “Power defined at its most basic level is the capacity of an agent to exert change in the attitudes or behavior of a target” (Connelly, 2012, p. 33). Specific to this study, power is defined as “the capacity of a leader to exert changes in attitudes or behavior manifested in interaction between two persons or among groups” (Connelly, 2012, p. 36).

French and Raven (1959; 1962) identified five bases of (social) power designed to influence attitude and behavior: *coercive, reward, legitimate, expert, and referent*. To support

organizational structure, the five bases of power noted above are categorized under one of two types of power: *positional power or personal power* (Northouse, 2012). Positional power is provided or recognized commensurate with a rank, rating, or assignment of a particular position. For example, the cadet company commander occupies a position of power due to his or her assigned duty position. In steep contrast to positional power, personal power: expert and referent power, is created by the leader who inspires, motivates, and captures the trust of his or her followers (Connelly, 2012). The two types and five bases of power are categorized and highlighted below (Connelly, 2012; French & Raven, 1959, 1962; Northouse, 2012).

Positional Power

Coercive power. This type of power presents the capacity to penalize or punish others for failure to conform to or satisfy prescribed standards. A cadet who is absent from class may be required to conduct drill practice while his or her peers are relieved of additional duties.

Reward power. The leader is in a position to reward followers. The leader can provide something of benefit to the follower that others cannot. A cadet who does well during a room inspection may be excused from participating in such an inspection the following day.

Legitimate power. The leader occupies a position associated with that of status or formal job authority. The cadet company commander, by his position, exercises legitimate power over his or her cadet company.

Personal Power

Expert power. Expert power is solely based on the competence of the leader in regard to the follower. The follower respects and values the competence of the leader.

Referent (role model) power. Referent power is based on the follower's identification, trust, and liking for the leader. Referent leaders are classified as transformational and extremely charismatic (idealized influence and individualized consideration).

French and Raven, (1959), Burns (1978), Rost (1993), Lee (1997), Connelly (2012), and Haslem (et al., 2011) all agree that power is most beneficial when properly exercised as a collaborative and mutually binding tool (Haslam et al., 2011). Just as transformational leadership serves as an extension of transactional leadership, the five bases of power also provide the leader with a wide range of options to influence individual and group behaviors and outcomes (Bass, 1998, Connelly, 2012; Northouse, 2012). For example, *positional* power base options that are associated with coercion, reward, and legitimacy, involve “contingent rewards” and propagate a transactional approach (an exchange relationship) among leader and follower. Additionally, expert, and referent power (nurtured by the individual trust and confidence garnered by the leader from the follower) emulates the transformational leadership model (Bass, 1998; Connelly, 2012).

The Influence and Challenge of Social Power in Military Higher Education

As noted above, the research provided by Bass (1998), leveraging the efforts of French and Raven (1959), and reinforced by Yukl (2002), as well as Connelly (2012), clearly demonstrate extraordinary commonalities between positional and personal power and transactional and transformational leadership. Both leadership models, as well as all five bases of power, are necessary and essential to military higher education (Bass, 1998; Connelly, 2012). Accountability, responsibility, discipline, and mutual trust and respect for subordinates, peers, and superiors are all commonalities within military higher education (AMCSUS, n.d.; Cycyota et al., 2011; MMI, 2016; Trez, 2010; USMA, 2009; 2015b; USNA, n.d.).

From the moment a cadet arrives on campus, he or she will experience both transactional and transformational leadership from peer leaders as well as military staff members. All actions and orders are designed to condition the young man or woman for the challenges, as well as opportunities, as a cadet. For example, reward and legitimate power are extremely visible and constant during the initial phase of training; however, as cadets become more knowledgeable with standard operating procedures and other regulatory requirements, theoretically, expert and referent power validate and reinforce the legitimate power afforded to their peer leaders. Cadet leaders who lack the attributes of transformational leadership, such as idealized influence (charisma), inspirational motivation (team focus), intellectual stimulation (achievement) and individualized consideration (compassion and selflessness) are generally unsuccessful in their leadership efforts (Bass, 1998; Bass & Riggio, 2006; Haslam et al., 2011; Solomon, 2004). Cadets who express concerns for additional legitimate power often lack the competence and/or confidence commensurate to implement the necessary expert or referent power, and become overwhelmed and frustrated (Bass, 1998; Bass & Riggio, 2008, USMA, 2009). Moreover, in the case of peer disciplinary issues, cadet leaders frequently view a more liberal approach to coercive power as a pliable solution to address inappropriate conduct and to change behavior. This is the very type of behavior that military colleges and academies have attempted to abolish over the past two decades (Trez, 2012; USCGA, n.d.; USMA, 2009, 2015b, n.d.). USMA, n.d.; 2015b). In military higher education, as in all other disciplines, leaders who do demonstrate minimal reliance on positional power appear to be more productive, capable, and respected as an effective leader than those who emphasize positional power as a leadership strategy (Connelly, 2012; Lee, 1997; Yukl, 2002).

Leadership and Organizational Culture within Military Higher Education

Administrators, faculty, staff, and cadets as well as others within higher education often lack both an understanding and appreciation concerning the impact of organizational culture (Tierney, 2008). In fact, Trowler (2008) and Schein (1992) have espoused that culture dictates the decision-making process at every level within an institution (Tierney, 2008). Moreover, Scott (2001) suggested that culture is one of the most frequently used and inadequately defined concepts in the social sciences. Latta (2008) simply defined culture as “the learned, shared, tacit assumptions on which people base their behavior” (p. 43). Specific to this research, Uttal (1983) stated that culture is “a system of shared values and beliefs that interacts with team members, organizational structures, and control systems to produce behavioral norms intended to aid feelings of cooperation, trust, and security” (p.67).

Transactional and Transformational Organizational Cultures

As previously noted, many military colleges and academies have experienced a paradigm shift in their approach to leadership development during the past three decades (Trez, 2010; USAFA, n.d.; USCGA, n.d.; USMA, 2009 USNA, n.d.). Bass (1998), Burns (1978), and Rost (1993) suggested that both transactional and transformational leadership can not only transform and influence individuals but also serve as a conceptual tool to evaluate, assess, and categorize the leadership of cultures and subcultures within organizations. Such options may appear inviting to military colleges and academies where the practice of both transactional and transformational leadership is inclusive of the many individuals, groups, and organizations organic to their particular campus communities (Trez, 2010; USAFA, n.d.-b; USCGA, n.d.; USMA, 2009, 2014, 2015b, n.d.-a, n.d.-c; USNA, n.d.).

Bass (1998) and Connelly (2012), as well as others, have endorsed the concept that transactional and transformational modes of cultural leadership serve as an extension of one's individual identity. Within the framework of a purely transactional culture, contingent rewards and management by exception dominate the organizational landscape (Burns, 1978; Rost, 1993). All actions are reciprocal and the motivation to satisfy both individuals and groups serve as an exchange for rewards or the avoidance of punitive actions (Bass, 1998, p. 65).

Within the structure of a purely transformational culture, there exists a collective, collaborative, and selfless interdependence toward a unified mission and vision. The culture promotes mentoring, coaching, and the socialization of new members into the organization (Rost, 1993); and, as with leadership, "transformational culture can build upon the transactional culture of the organization" (Bass, 1998, p.66). Although a transformational approach to both leadership and culture is currently considered the "gold standard" within military higher education (Trez, 2010; USAFA, n.d.; USCGA, n.d.; USMA, 2009; USNA, n.d.), both transactional and transformational strategies are implemented to not only address "external forces and internal pressure" (Smart, Kuh, & Tierney, 1997, p. 258) but safeguard and advance the cultural values and beliefs (norms) of the institution. These norms substantially shape the personal and professional identity (leadership and character development) of the individual cadet and serve to legitimize and sustain the institution (Dufresne & Offstein, 2012; Offenstein, Dufresne, & Childers, Jr., 2012; Schein, 1992; Secretary of Defense, 2005). According to Bass (1998), organizational types of transformational and transactional culture are depicted below (pp. 67-68).

Predominately Transformational Organizational Culture

The organization is focused on mission, vision, values, and goal achievement. Interpersonal communications are frequent, and the team concept is highly valued. However, formal agreements on exactly how things are accomplished are sometimes absent or not clearly communicated among members of the group or team.

Moderately Transformational Organizational Culture

Here the culture is based more on agreements, exchanges, and rewards. The moderately transformational organization is regarded as highly effective and demonstrates the transformational aspects which promote commitment, extra effort, and job satisfaction. The transactional features are predominate enough to provide structure and predictability while avoiding bureaucratic challenges.

High-Contrast Organizational Culture

Within this organization, the characteristics of both transactional and transformational culture are extremely visible and influential. “There is a great deal of both transactional management and transformational leadership” (Bass, 1998, p. 68); therefore, competing views (both transactional and transformational) create competition and conflict regarding process, procedures and decision-making among organizational members. There are instances, however, when the motivation, focus, commitment, and most importantly, the trust demonstrated by all members of the organization often serve as a regulatory mechanism to transfer conflict into a healthy and collaborative approach to problem solving.

Elite military units such as US Army Rangers, Special Forces, and US Navy Seals are considered to have a high-contrast organizational culture. Additionally, the federal service academies such as West Point and Annapolis are categorized as institutions with high-contrast

cultures. Within these units and institutions, organizational structure, predictability, and trust are recognized as critical components to guide and direct the mission and vision of both the individual and the culture.

The Loosely Guided Organizational Culture

Finally, a loosely-guided organization is moderately transformational but lacks structure. Due to differing viewpoints, members of such organizations are often not committed to operational and strategic concepts and practices central to the institution. A university department with views different than those within their hierarchical framework is an example of this type of organizational culture.

Culture as the Organizational Glue

The values and norms of the military institutions are inculcated into a culture that is reinforced, shared, and transferred from generation to generation (Dufresne & Offenstein, 2012; Offenstein, Dufresne, & Childers, 2012). Extremely visible ceremonial rituals are viewed as critical, and the cultural lineage of the institution is realized and sustained through both formal and informal strategies. Bass (1998) stated that “organizational culture is the glue that holds the organization together as a source of identity and distinctive competence” (p. 62). Such a statement is certainly validated when one considers the history and lineage of military higher education in America.

For example, at West Point, the monuments and statues of Sylvanus Thayer, George Washington, George Patton, Douglas MacArthur, and others serve as constant reminders of the mission, commitment, and duty and obligation that will descend upon each cadet as he or she becomes part of the “long gray line” as a United States Military Academy graduate (USMA, 2009; Dufresne & Offenstein, 2012; Offenstein, Dufresne, & Childers, 2012). The Admiral

Stockdale Center for Ethics at the United States Naval Academy, with the bigger than life monument of Admiral Stockdale (a former prisoner of war during the Vietnam Conflict), serves as a cultural symbol to sustain, reinforce, and educate and train midshipmen concerning the moral and ethical responsibilities of officership (USNA, n.d.-a).

A Summation of Leadership, Power, and Organizational Culture

Throughout the last half of the twentieth century and into the twenty-first century, leadership theory and practice continue to transform society. The social and political unrest of the post-industrial era, and specifically the civil rights movement, the Vietnam conflict, and labor disputes fostered a paradigm shift in leadership theory as well as practice (Bass, 1981; Komives & Dugan, 2010; Lucks, 2014;). Figure 2.4 depicts the evolution and progression of leadership from a transactional model based on contingent reinforcement to a transformational model of collaboration and mutual trust in the leader-follower relationship (Rost, 1993; Northouse, 2010;2013). In the early stages of the twenty-first century, both transactional and transformational leadership models continue to be widely accepted. However, the conceptualization and implementation of new and innovative transformational leadership models continue to dominate the military, business, government, and higher education.

Servant, authentic, and relational models of leadership, as well as the reformation of transactional models, such as situational and contingency, all direct a transformational approach to leadership (Greenleaf, 1998, 2002; Northouse, 2010, 2012, 2013). Such leadership models, furthermore, attempt to instill and imbue the values of justice, equality, and mutual trust and respect, or, in other words, those same values that transformed a nation decades ago, continue to dominate leadership theory and practice a half century later (Northouse, 2010).

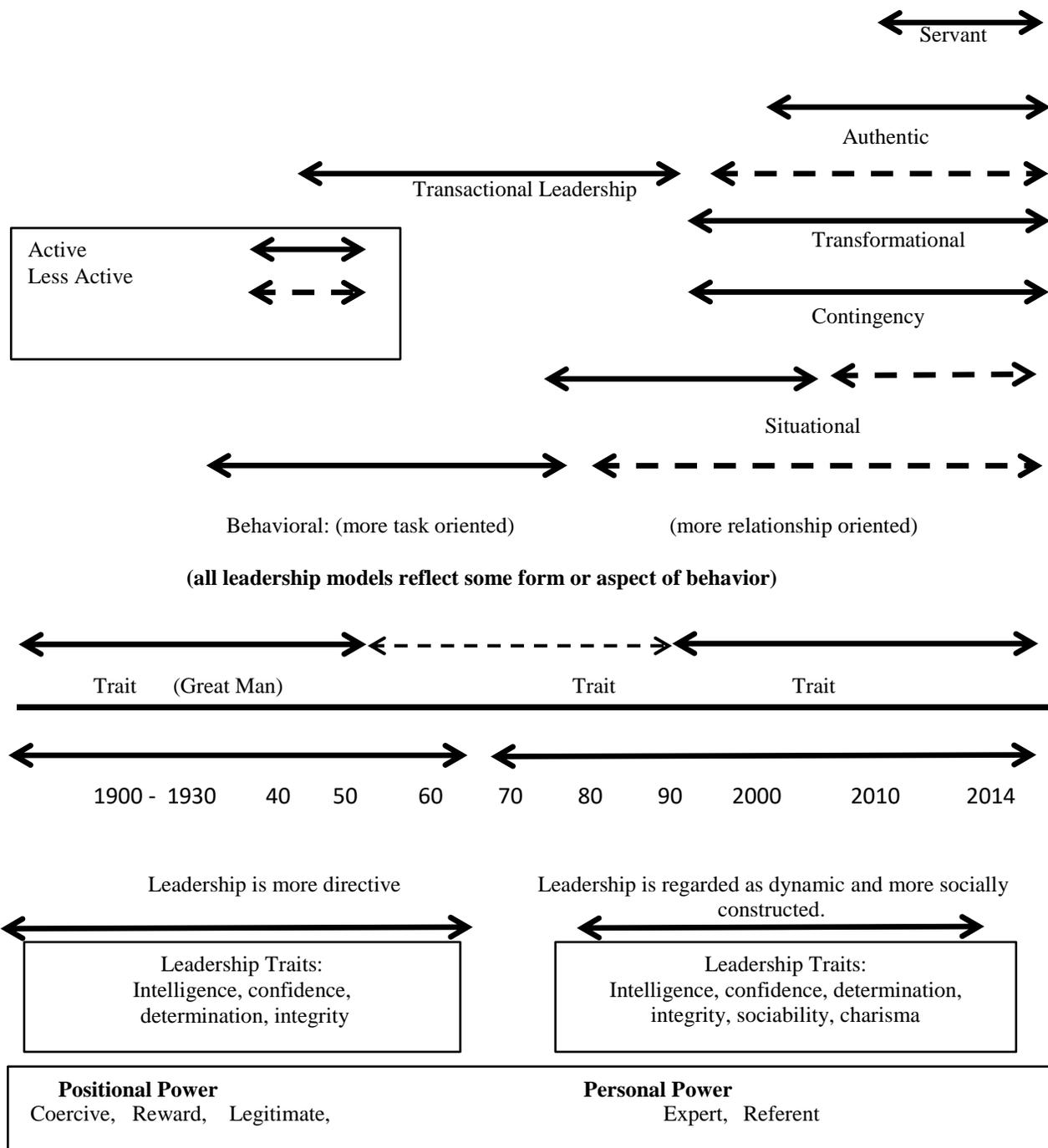


Figure 2.4. The integration of leadership theory and social power over the twentieth century. Adapted from *Leadership: Theory and Practice* by P.G. Northouse (2016). Copyright by Sage Publishing. Adapted with permission.

Similarly, as scholars and practitioners continue to endorse and advance transformational leadership, positional power, specifically coercive power, is rebuked and personal power is recognized as an essential attribute to the transformational leadership process (Bass, 1998; Connelly, 2012; Rost, 1993; Sosik, 2015; Sosik & Jung, 2010; Yukl, 2002;). Connelly, moreover, argued that from a military perspective, referent power provides a more effective approach to solidify a positive leader-follower relationship than that of transformational leadership. Therefore, research validates that throughout society, to include higher education, a values-based approach to leadership that is inviting, stimulating, and satisfies both the wants and the needs of the leader, as well as the follower, is essential for leadership to occur (Rost, 1993).

Leadership Defined

“What is leadership?” In one sentence, tell me what leadership means to you...From university students to corporate professionals, I have found very few who could define the term for themselves” (Burchard, 2009, p. 18). After a review of numerous definitions of leadership, Rost’s (1993) definition and explanation provides scholarly substance and articulates a vision and strategy for the implementation of transformational leadership. Rost, utilizing Burns’ (1978) definition of leadership as a conceptual framework for development provides the following: “Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes” (p. 102). Rost, in his definition, either specifies or implies four elements he believes to be essential in order for leadership to occur: first, leadership is based on influence and it is multidirectional and non-coercive; second, that leadership is a process and both leaders and followers are active participants in the process; thirdly, that both leaders and followers must demonstrate intent and desire to change and transform; and lastly, that leadership is achieved through mutual and common purposes.

Burchard (2009), leveraging the work of both Burns (1978) and Rost (1993), defines leadership as “the process of leaders and collaborators [followers] coming together through an influence relationship and seeking envisioned changes that reflect their mutual purpose” (p. 43). Burchard cited two distinct differences between his definition and the one provided by Rost. First, leadership is a process, which both implies and specifies that leadership can be learned and practiced by many (Bass, 1998; Burchard; Northouse, 2012; Rost). Second, Burchard identified followers as collaborators. Burchard’s use of the term collaborator does not imply equity in the leader-collaborator relationship, but attempts to emphasize process, influence, and mutual purpose (through the empowerment of collaboration) in the leadership exchange. Finally, Burchard (2009) incorporated servant-leadership (Greenleaf, 2002) as an element of transformational leadership (Bass, 2006, 2008). The framework for this model, created specifically for traditional college-age students, directs leaders to exercise vision, enlists the wants and needs of followers, embodies trust and confidence, empowers followers (collaborators), and provides sincere and heartfelt courage. The six components identified by Burchard (p. 49) as the E6 of leadership are incorporated into numerous leadership models that reinforce the mission and vision of military higher education across the nation (MMI, 2010).

Summation of Transactional and Transformational Leadership Within Military Higher Education

While the overarching intent within military higher education is to support and promote leadership theory and practice as communicated by Burns (1978), Rost (1993), Burchard (2009), and Greenleaf (2002), as well as others, the integration of transactional leadership within military academies and colleges remain commonplace and necessary (USMA, 2009, 2015b, n.d.-a, n.d.-c, MMI, 2010; USCGA, n.d.). The Full Range Leadership Model (FRLM) conceptualized by Bass and Avolio (1994) (see Figure 2.3) appears to be the most substantive and practical leadership

model to implement and incorporate both transactional and transformational leadership within military higher education.

Apart from professional training and education to prepare selected cadets for service in the armed forces, transactional leadership serves two primary purposes. The first is to provide structure and organization to satisfy a fast-paced and demanding operational tempo (daily timeline). Second, transactional leadership is often incorporated into the cadet disciplinary process. Understanding that transformational leadership is an extension of transactional leadership (Bass, 1989), the full range leadership model provides the structure to implement transactional strategies to achieve transformational outcomes. Throughout a cadet's tenure, both transactional and transformational experiences continue to shape the leader identity of each cadet, arguably for a life time (Dufrense & Offstein, 2012; Offenstein et al., 2012; USAFA, 2011, n.d.-b; USCGA, n.d.; USMA, 2009; 2012).

Finally, transactional leadership, although somewhat discounted for numerous political, social, and, in the case of military higher education, developmental reasons, is foundational to such values as accountability, responsibility, and civility. Transactional leadership, however, often fails to inspire both leader and follower to achieve beyond predetermined expectations. Transactional leaders may still inspire others; yet, inspiration communicated through a transactional leadership exchange is intended to benefit the organization, satisfy the immediate needs of the mission and the leader, and, through reward and/or coercion, even reinforce values, such as personal accountability and responsibility among cadets (Avolio, 2011).

Transactional leadership, however, is not sustainable without constant supervision and oversight. Unfortunately, transactional leadership is often the most preferred method of leadership within military higher education because it is much less involved, it is simply easier for cadets

and midshipmen to implement, and it corresponds to a positional base of power. This base of power is imbued in rewards and punishment, yet is still highly accepted, even sensationalized and celebrated, within numerous subcultures of our society. The challenge within military higher education is for cadets and midshipmen to understand that positional power, in a perfect situation, is implemented through transformational leadership and the exhibit of personal power, which includes a constant display of character, competence, and compassion, and plays a significant role in the leader follower relationship. Therefore, transactional and transformational leadership, as well as the influence of positional and personal power, serve as key components to facilitate a positive approach to leadership and character development within military higher education, the essence of this research.

Leadership and Character (Cadet) Development

Although widely accepted that leadership and character development are critical components of cadet growth and development, the formal integration of leadership and student development theories are often viewed as separate but supporting initiatives within higher education. Those critical aspects of leadership theory and practice rooted deep in the definitions provided by Burns (1978), Rost, (1993), and Burchard (2009) are all influenced by the human experience. Yet, aside from selected military academies and colleges, as well as a number of faith-based and small liberal arts institutions, efforts concerning inclusion and integration of leadership and character development theory and practice within higher education is limited (Chickering, 2010; Shepherd & Horner, 2010;). Although leadership theory incorporates norms and values that promote collaboration, selfless service, and morale and ethical considerations, the detail and specificity to gauge human behavior is often vague or absent within the process (Chickering, 2010; Yanikoski, 2004).

If one is to believe that the foundation of leadership is character, then student development, which shapes an individual's character and identity development, merits equity in the integration and synchronization of the leader development process (USAFA 2011, n.d.-b; USMA, 2009, 2015b). The information below provides an overview of the evolution and maturation of student (cadet) development theory and its relevance to leadership and character development within military higher education.

The Evolution of Student Development in Higher Education

The early contributions of psychologist Nevitt Sanford (1967) has provided both identity and validity and a foundation for the expansion of student development theory and practice as summarized by Chickering and Reisser (1993):

Prior to Sanford's work, no developmental theory other than Erik Erikson's was available to describe the changing patterns of thinking, feeling, and behaving in college-age students. Sanford (1962, 1966) set the stage for a new level of thinking about student development, proposing that colleges should foster development by providing an empowering balance of challenge and support. Too much challenge could be overwhelming, but too much support created a static comfort zone. Like other theorists, Sanford knew that disequilibrium was an essential catalyst for learning new skills and knowledge, for differentiation and integration. (p. 1)

The social and political transformation of the 1960s and 1970s afforded females, students of color, and an influx of non-traditional college-age students unprecedented access to college campuses (Evans, Forney, Guido, Patton, & Renn, 2010; Lucks, 2014; Rest & Narvaez, 1994). Therefore, the values and beliefs of an increasingly diverse student population prompted college administrators and practitioners to implement a more comprehensive and theoretical approach to student development through the lens of social and cognitive psychology (Chickering & Reisser, 1993). Through the extensive efforts and scholarly contributions of Bloom (1956) Chickering (1969), Chickering and Reisser; Astin (1977, 1984, 2000), Gilligan (1977), Kegan (1982, 1994), King and Kitchener (1994), Navarez (2005), Baxter Magolda (2007, 2008), and

Rest (1979) as well as others, the emergence of two distinct, yet similar, theoretical models to address student development evolved (Pascarella & Terenzini, 2005).

The first model identified as the psychosocial theory is classified into two categories. The first and most predominate category addresses a comprehensive approach to development through the maturation of academic, physical, and social skills and abilities (Chickering & Reisser, 1993). The second psychosocial category addresses specific *identity* formations (or concerns) such as sexual orientation, race, and ethnicity. This category of *identity* is not to be confused with the maturation of *leader identity* development, a priority within the framework of military higher education (USMA, 2009, 2015b, n.d.-a, n.d.-c).

The second model is identified as the cognitive structural model. This model provides regimented and hierarchical approach to learning predominated by cognitive thought (Pascarella & Terenzini (2005). The key aspects of both psychosocial and cognitive structural theories are provided by Evans et al. (2010).

Psychosocial theorists focus on the content of development: those issues that shape one's identity, how people define and identify themselves, and how they live their lives. The content of one's life is developed in life span-like stages. According to Erickson (1959, 1980), new stages are created as internal biological and psychological changes interact with environmental demands. "Regression to earlier stages, readdressing of developmental tasks, and relearning of coping skills frequently occur when individuals are placed in new and stressful situations" (Erikson, 1968, p. 42).

Rooted in the work of Piaget (1952), cognitive structural theories examine how people think, reason, and make meaning of their experiences. Cognitive structural theorists believe these stages arise one at a time. Each stage builds on the previous stage, and each stage is more

complex. The mind and body, therefore, become more complex and more fully developed. Wadsworth (1979) noted that “as individuals are exposed to new information or experiences that create cognitive dissonance, they first attempt to incorporate the new data into their current way of thinking (assimilation). If the new information cannot fit into their existing structure, they create a new, more complex structure” (p. 47). This structure, according to Wadsworth, is known as accommodation, and serves to accommodate the development of the mind and body.

By the early 1970s, three major developmental theories emerged to dominate the scope of student development within traditional higher education and provide a conceptual framework for the advancement of developmental theory and practice that persists now well into the twenty-first century (Evans et al., 2010). First, leveraging the efforts of Erickson (1959, 1980), psychosocial theorist Arthur Chickering’s landmark work *Education and Identity* (1969) became a “mainstay” for student development administrators and practitioners for several decades. In 1968, William Perry, leveraging the work of Piaget, introduced the first theoretical concept to be implemented by student development professionals who formally linked the *intellectual and ethical development* of traditional college-age students (Evans et al.). Lastly, another cognitive-structural theorist, Lawrence Kohlberg developed a theory of *moral development* that continues to serve as a cornerstone as well as a point of reference pertaining to the moral and ethical development of college-age students (Evans et al.; Rest & Narvaez, 1994).

As research in the field of student development continued to expand, both psychosocial and cognitive-structural theorists were challenged to address the on-going “demographic transformation” (Pascarella & Terenzini, 2005, p. 1) occurring throughout higher education. Chickering, in concert with Linda Reisser (1993), revised the 1964 version of *Education and Identity* in order to address the complexity of an increasingly diverse student population. The

aggregate challenges to address underrepresented and underserved populations (commensurate with ethnicity and race) as well as the influence and impact of gender equity (Gilligan, 1982), sexual orientation (Josselson, 1987), and religious and spiritual considerations (Fowler, 1981) provided challenges to all associated with the developmental process (Pascarella & Terenzini; Evans, et al.; Komives & Woodard, 2003).

Student Development Defined

The comprehensive and exhaustive work of Evans et al. (2010), which spans more than six decades of research and is inclusive of the contributions of Sanford, as well as others cited above, adopted Rodgers' (1990) definition of student development to guide their research efforts. Rodgers defines student development as “the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education” (p. 27). Additionally, Evans et al. also referenced the definition provided by Miller and Price (1976) which has suggested that student development is “the application of human development concepts in postsecondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become interdependent” (p. 3). Several definitions pertaining to student development may be presented; however, the definition provided by Rodgers guided this research process (Evans et al.).

Cadet (Student) Development within Military Higher Education

During the past two to three decades, and akin to the evolution of leadership theory and practice, many scholars and researchers have merged and integrated the components of psychosocial and cognitive-structural theories in order to advance a more comprehensive and collaborative approach to student development (Evans et al., 2010; Komives & Woodard, 2003; Chickering, 1993). Both traditional and integrative models to include Chickering and Reisser's

(1993) *Seven Vectors for Student Development*, Robert Kegan's (1994) *Stages of Consciousness*, Baxter Magolda's (2001) *Pathway to Self-Authorship*, Lawrence Kohlberg's *Theory of Moral Development* (Colby et al., 2010), and James Rest's *Psychological Components for Determining Moral Behavior* (Rest & Narvaez, 1994) provide insight to student development theory specific to military institutions of higher learning associated with this research.

Chickering and Reisser's seven vectors for student development. Chickering's vectors of development contribute to the formation of (cadet leadership) identity. The vectors, as outlined below, serve to demonstrate direction and magnitude in the developmental process, and the progression model is not necessarily linear. The belief is that cadets advance and retrograde from one vector to another dependent upon numerous influencers, such as experience, competence, confidence, social status, etc. Chickering recognized these vectors as "major highways for journeying toward individuation" (Chickering & Reissner, 1993, p. 35).

Developing competence. Chickering (1993), much like Thayer, described competence as intellectual, physical, and interpersonal. This vector includes the ability to master academic content and create skill sets which enables one to comprehend, analyze and synthesize information in order to develop "new frames of reference" (p. 45) and to more holistically understand observations and experiences. Physical aspects include initiatives and opportunities to enhance one's physical readiness, self-confidence, and discipline. Interpersonal skills include the ability to not only listen and cooperate, but to also demonstrate the ability to effectively respond to individuals when encountering uncomfortable or stressful situations.

Managing emotions. At a minimum, all cadets experience some level of fear, anger, excitement, and anxiety. Chickering (1993) stated that critical to this vector is the awareness exercised in order for students to channel and address such emotions. Development proceeds as

students adequately address the emotional challenges and the coping skills required to effectively address specific issues or situations.

Moving through autonomy toward interdependence. This vector involves an advanced stage of emotional independence where increased self-confidence greatly reduces or precludes the need for reassurance and approval; “the need to be independent and the longing for inclusion become better balanced” (Chickering, 1993, p. 47).

Developing mature interpersonal relationships. Students demonstrate the capacity for tolerance and a mature and responsible approach to intimacy. Tolerance is viewed as both intercultural and interpersonal. Individuals become more accepting of those around them and cultivate a respect and appreciation for the rights of others. Close relationships are forged that can sustain the challenges commensurate with crisis, distance, and separation. “The shift is away from too much dependence or too much dominance and toward an interdependence between equals” (Chickering, 1993, p. 48).

As noted, Chickering (1993) did not necessarily recognize development as a unilateral and linear process, however; he informally grouped or categorized the seven vectors into two subcategories. Chickering categorized command of the first four vectors (competency, emotional maturity, autonomy, and interpersonal relationships) as essential to shape and cultivate the final three vectors concerning identity, purpose, and integrity. Pascarelli and Terenzini (2005) support Chickering’s conceptual process to subcategorize the vectors as outlined above.

Establishing identity. Chickering (1993) noted that all seven vectors could be classified under “identity formation” (p. 173). During this vector, cadets become more comfortable with issues concerning physical appearance, sexuality, and gender orientation, and cadets experience

an increase in overall self-confidence. A mature and rational approach to dialogue with friends and a realization of the value of others provide a foundation for enhanced self-authorship (p. 49).

Developing purpose. This vector entails an increasing ability to be intentional, to assess and formulate interests and options, clarify goals, make plans, and to overcome obstacles. Purpose requires the ability to conceptualize and formulate strategies to achieve desired outcomes, even when faced with adversity and opposition (Chickering, 1993).

Developing integrity. Finally, identity, purpose, and integrity are all closely linked and combine to influence and shape one's core values. Cadets continually examine, explore, and assess the links between values and behavior. The development of integrity involves three sequential but overlapping stages: (1) humanizing values – shifting away from automatic application of uncompromising beliefs and using principled thinking and balancing one's own self-interest with the interest of one's fellow human beings, (2) personalizing values – consciously affirming core values and beliefs while respecting other points of view, and (3) “developing congruence – matching personal values with socially responsible behavior” (p. 51).

Robert Kegan's stages of consciousness. Leveraging the work of Piaget (1952), Erikson (1959, 1980), and Kohlberg (1981) as well as other psychosocial and cognitive-structural theorists, Kegan (1982, 1994) has provided a “constructive-developmental” model for the “growth or transformation” in order for people to “construct meaning” (Kegan, 1994, p. 199). Kegan (1994) believes that critical to change are the feelings, emotions, and abilities to understand how and why the change occurred.

Kegan (1994) described this transformation through the lens of a subject-object relationship. Things that are “subject” are simply unchallenged and accepted as part of oneself. Kegan described subject as “those elements of our knowing or organizing that we are identified

with, tied to, fused with or embedded in” (p. 32). Object is the opposite of subject, and Kegan described object as “those elements of our knowing or organizing that we can reflect on, handle, look at, be responsible for,...take control of, internalize, [and] assimilate” (p. 32). The more a person changes, moves, or transfers perceptions of oneself from subject to object, the more a person develops as a mature and responsible individual.

Kegan (1994) has utilized the subject-object relationship to explain what he terms meaning-making, which provides the ability (as applicable to this research) for a cadet to progress through and into a higher stage of consciousness (pp. 314-315) (and therefore, a higher stage of development). Each stage builds upon itself, and seldom does an individual regress back to a former stage once they have moved or shifted to the next stage of development. However, Kegan noted that people are frequently in between these orders of consciousness or stages of development as they mature and grow.

Only stages 2 – 4 of Kegan’s (1994) five orders of consciousness will be addressed in this research. Stage 1 is intended to address the early stages of human development, infancy up to approximately age 6. Stage 5 is identified by Kegan as self-transforming, extremely advanced, and does not occur until much later in life for those few who ever progress to such an advanced stage of development.

Stage 2. In the second stage, from childhood to late teens, a person is very self-oriented and self-centered, manipulative, and often cannot reason abstractly, incorporate differing points of view, or maintain mutual interpersonal relationships (Kegan, 1994, p. 31-32). People in this stage accept another’s point of view as long as it is not impeding upon their particular views, beliefs, goals, or objectives.

Stage 3. In the third stage (interpersonal), teenage years and beyond, a cadet can reason abstractly, think hypothetically and deductively, and be aware of shared agreements and covenants that take primacy over individual interests (Kegan, 1994). The individual can internalize another's point of view in what is the co-construction of personal experience, thus creating a new capacity for empathy and sharing at an internal rather than merely transactional level of reasoning. In stage three, a cadet is extremely role conscious and the opinion and expectations of others strongly influence how one perceives him/herself (popularity and acceptance among peers is absolutely critical) (Kegan).

Stage 4. In Kegan's fourth stage (self-authorship), people have an internal set of rules and regulations (values and beliefs). In this stage, people are extremely autonomous, interdependent, and demonstrate a strong self-identity; therefore, core values and beliefs serve as the predominant factor to influence the decision-making process (Kegan, 1994). Cadets in this order are not intimidated by necessity for popularity (so common with teenagers and young adults). Those in stage 4 demonstrate confidence, motivation, seek high-achievements, and demonstrate the attributes of selflessness. Individuals in stage 4 are not easily swayed in their judgment and decision-making by external influences (Kegan).

Baxter Magolda's path to self-authorship. Leveraging the work of Kegan, Magolda's (2008) longitudinal research toward *self-authorship* centers on an epistemological approach to human development (how one comes to understand the world). Magolda defines self-authorship as "the internal capacity to define one's beliefs, identity, and social relations" (p. 269). The four-phase journey toward self-authorship is summarized below.

Phase 1: Following formulas. Cadets accept and follow prescribed norms and values and allow others to define their identity (parents, peers, mentors, and significant others).

Formulas are executed in accordance with age-old processes and procedures recognized to facilitate both personal and professional success (Magolda, 2001, p. 71). Phase 1 directly correlates to Kegan's third order of consciousness (Kegan, 1998).

Phase 2: Crossroads. As cadets continue in their journey toward self-authorship, they begin to realize that external directives and desires (imposed by others) often no longer satisfy personal as well as professional longings. Cadets in this phase are frequently dissatisfied by the way in which they are defined by others. However, cadets exercise caution in demonstrating their dissatisfaction due to the possible repercussions of parents and valued others. This phase represents the struggle to move from Kegan's Stage 3 to Stage 4.

Phase 3: Becoming the author of one's life. Much like Kegan's (1994) fourth order of consciousness, during Phase 3 of Magolda's model, cadets demonstrate the competence, maturity, and confidence to support and uphold their beliefs in the face of adversity. Within this phase, the three dimensions of self-authorship (cognitive, interpersonal, and intrapersonal) are all interwoven, and the significance and impact of each dimension is dependent on "life circumstances and experiences" (Evans et al. 2010, p. 186).

Phase 4: Internal foundation. A "solidified and comprehensive system of belief" (Magolda, 2001, p. 155) dominates the decision-making process. Although values and beliefs are contextual and subject to transfer, one's self-identity and self-authorship become solidified.

Lawrence Kohlberg's theory of moral judgment. The work of Lawrence Kohlberg (1976), specific to the maturation and implementation of moral reason in human development, is extraordinary (Evans et al., 2010; Rest & Narvaez, 1994). Building on the work of Piaget (1950), Kohlberg focused on "moral reasoning, the cognitive component of moral behavior" (Evans et al., p. 100), and viewed moral development as a representation of "the transformation

that occurs in a person's form or structure of thought" (Kohlberg & Hersh, 1977, p. 54). The theory incorporates both psychology and philosophy and is considered "cognitive developmental in nature" (Evans et al., p. 101). Three criteria serve as a foundation for implementation: *structure* (throughout each stage, individuals possess a similar pattern of reasoning); *sequence* (stages of development evolve in succession); and, *hierarchy* (each stage comprehensively incorporates aspects of the previous stages, which increases moral judgment). Kohlberg (1976) has emphasized that cognitive structure, as well as social perspective, serve essential domains for moral reasoning. Additionally, Kohlberg believes that two factors substantially influence moral stage development: engagement in higher stages of thinking and the "challenge of disequilibrium" (Walker, 1988). The theory is categorized into three levels and six stages as explained by Kohlberg below.

Level 1: Preconventional. Cadets do not fully understand or acceptance societal rules and expectations. Children as well as adolescents and some traditional-age college students are categorized in this level. At Level 1, Stage 1, *heteronomous morality*, cadets comply in order to avoid punishment and the implementation of power by authorities. At Level 1, Stage 2, *individualism, instrumental purpose, and exchange*, cadets act to satisfy self-interest, and recognize the needs of others to do the same; however, this interface is accomplished through a transactional exchange process of equity and fairness.

Level 2: Conventional. Cadets identify and internalize the rules and expectations of others. At Level 2, Stage 3, *mutual interpersonal expectations, relationships, and interpersonal conformity*, cadets internalize and develop a deeper appreciation for the rules and expectations of both individuals and organizations, and begin to cultivate a more sophisticated and complex

view of self-identity. At Level 2, Stage 4, *social system and conscience*, cadets understand and comply with rules and regulations, even those rules most unpopular, in order to advance both individual and organization. Cadets continually identify and evaluate priorities of self with those of society.

Level 3: Postconventional or principled stage. In this stage, “perspective differentiates the self from the rules and expectations of others and defines moral values in terms of self-chosen principles” (Colby et al., 2010, p. 16). At Level 3, Stage 5, *social contract or utility and individual rights*, individuals view life from a “society-creating rather than a society-maintaining perspective” (Colby et al., 2010, p. 29). Cadets understand and develop a deeper appreciation for fundamental human rights and values. Cadets are opposed to violating law, and believe that to do so would create a moral dilemma. At Level 3, Stage 6, *morality of universal, reversible, and prescriptive general ethical principles*, all points of view relevant to the issues of morality are accepted as equal (Evans et al., 2010). Stage 6 is a theoretical and philosophical stage that Kohlberg himself failed to validate through empirical data.

Kohlberg’s moral judgment interview. Kohlberg utilized a very conventional and straight-forward approach to assess moral judgment. Through a semi-structured interview process, referred to as the Moral Judgment Interview (MJI), subjects are directed to analyze a multitude of hypothetical scenarios intended to challenge moral reasoning, and justify why one “line of action” (Rest & Narvaez, 1994, p. 11) is more morally feasible and acceptable than another. The hundreds of interviews by numerous scholars and researchers not only validated the methodology, but provided Kohlberg with the vision to formally incorporate moral education into both secondary and postsecondary institutions.

The neo-Kohlbergian theory of James Rest. Leveraging the work of Kohlberg, Rest set out to demonstrate that moral development involves more than moral judgment and established the Four Component Model for determining moral behavior (Rest & Narvaez, 1994). The components of the model include moral sensitivity, moral judgment, moral motivation, and moral character.

Moral sensitivity. According to Rest, “Moral sensitivity is the awareness of how our actions affect other people. It involves being aware of different possible lines of action and how each line of action could affect the parties concerned” (Rest & Narvaez, 1994, p. 23). Sensitivity involves the ability to assess and interpret diverse and, at times, complex situations. Often, people are labeled morally insensitive; however, Rest notes that not all acts regarded as morally insensitive are intentional. Within higher education, Rest believes that the implementation of moral education and training to include the construction of hypothetical situations, small group discussions, and an appreciation for diversity, serve as effective strategies to promote and enhance moral sensitivity.

Moral judgment. As noted above, for more than four decades, Kohlberg utilized moral judgment as a unilateral approach to assess moral development. Utilizing the Moral Judgment Interview (MJI) as a foundation, Rest (1986) developed the Defining Issues Test (DIT). The DIT, a multiple choice test, is intended to identify actions most substantial in determining the moral right or bottom line decision of a moral dilemma, rather than to identify and evaluate multiple “lines of action” (Rest & Narvaez, 1994, p. 11) or reasoning leading to a final decision. In other words, the moral judgment component “exists in order to help the individual identify a morally justifiable solution to a recognized problem” (Rest & Narvaez, p. 203). With more than 500 studies administered to traditional college students, the DIT serves as a popular component

for numerous leadership and character development programs throughout higher education (King & Mayhew, 2002), to include numerous military colleges and universities (Marion Military Institute, 2010).

Moral motivation. Rest argued that moral motivation is the demonstrated ability to place moral values higher than other values which may challenge one's moral identity. Peer acceptance, self-gain, and professional considerations are just a few of the values which Rest identifies as a challenge to one's moral motivation (Rest & Narvaez, 1994).

Moral character. Arguably, moral sensitivity, moral judgment, and moral motivation all influence moral character. Rest (1994) argues that moral character is enveloped in moral courage which is imbued in "perseverance, backbone, toughness, [and] strength of conviction. A person may be morally sensitive, may make good moral judgments, and may place high priority on moral values, but if the person wilts under pressure, is easily distracted or weak-willed, the moral failure occurs" (p. 24). For example, a cadet with strong moral character (courage) will not succumb to societal indiscretions, peer pressure, or compromise self-worth for personal gain (Rest & Narvaez, 1994). In summary, Rest acknowledges that all four components are intertwined, and there is no specific order in which one component may be considered over another. "Rather, the four components comprise a logical analysis of what it takes to behave morally" (Rest & Narvaez, p. 24).

Rest's schemas of moral reasoning. Although Rest continually advocates for the integration and synchronization of all four components of the model which are sensitivity, judgment, motivation, and character, research specific to moral judgment remains predominate. Through a plethora of information provided by numerous institutions of higher learning involved in the administration of the Defining Issues Test (DIT), Rest and his associates (Navarez,

Thoma, & Bebeau, 2000) developed a process to analyze moral reasoning. Once again, influenced by the work of Kohlberg, Rest developed a schema (sequential approach) to assess and categorize moral behavior in accordance with Kohlberg's stages of moral development. The schema developed by Rest is outlined below.

Personal interest schema, adopted from Kohlberg's stages 2 and 3 (pertaining to individual desires and interpersonal engagements), is the determination of morally right which involves that which best represents the wants and needs of the individual. Consideration for others is acknowledged, but is generally not considered a determining factor in the decision-making process.

Maintaining norms schema, developed from Kohlberg's stage 4 (concerning social systems, moral consciousness, and the necessity for societal collaboration), advocates that culturally accepted norms lend themselves to a civil and high-functioning society. In this schema, everyone obeys established laws and enforcement of such laws as well as strong compliance to hierarchical rule (Evans et al., 2010).

Post-conventional schema, taken from Kohlberg's stages 5 and 6 (regarding rights, social welfare, and universality), involves "moral obligations to promote communal values such as shared ideals, reciprocity...and logical consistency and debate" (Evans et al., 2010, p. 107). Navarez (2005) noted that advancement in ethical reasoning and decision-making dominate the post-conventional schema. Navarez's analysis is reinforced by Pascarelli and Terenzini (2005) who recognize this schema as a feature of late adolescent development and a leading indicator of students' development in college (p. 346).

The Integration of Leadership, Power, and Character Development

Researchers and psychologists beginning with Chickering and advancing to Kegan, Magolda, Kohlberg, and Rest, as well as the work of many others in the field of human development, offers a conceptual roadmap toward self-authorship and self-identity. Figure 2.5 depicts the similarities and contrasts the developmental stages as outlined by each of the researchers noted beginning with Chickering and Reissner's (1993) *Seven Vectors of Student Development* and concluding with Rest's (2000) *Schema's of Moral Reasoning*. Following the overview and contrast of the developmental concepts, Figure 2.6 provides a theoretical view of the integration of leadership, power, and character development. The Full Range Leadership Model developed by Bass (1989) (encompassing both transactional and transformational leadership) (see pp. 33-38), the human development theories depicted in Figures 2.5 and 2.6, and the integration of French and Raven's (1962) five components of power (see pp. 43-46), provide continuity, synchronization, and a comprehensive overview of a conceptual framework for the integration of leadership, power, and character development within military higher education.

Figures 2.5 and 2.6 demonstrate the theoretical relationships of many of the leadership and human (identity) development models recognized within traditional, as well as military, higher education. Such theoretical models provide the foundation for a more practical examination of the most critical component of character development within military higher education, and how those components influence leadership and character development in and out of the classroom.

Researcher	Vectors, Stages, or Phases of Development						
	1	2	3	4	5	6	7
Chickering and Reisser's Seven Vectors	<i>Developing Competence:</i> intellectual, physical and interpersonal in order to develop "new frames of reference"	<i>Managing Emotions:</i> cope, channel and address emotions	<i>Moving Through Autonomy Toward Interdependence:</i> independence vs. inclusion	<i>Developing Mature Interpersonal Relationships:</i> inter-personal tolerance and understanding	<i>Establishing Identity:</i> increased self-confidence; realized value for others increases self-authorship	<i>Developing Purpose:</i> formulate interests, clarify goals, make plans, overcome obstacles	<i>Developing Integrity:</i> identity, purpose, and integrity are all intertwined to humanize and personalize values and develop congruence
Kegan's Stages of Consciousness (Stages 2-4)	Stage 2 <i>Self-centered:</i> individual is self-oriented, self-centered, maintains mutual relationships as long as the relationship is self-beneficial		Stage 3 <i>Interpersonal:</i> reason abstractly, think hypothetically, can internalize another's point of view, very role conscious, peer relationships remain extremely important		Bridging linking Stages 3 and 4	Stage 4 <i>Self-authored:</i> purpose and integrity are not often altered	
Kohlberg's Theory of Moral Judgment	Level 1: Preconventional			Level 2: Conventional		Level 3: Postconventional	
	Stage 1: <i>Heteronomous Morality:</i> cadets comply to avoid punishment	Stage 2: <i>Individualism, Instrumental Purpose and Exchange:</i> cadets act to satisfy self-interest		Stage 3: <i>Mutual Interpersonal Expectations and Relationships</i>	Stage 4: <i>Social System and Conscience:</i> continually evaluate self and others	Stage 5: <i>Social Contract and Individual Rights</i>	Stage 6: <i>Universalism:</i> theoretical in nature and arguably an extension of stage 5.
Rest's Four Component Model for Moral Behavior	<p style="text-align: center;">Moral Sensitivity, Moral Motivation, Moral Judgment, Moral Character</p> <p style="text-align: center;">←————— No one component is more significant in moral and ethical development than another —————→</p>						
Rest's Schema of Moral Reasoning in support of Kohlberg's levels of development.	<i>Personal Interest Schema</i>				<i>Maintaining Norms</i>	<i>Postconventional Schema</i>	
	That which is determined to be morally right and best represents the individual desires of the person.				Sustain culturally accepted norms	Ethical reasoning and decision-making dominate this schema (individual is totally self-authored)	

Figure 2.5. A summation and comparison of human development models in support of identity and character growth and maturation

Researcher	Vectors, Stages, or Phases of Development						
	1	2	3	4	5	6	7
Chickering and Reisser's Seven Vectors	<i>Developing Competence</i>	<i>Managing Emotions</i>	<i>Moving Toward Inter-independence</i>	<i>Developing Inter-personal Relationships</i>	<i>Establishing Identity</i>	<i>Developing Purpose</i>	<i>Developing Integrity</i>
Kegan's Stages of Consciousness	Stage 2		Stage 3		Bridging	Stage 4	
	<i>Self-Centered</i>		<i>Interpersonal; skills are developed</i>		Link between Stage 3 - 4	<i>Self-authored</i>	
Baxter Magolda's Path to Self-authorship	Phase 1			Phase 2		Phase 3	Phase 4
	<i>Following Formulas: accepting norms (representative of Kegan's Stages 2 and 3)</i>			<i>Crossroads (represents Kegan's Stages 3 and 4)</i>		<i>Developing Self-Authorship</i>	<i>Internal Foundation</i>
Kohlberg's Theory of Moral Judgment	Level 1: Preconventional			Level 2: Conventional		Level 3: Postconventional	
	Stage 1	Stage 2		Stage 3	Stage 4	Stage 5	Stage 6
	<i>Heteronomous Morality: compliance</i>	<i>Individualism, Instrumental Purpose and Exchange: satisfying self-interest</i>		<i>Mutual Inter-personal Relationships</i>	<i>Social System: evaluate self and others</i>	<i>Social Contract: for the collective good</i>	<i>Universalism: theoretical extension of Stage 5</i>
Rest's Four Component Model for Moral Behavior:							
Rest's Schema of Moral Reasoning in support of Kohlberg's Levels of Development	<i>Personal Interest Schema</i>				Maintaining Norms	Post-conventional Schema	
	Individual desires over moral good				Sustain Cultural norms	Ethical and principled leader	
Full Range Leadership Model Social Power							
	Positional Power Coercive Reward Legitimate				Personal Power Expert Referent		

Figure 2.6. A review and comparison of selected human development models in support of identity, character growth and maturation, and the integration of influence and social power

Military Higher Education: An Institution of Honor

Specific to military higher education, theoretical concepts and initiatives pertaining to cadet education and training, and explicitly leadership and character development, are grounded in the value of *honor*. Arguably, no institution within higher education remains more committed to instill and advance the values associated with honor than military academies and colleges

(Chickering, 2010; Kellogg, 1996; MMI, 2016; Pappas, 1993; USAFA, n.d.; USMA, 2009, 2013; 2015b; USNA, n.d.). Prompted by cadets at the United States Military Academy, the evolution of honor codes, councils, and, ultimately, disciplinary processes and procedures, served to shape the moral and ethical landscape within military higher education (Banning & Azoy, 1963; Pappas, 1993). In 1898, the legendary motto of *Duty, Honor, and Country* (Ellis & Moore, p. 41) was founded and imbedded as part of the United States Military Academy's original coat of arms. The first draft of a formal documented honor code was prepared in 1947 by General Maxwell Taylor, Superintendent of the Academy, and stated that "A cadet will not lie, cheat, or steal." The codes non-toleration clause was added in 1970 and states "or tolerate those who do" (USMA, 2009). The non-toleration clause, by the letter of the honor code, directs that any cadet aware of an honor violation will report the incident as soon as possible, or face a possible honor code violation for toleration of misconduct (USMA, 2009, 2015b).

Honor: A Transactional and Transformational Leadership Challenge

The execution of a credible and effective honor system and code is extremely consuming and all-encompassing, specifically given the degree of latitude generally afforded cadets to influence the process. Through transformation and change, the honor system provides cadets the opportunity to exercise transactional and transformational leadership strategies, experience and/or apply elements of positional and personal power, and challenge and expand the moral and ethical decision-making of both the leader and the follower. In other words, honor is the value that underpins, anchors, and serves as the nucleus for student development within military higher education. All other values and attributes, although extremely important, are intended to advance the virtue of honor (Kellogg, 1996).

Unfortunately, through myth, tradition, miscommunication, and regrettably, substantiated acts of inappropriate behavior, many cadets and midshipmen entering into military colleges and academies believe that the primary purpose of an honor code and honor system is to serve as a coercive leadership strategy. Therefore, the comprehensive approach to educating and inculcating cadets to the virtues associated with honor and honorable living is frequently challenged. From an operational perspective, underclassmen often view the system as a transactional leadership exchange, validated and substantiated through positional power, where fear and coercion are perceived to dominate the operational landscape.

In sharp contrast, those most responsible for the indoctrination of cadets into the military culture, and specifically the honor system, view the process as motivational and transforming for those their junior. Theoretically, factors consistent with transactional as well as transformational leadership, and positional as well as personal power, serve to enhance virtues critical to cadet development such as duty, honor, respect, selfless service, and personal courage. The excerpt provided below by two former midshipmen at the United States Naval Academy addresses the on-going challenge to regulate and indoctrinate cadets toward a system of honor through the implementation of both transactional (exchange) and transformational (inspirational) leadership. Ostwind and Dunlap (1998) provide the following:

In 1953, Midshipman 1/C [First Class] H. Ross Perot [senior class president at the United States Naval Academy] completed his task of formulating an honor system that best reflected the ideals of the Brigade of Midshipmen...His outline defined many of the problems facing the academy at the time and continues to serve as the reference for our honor concept today. Central to the theme of an Honor Concept is the idea of doing what is right not out of fear but because it is the right thing to do. Perot addressed this when he wrote that a 'defect of quite a few honor systems that seem to be working quite well to the casual observer is that the system is founded on fear.' The persons under this type of system keeps their standards high out of fear of dismissal, etc...Our committees are not founded on fear, nor is fear used at any time as an agent, because to make a man afraid to lie, cheat, or steal does not make him a better man. If he has these tendencies, he will give way to them again as soon as the source of fear is removed.

It is not expected that all candidates enter the academy having been raised in the same manner or imbued with the same ethical principles....Midshipmen today often forget the military aspects of the academy and instead see themselves as college students in an institution with many restrictions....Often midshipmen can identify much better with their college age friends from home than they can with the soldier in the field or the sailor on the ship. They identify so well that frequently the principles of honor, courage, and commitment are replaced with societal standards that don't measure upHowever, it is stated in our honor concept that "Midshipmen are persons of integrity. They stand for that which is right." By placing the emphasis on the positive aspects of midshipmen, the Honor Concept affirms the principle that midshipmen are honorable and encourages them to do what is ethically sound (para 1).

In the fall of 2014, more than 60 years after Ross Perot's efforts to formulate an honor system at the United States Naval Academy, Cadet Donald Hipps, the 2014-2015 Chairman of the Honor Committee at The Citadel, communicates to the South Carolina Corps of Cadets the significance and responsibility levied upon all cadets to understand, embrace, and uphold the virtue of honor. The challenges noted by Perot through the research provided by Ostwind and Dunlap (1998), are remarkably similar to those communicated by Hipps (2014):

I commend each and every man and woman who has made the decision to join The Citadel's Corp of Cadets. There are many challenges that make life at this institution drastically different and more difficult than the lives that your peers at other colleges and universities are living....[H]owever, I can assure you that each change you are asked to make in the way that you live your life is designed for your own personal betterment. Nothing speaks to this fact more than does The Citadel's Honor Code.

What is Honor at The Citadel? Let us start with what it is not: it is not a set of rules laid down for you to follow while you are within the walls of this institution and to leave behind when you graduate. Indeed, you should not think of The Honor Code as a set of rules at all. To "follow rules" implies that one is acting in a certain way because he or she fears the repercussions of doing otherwise. The term "code" signifies something much greater - something that we do because we believe in it, something that we know is right, a bond that each of us share with fellow cadets and graduates alike. The words that make up this code are indicative of who a cadet is, not what is demanded of us. A cadet DOES NOT lie, cheat, or steal, nor tolerate those who do. (para. 1)

The model initially conceived by Thayer in the 1820s, advanced by cadets and faculty at the turn of the century, and sanctioned by West Point and numerous other military academies and colleges throughout the nineteenth century, remains steeped in the value of honor. The varying

developmental models often implemented within military higher education such as Kegan's (1994, 2010) Stages of Development, Kohlberg's (1981, 1977) Theory of Moral Judgment and Rest's (1994) Four Component Model for Determining Moral behavior, all provide a theoretical construct to support a comprehensive process to advance the virtue of honor. No other virtue or characteristic so profoundly impacts the military learning model and epitomizes the higher education experience. The comments provided by Dufrense and Offstein (2012) specific to West Point reflects the collaborative intent of military academies, universities, and colleges across the nation that honor is most effective when continually reinforced as a comprehensive component of the campus culture, and when it is deeply "embedded in a broader character development system" (p. 577) intended to influence all domains of learning (academic, physical, moral, ethical, and military). (For a more comprehensive overview of honor as applicable to military higher education, see Appendix B). The implementation of such domains, modified and enhanced over the years through research, scholarly practice, and experiential learning, vary in significance and scope across the landscape of military higher education. However, within military higher education, a common strategy to promote the attributes of honor and integrity are realized through formal character education and training. A brief summary of the conceptual design as well as contemporary strategies to advance character development within military higher education are addressed below.

Contemporary Systems and Initiatives to Advance Leadership and Character Development within Military Higher Education

An abbreviated overview of the organizational structure as well as the more common programs and initiatives to advance leadership and character education within the realm of military higher education are summarized in this section. The summary is followed by a

unilateral review of the leadership and character development programs at each of the academies selected as part of a comprehensive analysis.

Although varied in operational scope and design, all three academies inclusive of this research share commonalities and applied practices to advance leadership and character development within their respective institutions. These commonalities serve as a template to identify, compare, contrast, and contemplate current and future initiatives to progress leadership

First, all of the federal service academies have a formal leadership development system which encapsulates a comprehensive and integrated approach to learning. Secondly, all academies specific to this study have a regionally or nationally recognized leadership center. A third commonality is that the faculty and staff assigned to these centers accept varying degrees of responsibility for the college's leadership and character education and training. The fourth and final common linkage is that the success of such education and training, in-part, hinges on the cooperation and collaboration of scholars, military professionals, and administrators from across the campus community, many of whom are volunteers.

Leadership Development Systems

The purpose of a formal leadership development system is to provide the most efficient, comprehensive, and challenging process to advance the academic, physical, moral/ethical and leadership potential of each individual cadet or midshipman. The system is grounded in the value of honor, and the impact of the honor code and honor system are constant and extremely influential in all aspects of cadet learning. The developmental systems employed at the three service academies are similar. Although objectives and outcomes may differ in verbiage and style, the mission of all three institutions to commission officers in the armed forces of the United States remains steadfast. Specifically, the United States Military Academy employs the

West Point Leader Development System (WPLDS); the United States Naval Academy implements the Leadership Education and Development (LEAD) Program; and, and the United States Air Force Academy utilizes the Officer Development System (ODS). The review continues with a basic synopsis of the role of the leadership centers which greatly attribute to the success of these developmental systems.

Centers for Leadership and Character Development

Under the umbrella of the institution's developmental system, leadership centers provide both operational and strategic influence to advance leadership and character development education, training, and initiatives among their respective institutions. The mere presence of these centers, some which are multi-million dollar, state-of-the-art facilities, also serves as a symbol to reinforce the mission as well as the culture of the institution. The leadership centers noted in this study include the Simon Center for Professional Military Ethics at West Point; the Stockdale Center for Ethical Leadership at the United States Naval Academy; and, the Center for Character and Leadership Development at the United States Air Force Academy.

Although the mission, intent, and composition of these leadership centers vary greatly due to human as well as fiscal resources, all are populated with a professional staff of military leaders, higher education professionals, and accomplished scholars in the disciplines of leadership, management, and/or the behavioral sciences. In many of these centers, selected faculty are committed to advance leadership and character development theory and practice through scholarly research, while others provide academic support through formal classroom instruction.

One of the most visible and inclusive missions associated with each of the leadership centers is the organization and execution of nationally or regionally recognized leadership

conferences and symposiums. Traditionally, all three institutions host an annual or biennium conference which attracts prominent military leaders, political figures, business professionals, and scholars from around the nation and the world. In recent years, empathetic to the needs and challenges of a global society, many of the conferences sponsored by military academies and colleges oriented on not only themes that reinforce values such as honor, respect, academic integrity, and service learning, but also included issues pertaining to social justice such as equal rights, human rights, and human trafficking. Furthermore, all three Centers support the implementation and execution of honor education. One concept, described by Kidder (1995) to promote formal, as well as informal, character education and training, provides a platform to reinforce a comprehensive approach to a values-based system grounded in the virtue of honor. Additionally, the intent of the initiatives and programs to be addressed provide multiple venues for cadets, midshipmen, and midshipmen to engage, reflect, and cultivate attitudes and actions in support of their personal and professional maturation.

The Implementation of Character Education and Training

The strategies employed to implement formal, as well as informal, character education within military higher education leverage those theoretical models noted above (see Figures 2.5 and 2.6). Rushworth Kidder, founder of the Institute for Global Ethics, stated that by today's standards, character education "increasingly include[s] the students' capacity to understand and uphold basic universal values, appreciate the importance of civic participation, and engage in effective higher-order thinking about complex ethical decisions" (Kidder, 1995, p. 31). Additionally, Kidder (1995) noted that these standards which advance character education are most effective when values and actions align across the campus community, leaders operate ethically and inspire ethical behavior, instructors strive to promote a healthy and positive

relationship with students, and, last, but certainly not least, students are challenged to take on “authentic” leadership roles within their respective institutions.

Indicative of character education, the analysis by Kidder (1995) demonstrated that the sum is greater than the whole, and that the most effective character education programs include multiple components that stimulate and challenge the organizational culture which is imbued in honor and functions through mutual trust. Kidder’s description of character education is representative of the military model for leadership and character development and encapsulates the over-arching intent of military academies and colleges to graduate competent and caring leaders of character. Character education programs and initiatives include, but are not limited to, formal leadership and character development activities which specifically link theory and/or regulatory requirements with practice in order to facilitate, guide, and assess cadet development. Components of such programs often include guest (distinguished) speakers; small-group dilemma discussions specific to an issue of moral or ethical significance; and training seminars concerning the issue of respect. Topics pertaining to accountability, responsibility, and trustworthiness are leveraged to reinforce an institution’s core values and promote personal development. Hypothetically, all training pertaining to character development, albeit implied or specified, is reinforced through the institute’s honor code, honor system, and core values.

Distinguished speaker programs. Much like their traditional counterparts, many of the academies and colleges specific to this study have speaker or lecture series that promotes the mission of the academy or college and reinforces the attributes of ethical leadership. For example, the United States Naval Academy’s Stockdale Center for Ethical Leadership sponsors the “Moral Courage” leadership series (USNA, n.d.-d). Through this program, midshipmen are exposed to distinguished men and women from a wide variety of professional disciplines. At

selected institutions, such speakers are reinforced through formal, as well as informal, training and education.

Moral dilemma discussions and seminars. In the 1960s, in large part through the work of Lawrence Kohlberg and Sidney Simons, the concept of organizing students into small groups to address an issue of moral or ethical consequence became quite popular (Kidder, 1995). The primary intent of such exercises was to challenge the student's moral reasoning in hopes of elevating their moral and ethical judgment and decision-making in accordance with Kohlberg's stages of development (pre-conventional, conventional, and post-conventional). In some instances, early in the process, instructors and professors were asked to serve as "neutral facilitators, rigorously excluding his or her own values from the classroom and respecting all values the students formulated" (Kidder, 1995, p. 30).

Over the decades, the process associated with the implementation of small-group engagements continued to be refined, and the role of the facilitator became more influential in the developmental process. Within military higher education, small-group discussions and seminars are, consequently, considered an effective strategy to challenge and elevate the moral and ethical reasoning and decision-making of cadets and midshipmen. For example, theoretical models such as Kohlberg's stages of development and Rest's four component model for moral behavior which includes moral sensitivity, moral motivation, moral judgment, and moral character, are utilized to advance cadet development at selected academies and colleges specific to this study. To reinforce learning from multiple perspectives, formal academic programs, frequently utilized in concert with character development initiatives, are briefly noted in the following section.

Formal Academic Initiatives to Advance Leadership and Character Development

Selected academies and colleges incorporate formal leadership and character development programs into their curricula. The breadth and depth of these academic initiatives vary significantly among institutions but are intended to challenge and advance intellectual, moral/ethical, and social responsibilities in order to produce a civil and selfless graduate. Social and behavioral science, as well as organizational leadership and management, often serve as academic disciplines that reinforce and validate leadership and character development initiatives within military higher education. The academic initiatives and programs are provided in the unilateral overview of the academies specific to this research.

Summary

A synopsis of military higher education within the United States, as well as a review of traditional leadership and student development concepts and theories, provides a foundation and appreciation for the mission and intent of the military model of higher education. To sustain and advance such a model, the virtue of honor is continually reinforced throughout the cadet experience and is revered as the core value within military higher education that guides, directs, and dictates the actions of the individual and the organization. The components of social power, both positional and personal, in concert with the elements of transactional and transformational leadership, provides a foundation to explore contemporary leadership and character development systems and programs.

Specifics of this model are further explored and identified, and theoretical concepts to promote leadership and character development are realized through the practical application of existing initiatives and programs as outlined in the following sections, beginning with the United States Military Academy (USMA). A review of USMA's foundational approach to cadet

development provides a general synopsis and a point of reference to examine leadership and character development programs and initiatives prevalent within military higher education. The review of the USMA will be followed by those of the United States Naval Academy and the United States Air Force Academy. Information gleaned from each of the academies is compiled, summarized, and serves as the culminating effort for the review of literature.

West Point in the 21st Century

A premier institution of higher learning, the United States Military Academy at West Point, commonly referred to as West Point, was recognized by Forbes (2010) as the best undergraduate college or university in the nation and ranks fourth among all colleges and universities for Rhodes Scholars (Dufresne & Offstein, 2012). West Point's emphasis on "duty and integrity" (Dufresne & Offstein, 2012, p. 572) continues to be as equally important as its elite academic programs as highlighted by the mission statement: "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" (USMA, 2015b, p. 3).

For more than two decades, the comprehensive system utilized to manage the education, training, and development for a career in the profession of arms at West Point was the Cadet Leader Development System (CLDS). The CLDS represented a "transformational change in the culture of education at the Military Academy" (USMA, 2009, p. 9). The CLDS not only communicated West Point's extremely complex mission, which is to graduate leaders of character, but also served as the framework to synchronize and unify the efforts of staff, faculty, and administration in the completion of the mission (USMA, 2009).

In support of the Cadet Leader Development System (CLDS), the document, *Building Capacity to Lead*, served as the strategic literature specific to cadet development at the United States Military Academy. In concert with changes and modifications to the Academy's leader development system, the document is awaiting revision. However, foundational considerations contained in the document specific to cadet development are provided below.

In 2014, the leadership at the United States Military Academy (USMA) finalized revisions to the Institution's leader development program, and the Cadet Leader Development System (CLDS) transformed into the West Point Leader Development System (WPLDS). The transition to the WPLDS signifies a more deliberate and inclusive approach to cadet (leader and character) development (USMA, 2015b, n.d.-a, c). In concert with the WPLDS, the Academy revised and produced a detailed Character Development Strategy (CDS) (USMA, 2014). The document, *Live Honorably and Build Trust*, outlines the Academy's current approach to character development and is synchronized and supports the Institution's leader development outcomes as outlined in the *West Point Leader Development System Handbook*. Information concerning the WPLDS follows a review of the foundational aspects of cadet development at the USMA, and is further addressed in Chapter IV.

Framing Leader Development

The intent of the 47-month Academy experience is to challenge each cadet to develop a personal and professional identity of 'officership' and citizenship and to broaden their worldly views (socially, culturally, politically, intellectually, and professionally). This developmental process is intended to produce graduates who not only identify themselves as warriors and members of the profession of arms, but also as leaders of character and servants to the nation (USMA, 2011, n.d.-c).

The Military Academy's curriculum is grounded in a developmental framework that draws heavily on the theories of human development, leadership, and organizational behavior (USMA, 2009). From a theoretical perspective, West Point's approach to leader development, albeit intentional or unintentional, reflects the views of leading researchers in the disciplines of leadership and human development such as Chickering and Reissner (1993), Burns (1978), Pascarella and Terenzini (2005), Golman (2005), Kegan (1982, 1994), Rest and Narvaez (1994), Bass (2008), Rost (1994) as well as others. West Point defines human development as "the expansion of a person's capacity to know oneself and view the world through multiple lenses. Development involves the expansion of one's capabilities, the accumulation of professional experience and knowledge, and the competence that develops through intensive practice" (USMA, 2009, p. 15).

West Point's Leader Development Model: Identity, Character, and Perspective

The development and maturation of cadet "identity, character, and perspective form the core of West Point's leader development model because they influence perceptions, intentions, and most importantly, moral and ethical actions that are aligned with their [the cadets] sense of self" (USMA, 2009, p. 4). At West Point, self-identity is a key aspect of character that cadets develop over a span of time and through a multitude of both formal and informal experiences. The other component of character, in accordance with the West Point model, is "the integration of core values and beliefs into one's identity" (USMA, 2009, p. 4).

Cadets who demonstrate a strong sense of responsibility to their core values also demonstrate a consistent pattern in their moral and ethical behavior (USMA). Thus, from a West Point perspective, "character is viewed as the degree of integration of core values and beliefs into one's identity such that individual behavior is consistent with core values and beliefs" (United

States Military Academy, 2009, p. 4). In other words, character is what we are” (Lee, 1997, p. 14). The attributes of self-awareness, sense of agency, self-regulation, self-motivation, and social awareness support the growth, sustainment, and manifestation of each cadet’s “identity, character, and world view” (USMA, 2009). The character strengths noted below compliment traditional student development modes as noted in Figure 2. 5.

Self-awareness. Cadets are expected to exercise self-awareness to gain a better understanding of who they are and a more comprehensive perspective on life. Self-awareness also prompts cadets to examine, reflect, and, in some instances, challenge their core values.

Sense of agency. Through a sense of agency (ownership, commitment, and engagement), each cadet is expected to take ownership of his/her identity, and cadets are expected to engage in opportunities that challenge their capabilities and move them outside their comfort zone, as well as leverage such opportunities for self-reflection.

Self-regulation. This component challenges cadets to control their individual thoughts and emotions, and sets them on a course of self-authorship through self-control.

Self-motivation. The next component of the model, self-motivation, provides opportunities for cadets to learn and grow. Cadets demonstrate optimism and a positive attitude and leverage their values and beliefs to accomplish the task or mission, regardless of the challenges presented.

Social awareness. Finally, social awareness provides cadets with the interpersonal skills required to successfully interact and positively influence others. Respect, empathy, and compassion serve as critical components in the development of junior leaders, regardless of their chosen profession (United States Military Academy, 2010).

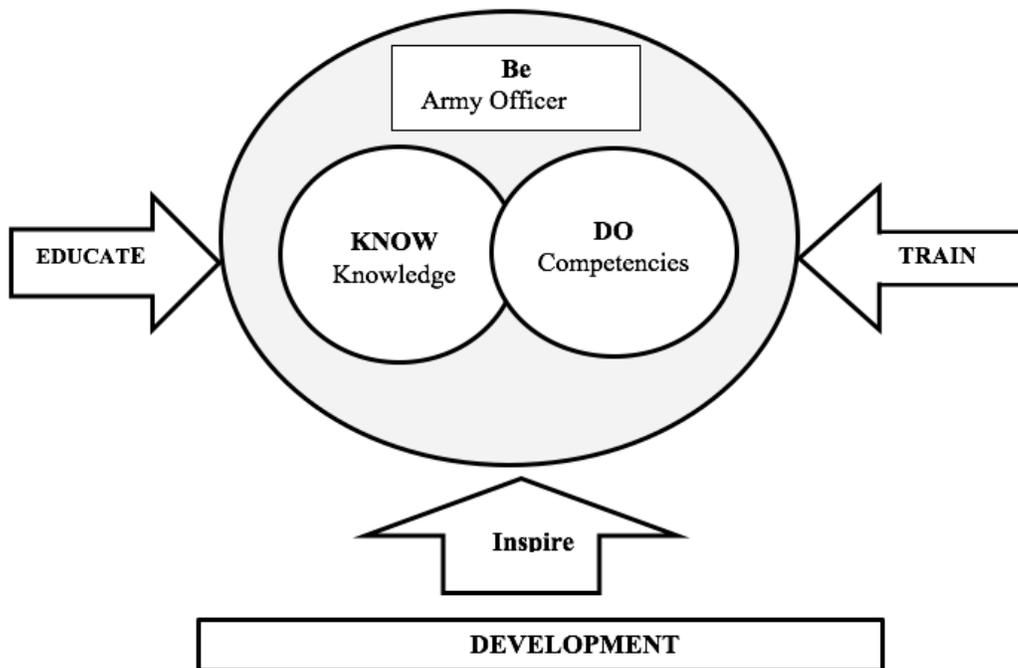
The leadership of the Army believes that there are certain things that a cadet “must be, must know, and must do” (USMA, 2009, p. 15) before they can become competent leaders. While knowledge and technical skill are critical for the cultivation of competencies required of junior officers, the theory of leader development incorporates the “be” component into the framework. This “be” component places the emphasis on leader identity. For example, West Point expects each graduate to be a warrior, a leader of character, a servant to the nation, and a member of the profession of arms. The constant challenge to develop leader identity with an emphasis on core values and beliefs is the essence of a West Point education (USMA, 2009).

At West Point, as well as other military institutions, self-identity is a key aspect of character that cadets develop over time and through formal and informal experiences (USMA, 2009). Cadets who demonstrate a strong sense of responsibility to their core values also demonstrate a consistent pattern in their moral and ethical behavior (USMA, 2009).

Assumptions for Cadet Development

The following assumptions for cadet development, while not all inclusive, support human development and leadership theories previously introduced. These assumptions are commensurate or closely affiliated with all academies and colleges particular to this study and reinforce the theoretical models reiterated throughout this research. The first assumption is that West Point establishes a foundation for leader development in lieu of a finished product and that graduates will depart with varying levels of competence and capabilities. Second, “leaders are both born and made” (USMA, 2009, p. 16). Third, intellect, personality, social experiences and previous leadership experiences significantly influence a cadet’s character and leadership development. The fourth assumption is “development occurs in stages...and that each class of cadets is likely to include members in many different stages” (USMA, 2009, p. 16). Fifth, a

multitude of learning experiences are necessary, “but not sufficient for developmental learning to occur [and] differences in capability, level of challenge, readiness to learn, and prior related experience will influence each cadet’s learning” (USMA, 2009, p. 16). The sixth assumption is that environmental factors such as culture, subcultures, and rules and regulations significantly influence leader development and that “leaders meet the demands of the social environment” (USMA, 2009, p. 6). The next assumption is that a combination of “education, training and development, [through the military model] are all essential to produce leaders of character” (see Figure 2.7) (USMA, 2009, p. 16). The final assumption is that leader development requires meaningful and committed interaction (USMA, 2009) and that every interaction is a developmental opportunity (USMA, 2015b).



*Figure 2.7. Developing leaders of character: Be, know, and do. The diagram depicted above demonstrates West Point’s collective approach to develop competent, confident leaders. Through inspiration, education, and training, cadets are presented with opportunities and challenges to strengthen their identity development. Reprinted from the United States Military Academy’s *Building Capacity to Lead: The West Point System for Leader Development*.*

Components of Cadet Development

The West Point model for cadet development consists of five key components and include the following: personal readiness, developmental experiences, reflection, new capacities and knowledge, and time (Velsler, McCauley, & Ruderman, 2010; USMA, 2009). A brief overview of the five components is provided below.

Personal readiness. Readiness is identified as a key component of development which is designed to ensure that cadets who enter West Point do not move from one experience to another absent understanding or appreciation of the intended outcome. While the expectation or assumption is that all cadets who enter into West Point arrive highly motivated and prepared to learn, it is understood that unintended distractions and even a lack of motivation strains the developmental process (USMA, 2009)

Developmental experiences. The West Point perspective concerning cadet development is comprehensive and fluid. Through each developmental experience or sequence, cadets are continually assessed, challenged, and supported to advance toward self-authorship (USMA, 2009; 2014). Examples of many of the developmental challenges cadets will face are outlined below (USMA, 2009):

The West Point perspective concerning cadet development is accelerated when cadets are challenged by significant, meaningful, experiences that encourage them to understand themselves and others in a new way. Developmental experiences are crucibles; both planned and unplanned activities or events that challenge cadets to question their current perspectives. Experiences marked by novelty, difficulty, and conflict are the types of life event that set the occasions for growth. West Point intentionally embeds such developmental experiences in the curriculum to serve as a catalyst for change. For some cadets it is plebe [freshman] boxing or the chemistry lab; for others it is calculus or patrolling at Camp Buckner [military training]. For others, motivating a cadet company to prepare for an inspection or simply following regulations provide enough challenge to generate self-examination. The USMA curriculum weaves these opportunities together so that over time, cadets understand their development holistically rather than a series of discrete events. (p. 20)

To further challenge and advance a cadet's progress the hypothetical experiences noted above serve as examples of "developmental friction," which is defined as "experiences that generate tension, imbalance, and an optimal level of stress" (USMA, 2009, p. 20). Such experiences force cadets to make decisions that challenge not only their competence, but more frequently, test their character, and, in so doing, challenge their views concerning purpose, vision, and truth in accordance with West Point's leader development system.

Reflection. Reflection serves as a key component for cadet development. As a matter of process, cadets often do not allocate the time to reflect upon the activities and experiences which may influence decisions having both personal and professional consequences. Faculty and staff at West Point, therefore, facilitate both formal and informal engagements with cadets to reflect and assess goals and objectives.

New capacities and knowledge. Through education, training, and life's worldly experiences, cadets demonstrate the discipline to reflect and subsequently cultivate new and challenging perspectives intended to prepare them for gradual progression from one stage of development to the next. In so doing, the cadets advance their professional posture.

Time. It is evident from both a theoretical, as well as a practical, perspective that cadet identity development is a demanding process which requires an inordinate amount of time. The 47-month experience is all encompassing and "provides as comprehensive a developmental immersion as any in the world. Few other institutions enjoy both the mandate and the opportunity to fundamentally change so much human potential in such a comprehensive way" (USMA, 2009, p. 21). The commitment and support from upperclassmen, seasoned military officers, and non-commissioned officers (senior enlisted personnel), faculty, staff, and, as

applicable, athletic coaches play essential roles in cadet development (USMA, 2009; Secretary of Defense, 2005).

West Point's Learning Model

Imbued in the Thayer model for learning and leader development, the current curriculum at West Point, as well as the other institutions identified in this research, synchronizes leader development under four distinct, but integrated programs: academic, physical, military, and character.

Academic programs. The synchronization and unity of effort among faculty and staff responsible for West Point's academic programs exhibit a collaborative "process oriented and systems driven" (Dufresne & Offstein, 2012, p. 575) approach to educating and challenging cadets. Studies in leadership, ethics, constitutional law, American politics, and international relations help cadets think critically and understand the military as a profession, the role of the officer in democracy, and the moral and ethical responsibilities of officer leaders. The core curriculum, when combined with physical education, military science, and the current character development strategy, constitutes the Military Academy's "professional major" (USMA, n.d.-b.).

Military programs. The military organization provides the necessary framework to fully implement the leader development system. The unique organizational structure specific to military higher education, as well as the human and physical resources available to support the Academy's mission, provides West Point's Brigade Tactical Department (military training component) with numerous opportunities to advance cadet development. Throughout the 47-month experience, military tactics, orders, and basic combat skills are continually reinforced and refined. Cadets assume the role of both follower and leader, beginning with cadet basic training and terminating at graduation (USMA, 2009).

Physical program. Cadets must demonstrate the self-discipline to maintain specific height and weight standards and pass a physical readiness test consisting of pushups, sit-ups, and a two-mile run. Along with the rigors of military training and physical readiness, all cadets participate in a club or varsity sport each semester. Physical courage is demonstrated through mandatory participation in boxing, combatives, and other contact sports. Although the attribute of physical fitness is not a priority for this research, the leadership and character development garnered through the challenges associated with such activities cannot be discounted (USMA, 2009).

Character program. With the recent implementation of the revised Character Development Strategy (CDS), character is more formally and aggressively incorporated into all departments and organizations throughout the West Point community. The CDS, The Simon Center for the Professional Military Ethic, and selected programs and initiatives are addressed following an overview of the West Point Leader Development system.

The West Point Leader Development System

With an overview of the foundational components essential to cadet development, the focus now shifts to the conceptualization and implementation of programs and initiatives in support of the West Point Leader Development System (WPLDS). To begin “the West Point Leader Development System [WPLDS] is meant to be a living, adaptive system responsive to the changing operational environment, advances in education and training, new leader guidance, and many other influences that give reason and focus in making improvements. The enduring purpose of the WPLDS is to develop leaders of character” (USMA, 2015b, p. 6). In order to satisfy the Academy’s mission, cadets are expected to complete a host of requirements associated with the following developmental [learning] outcomes prior to graduation: live

honorably and build trust; demonstrate intellectual, military, and physical competence; develop, lead, and inspire; think critically and creatively; make sound and timely decisions; communicate and interact effectively; seek balance, be resilient, and demonstrate a strong and winning spirit; and, pursue excellence and continue to grow (USMA, 2015b, p. 3). A brief overview of each of the West Point leader development outcomes is provided below, as outlined in the WPLDS's Handbook.

Live honorably and build trust. “Living honorably is the daily commitment to internalize and uphold the values inherent in West Point’s motto ‘Duty, Honor, Country’ and the Army Ethic; to strive for excellence, and to develop character, competence, and commitment in us and others; [and] to serve the Nation as members of the Army Profession now and in the future” (p. 6). An inseparable component of honorable living is the value of trust. No attribute associated with the value of honor is more significant, more absolute, than that of trust (USMA; 2014). Living with honor and trust provides the foundation for the realization of the remaining outcomes.

Demonstrate intellectual, military, and physical competence. Cadets are expected to achieve specific intellectual, physical, and military standards, and to integrate knowledge and skills from a variety of disciplines in order to adequately respond to opportunities and challenges in a changing world. Graduates are viewed as warrior leaders with the ability and commitment to accept and succeed in the face of mental and physical hardship (USMA, 2015b).

Develop, lead, and inspire. Graduates demonstrate leadership and facilitate the conditions for others to grow and develop. They are expected to perform as servant leaders, and to create an environment that is conducive to the formation of successful teams and organizations (USMA, 2015b).

Think critically and creatively. Graduates analyze issues, actions, and events; define parameters; and, as applicable, accept prudent risk-taking. Likewise, they possess the ability to reason through both qualitative and quantitative measures. The ability to think critically and creatively is cultivated through a broad, but concentrated, liberal arts education (USMA, 2015b).

Make sound and timely decisions. Graduates understand that sound and timely decision-making is predicated on skills and abilities necessary to organize and optimize pre-decision efforts. Facts and assumptions drive the decision-making process. Graduates strive to exercise self-control in the most trying and difficult of situations. All decisions are both ethical and appropriate (USMA, 2015b).

Communicate and interact effectively. Graduates communicate with confidence and competence in a myriad of conditions. They exercise mutual respect and maintain proper bearing, regardless of the circumstance. Active listening, as well as interpersonal, and negotiating skills are essential tools of the military professional. Graduates demonstrate awareness and understanding, and they respect customs and courtesies as dictated by the situation. They possess the ability to effectively and confidentially interact with subordinates (USMA, 2015b).

Seek balance, be resilient, and demonstrate a strong and winning spirit. Graduates strive to seek balance in all aspects of their life; they constantly work to address the demands associated with their professional responsibilities, as well as their physical and emotional well-being. Graduates must be resilient to advance themselves personally and professionally and they must understand and accept personal limitations. Graduates demonstrate a winning spirit. “This spirit embodies their personal identity, core values, and world views, and enables their self-

awareness, self-motivation, self-discipline, and social awareness (see Figure 2.8). [Lastly], “winning is accomplishing the mission through excellence and honor” (USMA 2015b, p. 13).

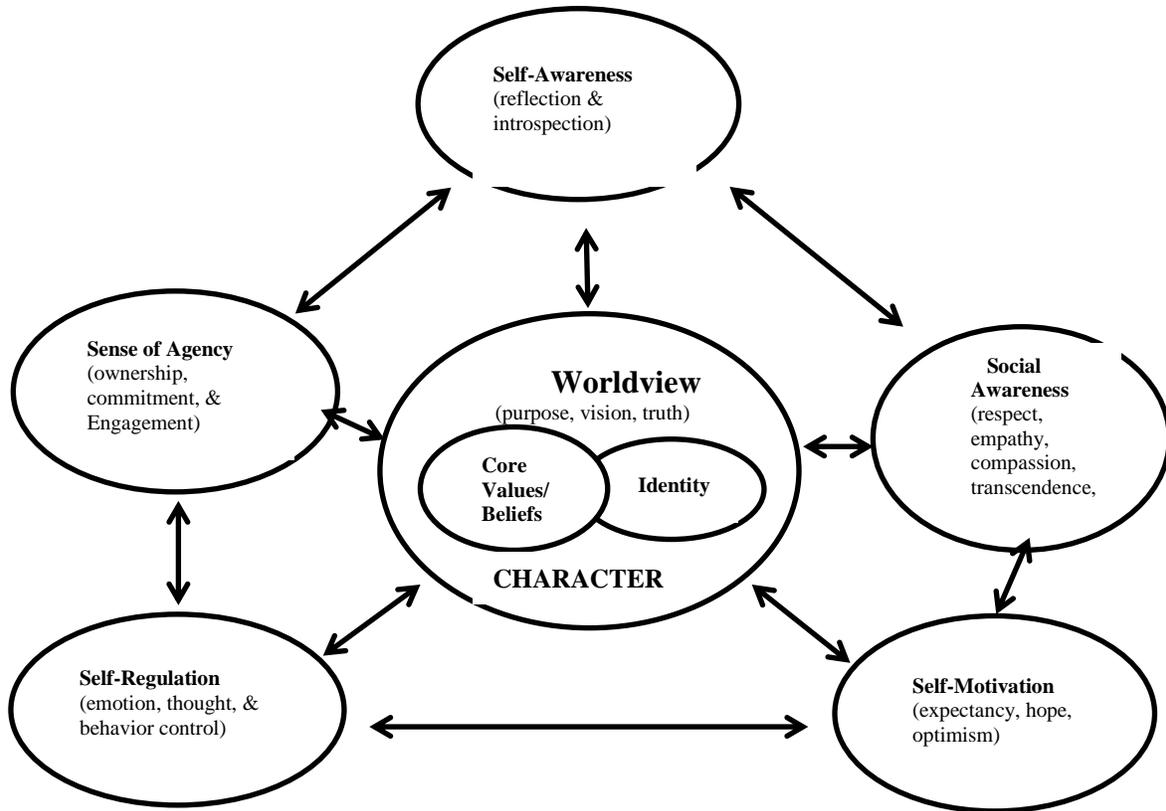


Figure 2.8. West Point’s character development model. Adapted from Patrick Sweeney, Sean Hannah, and Don Snider (2008) Domain of the Human in Don Snider (PM) and Lloyd Matthews (Ed.), *Forging the Warrior Character* (pp. 25-50) Copyright 2008 by McGraw as cited in *Building Capacity to Lead: The West Point System for Leader Development* (2010).

Pursue excellence and continue to grow. “Graduates...strive for a reputation of excellence....Graduates develop and embody a mindset that rejects mediocrity, pursues excellence in every aspect of life to extend the standard, and inspire others to do the same” (USMA, 2015b, p. 13). This conceptual information that surrounds cadet development at the United States Military Academy provides the foundation for an over-arching review of specific organizations, initiatives, and academic programs at each of the service academies particular to this study.

Academy Specific Programs and Initiatives that Advance Leadership and Character Development

The composition and organization of the Academies' leadership centers, as well as initiatives to advance character and leadership education, is presented beginning with the United States Military Academy and followed by the United States Naval Academy and the United States Air Force Academy. The information provided is broad and general in scope and shaped the strategy for the conduct of the on-site research, as well as provide background information to facilitate context and clarity for the remainder of the study.

United States Military Academy

The review of selected resources and programs that advances leader development at the United States Military Academy begins with an overview of the mission, organization, and initiatives specific to the William E. Simon Center for the Professional Military Ethic.

The Simon Center for the Professional Military Ethic

The Simon Center is the leadership center at the United States Military Academy. The mission of the Center is to lead and coordinate the planning, synchronization, execution, and assessment of the character program so that each graduate is a commissioned leader of character (USMA, 2014; USMA, n.d,-a). Six core functions guide the operations and execution of the Center, and the functions are deliberately integrated into the military, academic, physical, and character aspects of the program. The six core functions include the following: assist in the synchronization and assessment of the character development strategy; design and administer the cadet character development program; design and administer MX 400: Officership (the superintendent's capstone leadership course for senior cadets). Continuing, the core functions also include: integrate and facilitate the functions of the United States Corps of Cadets' Sexual Assault and Response Coordinator and integrate and facilitate the Commandant of Cadets' Equal

Opportunity Advisor. The final core function is to educate, train, and inspire the following cadet committees to promote honorable living and to build trust: the Honor Committee, the Respect Committee, and the Cadets Against Sexual Harassment and Assault (CASHA) Committee.

On average, 15 – 20 military and civilian professionals execute the Center’s mission. One can infer that with the limited number of personnel to address the training and education specific to the Center, that collaboration and unity of effort from all entities across the Academy is vital to ensure that the mission is completed to a high standard. The composition of personnel specific to the Center is provided in Table 2.3

Table 2.3

Organizational Composition of the Simon Center for the Professional Military Ethic

Position	Rank	Military or Civilian
Director	Colonel	Active Duty
Visiting Scholar and Chair Prof. Military Ethic	General	Retired General (Four-Star)
Chair for the Study of Officership	Colonel	Retired (Ph.D.)
Deputy Director and MX400 Course Director	Lieutenant Colonel	Active Duty Officer
MX400 Assistant Course Director	Lieutenant Colonel	Active Duty Officer (Ph.D.)
Chair for Character Development	Lieutenant Colonel	Retired
Special Assistant to the Commandant for Honor	Major or Captain	Active Duty
Special Assistant to the Commandant for Respect	Major or Captain	Active Duty (female)
Education Officer	Major or Captain	Active Duty
Cadet Character DP		
Conference Coordinator		
Executive Officer	Major	Active Duty
Honor Assistant	Civilian	
Sexual Assault Response Coordinator	Captain or Major	Active Duty

Note. Table created from information extracted from the United States Military Academy’s website specific to the Simon Center for the Professional Military Ethic.

West Point's Cadet Development Strategy

As noted, West Point's development strategy is formulated, in-part, from the background information extracted from the Academy's foundational document: *Building Capacity to Lead*, as well as the current concepts and modifications that advance the Academy's efforts to develop leaders of character. At the individual (cadet) level, the process is operationalized and categorized utilizing what West Point's leadership team identifies as the five facets of character: moral, performance, civic, leadership, and social. These facets are broad in scope and intended to cover a multitude of developmental engagements. At the group or organizational level, the Cadet Development Strategy is intended to do the following: create a positive command (organizational) climate; facilitate a winning culture; enforce high standards; and maintain proper loyalties. Maintaining proper loyalties implies "harnessing the strengths of cohesion and accountability in small organizations while maintaining values consistent with West Points core values of Duty, Honor, and Country" (USMA, 2014, p.10).

At the Academy level, where operational and strategic objectives merge, the following goals are identified and realized: consistency in policies and messages; commitment by staff, faculty and coaches to serve as moral exemplars; allocation of time for mentorship and proper reflection; a thorough assessment process; and talent management. Talent management refers to "the accession [the process of application and admittance to the Academy], development, evaluation, and attrition to ensure the best candidates are selected, all cadets are properly evaluated, and the cadets who do not demonstrate proper character are either placed into a developmental program or separated" USMA, 2014, p. 10). The Cadet Development Strategy guides how the West Point community integrates and synchronizes programs, experiences, and people that impact the five facets of character development (USMA, 2015b).

Character Program Goals

In support of the Center's core functions, the following activities and programs are implemented to guide the planning, synchronization, execution, and assessment of the Academy's Character Development Strategy. The four programs include the Cadet Character Development Program, the Cadet Honor Code and System, the Cadet Respect Program, and the Cadets Against Sexual Harassment and Assault. An overview of these programs is highlighted and incorporated into a review of the Cadet Character Development Program (USMA, n.d.-a).

The Cadet Character Development Program

The Cadet Character Development Program (CCDP) is the foundation of the character education efforts at the United States Military Academy. The breadth and depth of the program is enormous, and the faculty and staff at West Point consider every interaction with cadets as a developmental opportunity. The CCPD provides the "conceptual and inspirational content to support the individual and collective development of Cadets into commissioned leaders of character" (USMA, n.d.a., p. 16). The program is a collaborative effort between the Brigade Tactical Department (military professionals serving as developmental specialist who discipline, counsel, and mentor a designated number of cadets) and the Simon Center for the Professional Military Ethic.

The Academy's Brigade Tactical Department utilizes a comprehensive cadet leader handbook consisting of more than 250 pages to guide cadet development. The document specifically addresses duties and responsibilities commensurate with the progression of cadet development during the 47-month West Point experience. A comprehensive review of such a document well exceeds the scope of this study. The Center's core functions, however, are

executed in concert with the Brigade Tactical Department and are addressed in a chronological sequence in the following sections.

Plebe year (fourth class). During the freshman year, cadets learn about themselves, understand their inherent responsibilities as cadets at a federal service academy, and begin to realize the significance of a culture of honor. The Army Values of loyalty (to the service and the United States Constitution), duty, respect, selfless service, honor, integrity, and personal courage are continually reinforced. The necessity of the respectful treatment of others, and the fundamentals of ethical leadership provided in the fourth-class year serve as a foundation to begin the transition to peer leader (USMA, n.d.-a.).

Yearling year (third class). During the sophomore year, cadets begin to “internalize and advocate the spirit of the Cadet Honor Code, the ideals of ‘Duty, Honor, Country’, the Army values, and the need for respectful treatment of others” USMA, n.d.-a., p.16). Many sophomore cadets will have the opportunity to serve as a first line supervisor for at least one, and often two or three, of their freshman classmates, and are responsible, in-part, for the character development of those in their charge (USMA, 2015b, n.d.-a).

Cow year (second class). The Cadet Character Development Program is centered on the issues of organizational leadership as cadets lead squads, platoons, and companies ranging in size from 10 to more than 100 personnel. Much of the instruction surrounding honor, respect, the cadet honor code, and prevention and training to deter and eliminate issues such as sexual assault and harassment is delivered by cadet upperclassmen (USMA, n.d.-a).

Firstie year: MX400 officership. The capstone academic course titled MX400 Officership is required of all senior cadets. Cadets are awarded three academic credits for successful completion, and, as noted above, the administration and conduct of the course is the

sole responsibility of the staff of the Simon Center. Additionally, the course has been incorporated into the Army's Senior Reserve Officer Training Programs at more than 270 colleges and universities nation-wide (USMA, n.d.-a.). A summation of the MX 400 goals include a transformation to self-authorship to the profession of arms; an embrace of a professional outlook that imbues the qualities of a leader of character; the explanation of war as a complex human endeavor, and the practice of leader competencies focused on the human dimension. Additional goals include enhanced judgment and decision-making skills; and a commitment to professional courtesy, high ethical standards, and life-long learning (USMA, n.d.-a.).

To clarify, much of the training and character education concerning honor, respect, and the foundational concepts of honorable living are conceptualized within the Simon Center for the Professional Military Ethic. Much of the implementation of such training and education is carried out through the corps of cadets with oversight from officers and noncommissioned officers within West Point's Brigade Tactical Department.

The Cadet Honor Code and System

“The Cadet Honor System [at West Point] has a progressive set of goals that leads to the internalization of the Cadet Honor Code....Every cadet must comply with the Cadet Honor Code upon arrival to USMA [United States Military Academy] but will internalize it prior to commissioning” [USMA, n.d.-a, p. 20). Freshman cadets are expected to understand the purpose, spirit, and application of the Honor Code, and comply with its requirements. Sophomores continue to internalize the Code, and, as part of the character development program, assist in the development of their freshman counterparts. Junior cadets develop underclassmen through education and mentorship, and serve as stewards of the Honor system. Seniors are

expected to fully internalize the code before commissioning as an officer in the profession of arms.

The Cadet Respect Program

The cadet respect program directly contributes to the development of a “Cadets’ moral, civic, and social character traits” (USMA, n.d.-a, p. 27). The respect program is intended to emphasize mutual respect and dignity toward others; provide an opportunity for cadets to develop courageous communications skills; and develop a positive command (community) climate. Much like the honor program, the intent for freshman cadets involved in the Respect Program is to “understand the value of other people, and why treating others with dignity and worth is fundamental to leadership within the Army Profession” (USMA, n.d.-a, p. 27). Sophomores are responsible for freshman, and juniors are expected to internalize the principles associated with the program. Seniors, through internalization and modeling, are expected to sustain a proper command climate. An overview of the character development program is captured in Figure 2.9 and supports the transition from compliance to internalization as cadets progress toward self-authorship. Transactional and transformational leadership, civility, humility, respect, and, of course, honor is continually emphasized in the programs and activities. Within military higher education, and specifically at the federal service academies, the challenges and opportunities specific to leadership and character development are magnified through the organizational structure, as well as the individualized consideration, provided by cadet upperclassmen and military professionals and scholars. The study continues with an overview of the United States Naval Academy.

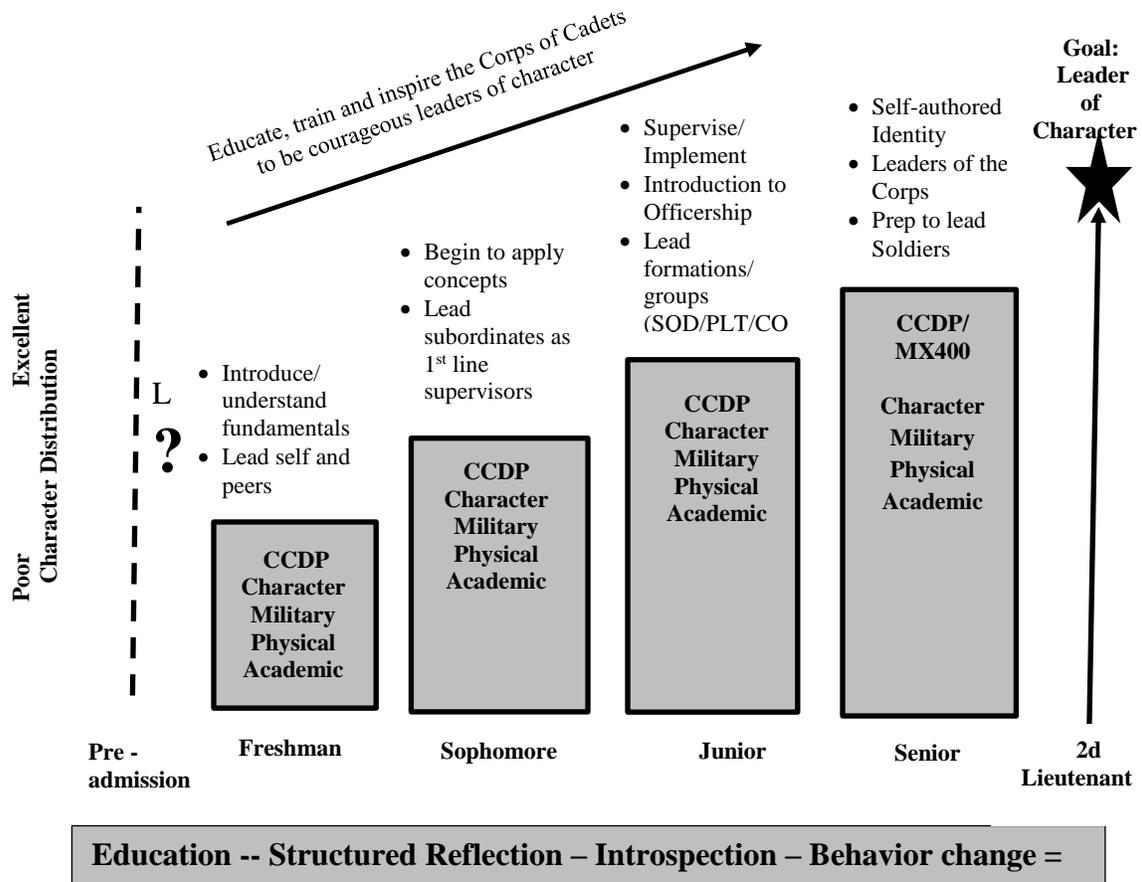


Figure 2.9. Cadet character development at the United States Military Academy. The dash line represents the variance in maturity and the moral and ethical focus and responsibility of each cadet. It is understood that the transition for some cadets from compliance to commitment, based upon the values of Duty, Honor, Country, as well as adherence to the Army values, will be significant. Adapted from the United States Military Academy’s *Gold Book - Character Program*. Produced in 2014 at the United States Military Academy, West Point, New York.

The United States Naval Academy

Founded in 1845, the United States Naval Academy’s (USNA) mission is “to develop Midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government” (USNA, n.d.–c.).

The Stockdale Center for Ethical Leadership

In 1998, the Secretary of the Navy authorized the establishment of the Center for the Study of Professional Military Ethics with the mission to “promote and enhance the ethical development of current and future military leaders. In February 2006, the Superintendent of the Naval Academy directed the expansion of the Center, and the Center was renamed the Vice Admiral James B. Stockdale Center for Ethical Leadership” (USNA, n.d.– d.) in honor of Admiral Stockdale for his incredible display of ethical leadership and moral courage during his treacherous seven-year experience as a prisoner of war in North Vietnam (USNA, n.d.–d).

The mission of the Stockdale Center is “to empower leaders to make courageous ethical decisions...” They accomplish this through research, consultation, innovation, dissemination, and facilitation. Along with the Academy, the Center promotes the Navy and Marine Corps’ values of honor, courage, and commitment. Also, the values of integrity, innovation, and excellence promote accountability, innovative reasoning, and advance research in the discipline of ethical leadership (USNA, n.d.–c). Table 2. 4 is an overview of the Stockdale Center.

Table 2.4 *Organizational Composition of the Stockdale Center for Ethical Leadership*

Position	Rank	Military or Civilian
Director	Colonel United States Marine Corps	Retired Military
Distinguished Chair of Leadership	Lieutenant General	Retired General (three-star)
Deputy Director	Commander	Active Duty Military
Distinguished Chair in Ethics	Not applicable	Civilian Ph.D
Director of Strategy and Research	Not applicable	Civilian Ph.D
2014-2015 Stockdale Senior Fellows	Four highly accomplished scholars – two in-resident and two non-resident serve as senior fellows annually.	Civilian: Professional scholars
Stockdale Fellows	A total of 14 highly qualified and distinguished scholars.	Military and Civilian

As one may note, the plethora of talent and experience imbedded within the Center from both an administrative and scholarly perspective is extraordinary. Scholars, many of them who serve as distinguished Fellows, research topics specific to military ethics and leadership. Equally significant are the contributions that these distinguished military officers and professional scholars provide to the Department of Leadership, Ethics, and Law. For example, staff members serve as adjunct instructors in support of the Academy’s core leadership courses, as outlined in Figure 2.10. Additionally, many of the Center’s staff facilitate character education training such as the annual Capstone Seminar for graduating midshipmen. Moreover, through research, as well as practical application, many of the Center’s Fellows confront contemporary and emerging issues in military ethics and leadership and develop case studies and other materials to enhance the curricula within the Department of Leadership, Ethics, and Law (USNA, n.d.– d). Additional programs within the Center that support the Brigade of Midshipmen are discussed in Chapter IV.

Freshman 4th Class Year	Sophomore 3rd Class Year	Junior 2nd Class Year	Senior First Class Year	Character Education/ Seminar
<i>Preparing to Lead: Principles in Self Leadership</i>	<i>Ethics and Moral Reasoning for the Military Leader</i>	<i>Becoming a Leader: Theory and Application of Leadership</i>	<i>Law for the Senior Officer</i>	First-Class Leadership Seminar
<ul style="list-style-type: none"> • Theories and principles of individual and group behavior • Personal strengths, values, and opportunities for growth 	<ul style="list-style-type: none"> • Course centers on contemporary writings in moral philosophy • Understands moral obligations • Employs moral reasoning to respond to professional moral and ethical dilemmas • Examines personal ideas and beliefs 	<ul style="list-style-type: none"> • Cadets refine and further develop their understanding of personal strengths, values, and growth • Course combines literature, social psychology, and organizational behavior to help students understand factors that influence leadership in a military context • Prepare for leadership positions in the brigade of midshipmen 	<ul style="list-style-type: none"> • Gain familiarity with operational law concepts and theories governing the profession of arms • Gain knowledge to execute a fair, impartial, and effective disciplinary program 	<ul style="list-style-type: none"> • Conducted throughout the academic year.

Figure 2.10. A summation of leadership and character programs at the United States Naval Academy

Leadership Education at the United States Naval Academy

Commensurate to like institutions, the leadership development program at the USNA is built upon an experiential learning model. Components of the model include conceptualization, experimentation, reinforcement, and reflection. Classroom training, summer training, and a multitude of individual learning experiences of varying depth and consequence reinforce the experiential learning model (Adamshick, 2010; USNA, n.d.-b).

Formal instruction by military officers as well as civilian scholars is constant throughout the four-year experience. “The Leadership, Ethics and Law Department (LEL) in the Division of Leadership Education and Development provides education and training in core courses in leadership, ethics, character, and law” (USNA, n.d.– b.). The curriculum is intentionally broad and diverse, and the complexity of the instruction is intended to both compliment and challenge in order to enhance the developmental growth of the individual midshipman. A synopsis of the formal leadership curriculum by year is provided below.

Freshman (fourth class): Principles of self-leadership. The first-year course for all midshipmen at the United States Naval Academy is titled Preparing to Lead: Principles of Self Leadership and Organizational Dynamics. The course challenges each midshipman to develop an understanding and appreciation of their core values, personal strengths, and opportunities for growth (USNA, n.d.– b.). “Topics include temperament theory, values, time management, reflection, self-presentation and self-concept, social influences, trust, perception, communication, conflict management, and an introduction to team and group behavior (Adamshick, 2010, p. 53; USNA. Edu/AcDean/courses). Learning outcomes include an understanding of the basics of self-leadership, intra and inter-personal communications, an appreciation of the complexity of group dynamics, and the basic entities of the leader-follower relationship. Midshipmen are

required to demonstrate a working knowledge of these outcomes through not only formal classroom instruction, but in the barracks, athletic field, and other such venues (USNA, n.d. – b). Throughout their Academy experience, all instruction provided by the Department of Leadership Education and Development is intended to challenge each midshipmen to conceptualize, experiment, reinforce, and reflect in order to challenge and advance their identity development.

Sophomore (third class): Ethics and moral reasoning for the military leader.

Through the teachings of classic and contemporary moral theory, midshipmen are challenged to resolve ethical dilemmas that they may face as junior officers (USNA, n.d. – b). The instruction is Socratic in concept, and a weekly writing requirement serves to reinforce critical thinking and decision-making (Mollahan, 2014). A professional philosopher (Ph.D) and senior military officers assigned to the Academy team-up to teach the course (Adamshick, 2010). Those military officers designated to instruct the course attend a week-long orientation in the summer months.

This course is also considered an important prerequisite in order to prepare midshipmen for critical leadership positions within the brigade of midshipmen during their second-class (junior) year. Learning outcomes include, but are not limited to, the ability to think critically and decisively concerning issues of moral or ethical consequence, to understand and accept moral and ethical obligations, and prepare midshipmen for the numerous moral and ethical challenges they will face as naval officers (USNA, n.d. – b).

Junior (second class): Becoming a leader. The Theory and Application of Leadership is a course designed to reinforce leadership and character development models presented during a midshipman's initial 24 months at the Academy. Team, group, and organizational leadership are all reinforced, and each cadet is required to create a leadership vision and professional

development plan. The course combines literature from the fields of social psychology, organizational behavior, and group dynamics.

Learning outcomes include a personal assessment and understanding of how personal strengths, values, and opportunities impact an individual's learning style. Midshipmen also must demonstrate an in-depth knowledge of leadership and group interpersonal dynamics. The assumption is that this course serves as the culminating source of preparation as second class midshipmen transition into key positions within the Brigade of Midshipmen during their first class year (USNA, n.d.– b).

Senior (first class): Law for the junior officer. Although this instruction focuses on military law, certain topics of instruction serve to stimulate initiatives for the cultivation of learning outcomes inclusive of military higher education apart from the federal service academies. For example, military law and mock trials may be modified to provide all cadets a more comprehensive and detailed understanding of the cadet honor code, honor system, and actions of the disciplinary components of the system, such as honor courts and honor hearings (USNA, n.d.-b).

Evaluation and Assessment

Although “open source” assessment data concerning leadership and character development appears limited regarding all institutions specific to this study, the Department of Leadership, Ethics, and Law has attempted to measure applied gains in the leadership education program. Assessment initiatives include critical thinking and active listening during the midshipmen's freshman year; moral judgment testing during the sophomore year; and counseling, goal setting, and performance evaluation during the junior year. Additionally, pre and post tests are used in all three courses. Although dated, a cursory review of assessment data

provided during the 2008-2009 academic year in support of the instruction within the Department of Leadership, Ethics, and Law are provided below:

The midshipmen in the NL110 [freshman class] 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 is to help them discern a clear connection between what they are learning and their applied leadership duties in the Brigade and the fleet [as naval officers]. NE 203 [sophomore course] administered the Moral Judgment Test to three sections of students (n=63) the first day of class and last week of class. More than 50% of the students went up in score and the difference between the two groups is significant. The average post-course test was 16.2 percent 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 the completion of NL310 [junior course]. The mean test score improved from 53% to 76% and indicates a high level of knowledge and acquisition in core content. (Adamshick, 2010, p. 57)

The Naval Academy's Character Program

The Character Program at the Naval Academy began in 2005, and the doctrine associated with the program continues to be developed and modified to serve the needs of the Brigade of Midshipmen in a rapidly changing and challenging global society (Adamshick, 2010). The Character Program includes, but is not limited to, compulsory training concerning the ill effects of drugs and alcohol, prevention of sexual assault and harassment, and respect and the consideration of others. Each of these programs is separate but mutually supporting and falls under the Character Advisor who is subordinate to the Commandant of Cadets.

The first-class capstone seminar. One of the most visible and highly endorsed aspects Character Program is the first class Capstone Seminar. The purpose of the seminar is to provide senior midshipmen the opportunity to discuss issues of leadership, character, and ethics in a focused small-group setting. Each seminar is limited to 36 students, and each midshipman can select one of the 32 dates in which the seminar is offered over the course of one's senior

year. The seminar discussions integrate information and learning from the academic courses in leadership and moral reasoning taught throughout the four-year Academy experience. The seminar is supported by volunteers from the Academy's faculty and staff, other supporting organizations, and retired military officers, all who serve as facilitators. The role of the facilitator is to challenge peers to express their views on difficult issues they may face as future officers as well as responsible citizens. All who volunteer to facilitate must attend a preparatory orientation to ensure that the intent of the training, as well as associated learning outcomes, are understood and satisfied. Support for the seminar is provided by the Stockdale Center for Ethical Leadership. A summation of the obligatory academic requirements pertaining to leadership and character development and education is depicted in Figure 2.10.

Summation

The collaborative efforts of the faculty, staff, and volunteers within the Department of Leadership, Ethics, and Law, as well as staff members, professors, research Fellows, and support personnel affiliated with the Stockdale Center for Ethical Leadership, provides a robust and comprehensive approach to leadership and character development. The formal academic classes are complimented by seminars and lectures that reinforce the Academy's learning model of conceptualization, experimentation, reinforcement, and reflection. Conceptual models also support traditional student development theories to achieve self-identity and self-authorship as identified by Chickering and Reissner (1993; 2010), Magolda, (2007), and Pascarella and Terenzini (2005) as well as others. Moreover, these developmental initiatives noted above also reinforce an organizational culture that is supported by a robust honor code and honor system. The review continues with the United States Air Force Academy.

The United States Air Force Academy

Founded in 1957, the United States Air Force Academy's mission 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" (USAF, n.d.-a). The framework or "umbrella program" that integrates all activities and initiatives across all mission elements and impacts on all phases of cadet development is the Officer Development System (ODS) (USAF, 2011, 2013, n.d.- a). Through this comprehensive and collaborative approach to learning, the ODS serves as the mechanism to synchronize, integrate, and execute the Academy's learning outcomes, with the sole intent to produce competent and caring leaders of character (USAF, 2013). To achieve Academy Outcomes, the Officer Development System (ODS) at the United States Air Force Academy (USAF) consists of three critical components that guide and manage cadet development: the Personal, Interpersonal, Team, and Organizational (PITO) cadet development Model; the Leadership Growth Model (LGM); and the Guiding Principles of USAFA. A synopsis of each of the components is provided in the next section.

The Personal, Interpersonal, Team, and Organizational (PITO) Model

The Personal, Interpersonal, Team and Organizational (PITO) model is the theoretical framework that guides as well as dictates the developmental process of the 47-month experience by academic year. The model is regimented and structured to support leader development in accordance with traditional human development theories and the Academy's Guiding Principles. The graphic depicted in Figure 2.11 demonstrates the stages of development by year and key supporting competencies to be satisfied at each stage of development (USAF, 2013).

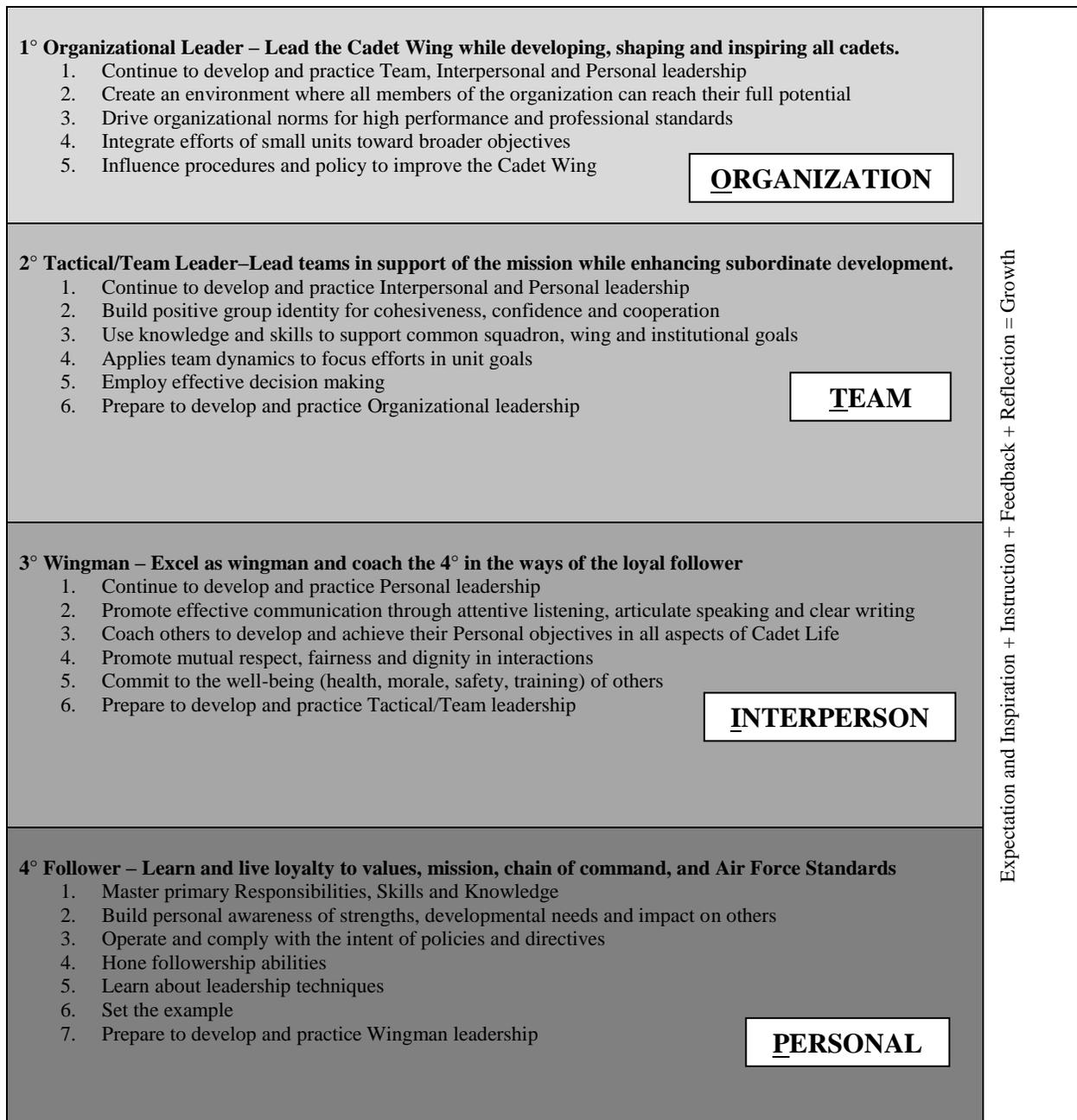


Figure 2.11. The cadet leadership growth model at the United States Air Force Academy. Adapted from Air Force Academy Pamphlet 36-3527, p. 13. (no date).

Fourth class year: Personal. During this first year, cadets learn to follow and accept responsibility. The Air Force core values of integrity first, service before self, and excellence in all we do, reinforce the need to comply with standards and directives for the good of one’s self as well as others.

Third class year: Interpersonal. During a cadet’s sophomore year, the emphasis is placed on the cultivation of interpersonal skills. Cadets are expected to mature and demonstrate a commitment to selflessly serve through leadership and mentorship of their fourth class peers.

Second class year: Tactical team leader. Responsibility moves from individual(s) to teams and the values that define the group are intended to promote unity, cohesion, and trust. Second class cadets are expected to understand team dynamics and implement the critical thinking and decision-making skills necessary to contribute as an organizational leader in the Cadet Wing (USAFA, 2013, 2011).

First class year: Organizational leader. Cadets are expected to reinforce organizational norms and serve as leaders within the Corps of Cadets. Tactical leadership and mentoring in the second-class year at the squad (small-group) and section prepares cadets to serve in significant positions of responsibility during their first class year. While the duties and responsibilities of tactical leadership remain constant, cadets in their first-class year are introduced and confronted with leadership challenges of a strategic (global) significance (USAFA, 2014).

Additionally, through the Center for Character and Leadership Development, first class cadets must also engage in seminars and lectures intended to advance their moral and ethical reasoning and decision-making (Jackson, Lindsay, & Coyne, 2010; USAFA, n.d.-a).

The Leadership Growth Model

The Leadership Growth Model (LGM) utilizes a four-stage process to advance the leader-follower relationship and is applicable throughout all phases or stages of the Academy experience. “Through such a “hierarchical leadership system” (USAFA, 2013, p. 14), which compliments and supports the PITO model, each cadet develops personally and professionally. The LGM is similar to developmental concepts and initiatives common to all academies

inclusive to this study (USMA, 2015– b.; USNA, 2016). The components to advance cadet development: expectations and inspiration, instruction, feedback, and reflection are visible and emphasized throughout the 47-month process (see Figure 2.11).

Stage 1: Expectations and inspiration. In the first stage, the leader analyzes the situation and conducts a quick assessment of the skills of both the leader and the follower. The leader then establishes “developmental expectations with the follower” (USAFA, 2013, p. 15). The leader inspires the follower through commitment and a shared understanding of purpose.

Stage 2: Instruction. In stage 2, the leader is expected to demonstrate both competence and character to satisfy personal, professional, and organizational goals and objectives.

Stage 3: Feedback. The leader continually coaches and mentors the follower throughout the process, and expectations and results are collectively managed. This process builds trust and confidence among the individuals and promotes unit/organizational readiness.

Stage 4: Reflection. During this stage, both the cadet leader and follower have the opportunity to grow and learn from one another. Any friction or resistance which occurred during the learning experience is addressed and resolved.

Stage 5: Expectations and inspiration. Provided the Leadership Growth model (LGM) is properly executed, over time, and through much repetition and reflection, an interactive and mutually supportive leader-follower relationship provides the opportunity for transformational change. This transformation is indicative of the four I’s of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as identified by Bass and Riggio (2006), Avolio (2011), and many others. The following section will discuss the guiding principles of the United States Air Force Academy.

Guiding Principles of the Officer Development System

While the outcomes represent the goals and experiences of the ODS, the guiding principles represent the rules of engagement. In other words, the principles dictate how to communicate, as well as how to assign and accept responsibility in order to achieve stated outcomes. The nine guiding principles are summarized as follows: align USAFA experiences with United States Air Force practices - cadets accept ownership for their development; leaders and followers gain from each developmental experience, including both successes and failures; establish a common core of expertise and multiple paths to similar outcomes; balance the quality and quantity of developmental experiences; create depth of expertise sequentially and progressively based on a cadet's developmental level using the PITO model; couple adequate support with every challenge, and appreciate that cadets will develop differently and at different speeds; use goal-oriented and standards-based approaches to build the skill-set expertise; and, lastly; assess the effectiveness of education, training, and experiential processes. A summary of formal academic courses which support the developmental models as outlined above is provided below.

Leadership Education at the United States Air Force Academy

The formal leadership and character development courses, programs, and initiatives are managed, in-large part, through two major components or entities within the United States Air Force Academy (USAFA): the Department of Behavioral Sciences and Leadership and the Center for Character and Leadership Development (CCLD). Similar to the United States Military Academy and the United States Naval Academy, cadets at the USAFA must complete formal academic requirements intended to advance leadership and character development during each of their four years in residence. The academic requirements focus on objectives as outlined

in the Personal, Interpersonal, Team, and Organizational (developmental) model, and are reinforced through the Leadership Growth Model (LGM). A minimum of four academic courses, three specific to leadership and one which addresses various regulatory requirements pertaining to both military and civil law are requisites for graduation and commissioning (USAFA, 2014).

Freshman (fourth class): Introduction to behavioral science. This course addresses the scientific study of behavior and mental processes across varying levels of analysis. “Critical thinking, leadership, and respect for human dignity are emphasized throughout the study of topics such as perception, cognition, learning, memory, social interactions, and the biological basis of behavior. In addition, students are exposed to subjects closely related to psychology such as sociology, cultural anthropology, and leadership” (USAFA, 2014, p. 220).

Sophomore (third class): Introduction to law. Law for Air Force Officers introduces cadets to the legal knowledge and skills they will need as Air Force officers and educated citizens. “The course examines the nature of law and its role in American society and the military; provides an overview of the American civilian and military justice legal systems; examines selected foundational constitutional rights, particularly as they apply in the armed forces; and introduces substantive areas of the law that military officers likely will encounter in their official capacities, including criminal law, administrative law, and the law of armed conflict” (USAFA, 2014, p. 290).

Junior (second class): Foundations for leadership and character development. The Foundations for Leadership and Character Development course combines leadership theory and practice to advance cadets along a path of self-authorship. Dignity and mutual respect are reinforced throughout the duration of the course. Experiential learning, case studies, and

individual projects and self-study are all intended to promote leadership and character development (USAFA, 2014; Jackson, Lindsay, & Coyne, 2010).

Senior (first class): Joint operational strategy in regional context. Conducted as a seminar, the course is designed to challenge the critical thinking and decision-making of those senior cadets on the verge of officership. Strategic assumptions, processes, and issues relevant within the military operational domain serve as points of discussion and analysis (USAFA, 2014).

Senior elective: Leading across the full range of leadership. This elective provides cadets the opportunity to discuss and examine transformational leadership utilizing the Full Range Leadership Model as a theoretical framework. “Case studies, current events, cadet-facilitated and cadet-led round-table discussion projects, and experiential exercises will allow the cadet to gain an in-depth understanding of leadership and its application across a variety of situations and contexts” (USAFA, 2014, p. 224).

The Center for Character and Leadership Development

In 1993, The Center for Character Development was established at the United States Air Force Academy. Leveraging more than 15 years of research and practice, the Center was renamed in 2009 and transformed into the Center for Character and Leadership Development (CCLD). The mission of the Center for Character and Leadership Development: “To advance the understanding, practice, and integration of character and leadership development in preparation for service to the nation in the profession of arms” (USAFA, n.d.–b). Additionally, the Center’s vision is to serve as the Air Force's premier Center for integrating the development of character and leadership; the Academy's catalyst for achieving its highest purpose. To satisfy mission requirements, the Center is organized into four separate but mutually supporting

divisions: Scholarship; Character and Leadership Education, Capstone Events, and Honor Division.

The scholarship division. Learn, adapt, and lead...the scholarship division is responsible for advancing the theoretical as well as practical integration and application of leadership and character development. The efforts of both military and civilian scholars are intended to provide Academy cadets with contemporary strategies to advance themselves as leaders of character commensurate with the core values of the United States Air Force: integrity first, service before self and excellence in all we do (USAFA, 2013). Scholars and military leaders alike utilize existing theoretical models as well as cutting-edge research to advance and transform leadership and character development theory into practice. The scholarship division is also responsible for the publication of the *Journal of Character and Leadership Integration*. This peer-reviewed journal is published twice annually. Interviews, articles, and book reviews concerning character and leadership development within the context of the profession of arms and beyond underpins the intent of the publication.

Character education and the character and leadership education division. The Leadership and Character Education division is responsible for the practical integration and application of leadership and character development at the United States Air Force Academy. The four components of the Center's developmental framework require cadets to own and pursue their individual identity, engage in purposeful experiences, practice habits and thoughts of action, and, lastly, to live honorably as a leader of character (see Figure 2.12). Arguably, the thrust of the developmental model is embedded in the third component of the framework, which is to practice the habits of thoughts and actions in order to advance the moral and ethical reasoning of the individual cadet (USAFA, n.d.– b).

Developing Leaders of Character

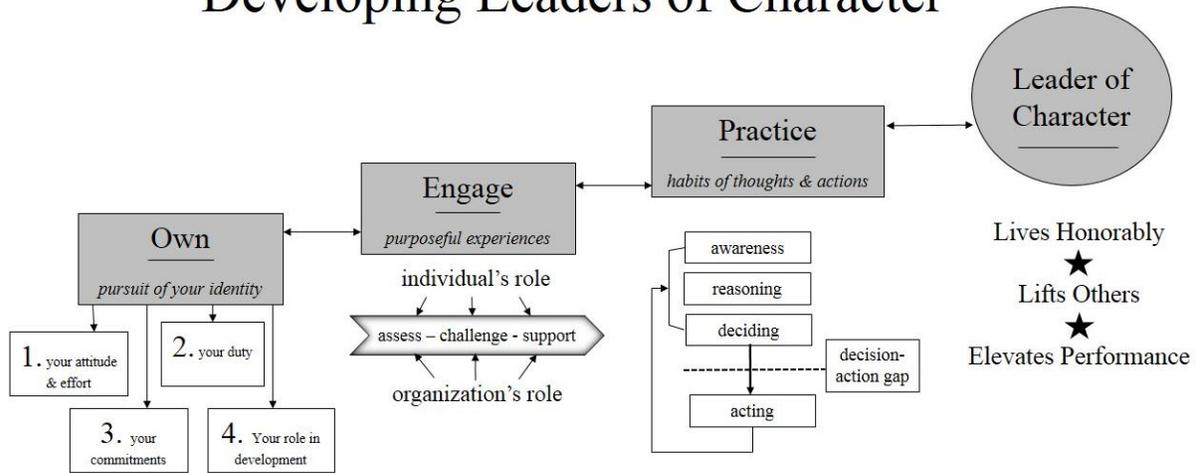


Figure 2.12. The character development process at the United States Air Force Academy. To own (accept responsibility) and continually engage and practice in order to develop competence and confidence as a leader of character. Reprinted from a video presentation provided through the United States Air Force Academy's official website, Colorado Springs, CO. No date provided.

To address such a critical component, the Center requires cadets to exercise a four-step approach to address issues of moral and/or ethical consequence through awareness, reasoning, decision-making, and action to address issues of moral or ethical consequence. Much of the education and training within the third component of the model is devoted to decision-making and action. In so doing, this component addresses the decision-action gap, which is the point of execution where optimally the cadet will make a well-informed, rational, and ethical decision in accordance with the context of the situation.

The Center for Character and Leadership Development, in conjunction with the Department of Behavioral Sciences also provides seminars and workshops which support and reinforce the formal four-year academic curriculum. The initiatives which reinforce and support the comprehensive approach to cadet development are outlined in the following paragraphs.

Fourth year: Vital effective character through observation and reflection. The Vital Effective Character Through Observation and Reflection (VECTOR) is a seven and one-half hour seminar intended to challenge fourth-class (freshmen) cadets to take ownership of their personal development, shape their core values, and develop a plan for personal development during their Academy experience and beyond. The objectives of the VECTOR seminar reinforce the first component of the Center's theoretical framework for development which is ownership of one's identity. Topics such as establishing purpose, developing a vision, assessing one's core values, and acknowledging and accepting influence in the leader-follower relationship are all critical components of the seminar. Movie clips and interaction with activity duty and retired military and civilian men and women, many who serve as facilitators, provide a foundation to engage in discussions surrounding leadership and character development (*The VECTOR Seminar*, n.d.). The VECTOR course is a graduation requirement. An alternate to the VECTOR course provides cadets the opportunity to meet with a certified mentor to develop and advance one's core values (USAFA, n.d.-c).

Third year: Respect and responsibility. The Respect and Responsibility (R&R) seminar/workshop is a high-energy, day-long program designed to prepare third-year cadets to serve as "wingmen" with the responsibility to lead and mentor fourth-class cadets. Dignity and respect are reinforced throughout the workshop, and cadets are taught techniques to address actions which undermine a healthy command (living) environment. The R&R seminar/workshop is a graduation requirement and supports the interpersonal component of the personal, interpersonal, team, and organizational (PITO) developmental model (USAFA, 2014).

Second year: Leaders in flight today. Second class cadets take part in a one-day off-site seminar: Leaders in Flight Today (LIFT). The focus is on small unit leadership and

followership, which is intended to advance the leadership skills of the second-class cadets. The day-long seminar challenges cadets to address issues of concern within the Cadet Wing (Corps of Cadets), through experiential learning, case study analysis, and facilitated interactions, all contributing to a theme focused on selfless service and servant leadership. The day concludes as participants reaffirm their commitment to selflessly serve their peers and to advance the good order and discipline and operational effectiveness of their assigned squadrons. LIFT is also a graduation requirement (USAFA, 2014).

First year: Academy character enrichment seminar. The Academy Character Enrichment Seminar (ACES) is the Academy's capstone event pertaining to leadership and character development. The day-long seminar/workshop focuses on moral and ethical dilemmas that graduates will face as Air Force Officers. Topics such as effective versus good leadership, facilitated by seasoned military and civilian mentors, provide a personal and professional significance commensurate with the experience (United States Air Force Academy, 2014). This capstone experience appears to align with senior level seminars at both the United States Military Academy and the United States Naval Academy. A summation of the various seminars/workshops which directly support the personal, interpersonal, team, and organizational (PITO) developmental model is provided in Figure 2.13.

Vital Effective Character Through Observation and Reflection	Respect & Responsibility	Leaders In Flight Today	Academy Character Enrichment Seminar
VECTOR	R&R	LIFT	ACES
Personal Leadership Ethics and the foundations of character, followership	Interpersonal Leadership Respect for human dignity, moral courage, diversity	Team Leadership Servant Leadership, Taking Care of People	Organizational Leadership Ethical Leadership
Fourth Class: Freshman	Third Class: Sophomore	Second Class: Junior	First Class: Senior

Figure 2.13. Character and leadership seminars and workshops implemented as part of the Center for Character and Leadership Development through academic year 2015-2016. In order to enhance unity of effort and developmental outcomes, selected initiatives noted within this figure are in a stage of modification or transition. Adapted from The 21st Century Endeavor, Developing Leaders of Character (a power point brief presented at the Center of Character and Leadership Development, United States Air Force Academy, 5 February, 2013).

The capstone division. The Capstone Division works closely with the Character and Leadership Education Division in support of seminars and workshops and is responsible for the annual academy character enrichment seminar (ACES) for all first-class cadets. The Division also assists with programming and special functions, leadership education, service learning, and the Center’s marquee event of the year which is the national character and leadership symposium.

Honor division. The Honor Division provides education and training as well as administrative support to advance the virtue of honor at the United States Air Force Academy. Upon entry into the Academy, cadets are immersed in a culture of honor through Core Values Education (CVE). The Academy’s core values of integrity first, service before self, and excellence in all we do serve as the foundation of the program. The program is conducted in-part

by the Academy's Cadet Honor Committee in coordination with members of the Honor Division. The CVE program is integrated into basic combat training and is continuous throughout the 47-month experience (USAFA, n.d.-b).

The Honor Division also provides administrative and case support to the Cadet Honor Committee concerning violations of the Honor Code and Honor System. The Cadet Honor Oath, which incorporates the Cadet Honor Code states: "We will not lie, steal, or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty to live honorably, so help me God" (USAFA, 2014, p. 2). Although the Honor Code is cadet owned, the mentoring and oversight provided to the Honor Committee through the Center's Honor Division provides professionalism as well as credibility of the process. Lastly, selected members of the Honor Division research the impact of how honor culture influences both individuals and organizations and best practices in the analysis and assessment of honor education and training.

Summary of Developmental Initiatives at the United States Air Force Academy

The United States Air Force Academy's commitment to prepare leaders of character to serve the nation is accomplished through the Officer Development System (ODS). The ODS serves as the conceptual framework to guide the three mission essential components of the system: The Personal, Interpersonal, Team, and Organizational (PITO) Model; The Leadership Growth Model (LGM); and the Academy's Guiding Principles. These models are implemented through the academic, physical, and military domains of the Academy and reinforced through the Center for Character and Leadership Development (USAFA, 2013).

Through both theory and practice, the Center implements a four-step theoretical framework to promote cadet leadership and character development through personal commitment (ownership) and exposure to a multitude of learning engagements, commensurate

with academic progression, and the practice necessary to recognize, reason, decide, and act morally and ethically. The process, specifically in the third step, is steeped in moral and ethical decision-making, and reflects, in-whole, or in-part, developmental initiatives implemented at both the United States Military Academy and the United States Naval Academy. Throughout this process, the intent is that cadets will depart the Academy as leaders of character who will live honorably, lift (inspire) others, and, in so doing, elevate the performance of all within their sphere of influence (USAFA, 2013).

The application to support the theoretical framework is realized through class specific(freshman-senior) seminars which directly support cadet growth and progression in accordance with the PITO model. To further reinforce commitment to character and leadership development, the Center sponsors the National Character and Leadership Symposium. Finally, the Center's commitment to promote and advance the virtue of honor through administrative support and operational over-site communicates to the entire campus community the responsibilities and privileges required to maintain and sustain a culture imbued in honor. The resources involved to aggressively research and implement concepts to advance leadership and character development across the Academy community are extremely impressive.

A Summation of Leadership and Character Development Theory and Practice Among Selected Academies

A summation of the literature, particularly as it applies to the theoretical as well as practical application of leadership and character develop, supports many of the traditional human (character) development models. Although leadership and character development are intertwined throughout the developmental process, the theoretical models of human (character) development experts and leadership scholars such as Lawrence Kohlberg, James Rest, Bernard Bass, Bruce Avolio, and James MacGregor Burns are some of the most prevalent among the

service academies. Through these developmental models, military professionals and higher education scholars continually strive to refine traditional concepts and develop evolving initiatives to challenges and prepare leaders of character to excel in a Twenty-First Century global society.

The literature specific to leadership theory and practice continually underscores the significance of character. Although developmental tasks to promote tactical or technical skills and competence are strategically implemented throughout the 47-month process, character functions as the critical component to leadership. In order to provide cadets and midshipmen ample opportunity to advance as leaders of character, academies and colleges specific to this study utilize varying developmental models. All models, however, include experiential learning through engagement, interaction, feedback, and reflection. The models are intentionally designed to challenge cadets to grow through what the United States Military Academy terms *developmental friction* (USMA, 2009, p. 20). In other words, as a cadet works through a personal dilemma, each will experience internal friction which will challenge their competence, confidence, and, frequently, their core values.

Although not specifically noted, all three institutions utilize both transactional and transformational leadership to advance the integration of leadership and character development within their particular institutions (Bass, 2006). The United States Air Force Academy (USAFA) specifically notes the use of the Full Range Leadership Model (FRLM), which is inclusive of both transactional and transformational leadership, and serves as a productive and successful concept to advance leadership and character development. Additionally, the USAFA also recognizes and addresses the issues surrounding both positional and personal power and the manner in which such power is implemented and realized.

A key component to sustain and advance ethical leadership within military higher education is the cadet honor system and honor code. In all three of the institutions specific to this study, the honor system is incorporated into the leadership and character development process through honor education and training. This is extremely important for several reasons. First, the honor council or committee is visibly recognized and supported as a valued and critical resource to advance cadet leadership and character development. Secondly, since honor courts and councils are often viewed as restrictive and controlling, positive engagements with peers provide excellent opportunities to influence and advance a culture of honor.

The information provided in Figure 2.14 provides a summation of leadership and character development programs and initiatives as well as theoretical models currently implemented at the institutions specific to this study. Moreover, the compilation of information serves to direct the specific research methodology addressed in Chapter III.

Leadership Centers	The Simon Center for the Professional Military Ethic	The Stockdale Center for Ethical Leadership	The Center for Character and Leadership Development
Annual Conference	The National Conference on Ethics in America	The McCain Conference	The National Character and Leadership Symposium
	Seminars, Lectures, and Workshops in support of Leadership and Character Development		
Fourth Class: Freshman	CCDP	Honor and Respect Initiatives	Seminar: Vital Effective Character Through Observation and Reflection (VECTOR)
Third Class: Sophomore	CCDP	Moral Courage Seminar	Seminar: Respect and Responsibility (R&R)
Second Class: Sophomore	CCDP	Honor and Respect Initiatives	Seminar: Leaders in Flight Today (LIFT)
First Class: Senior	Capstone Leadership Seminar	Capstone Leadership Seminar	Academy Character Enrichment Seminar (ACES)

Figure 2.14. Selected leadership and character development models and initiatives at selected service academies. The information displayed above is not all inclusive, and numerous initiatives to advance character development are on-going throughout the 47-month process.

CHAPTER III:
RESEARCH METHODS

This study identified practices currently implemented at selected service academies in support of a comprehensive approach to leadership and character development. The findings and recommendations associated with this research are intended to provide scholars, practitioners, and other stake holders with developmental strategies and techniques which may be considered for implementation at two-year, as well as four-year, military colleges, with an emphasis on the two-year military junior college.

Research Questions

The following questions formulated the structure and content of the study:

1. What formal academic program(s), curricula, or systems employed at selected federal service academies promote cadet (student) leadership and character development;
2. What curricular and extracurricular programs such as new cadet training, guest lectures, discussion groups, seminars, service learning, and capstone training events implemented at selected federal service academies promote leadership and character development;
3. Which leadership and character development concepts at selected military academies best support a comprehensive approach to cadet leadership and character development; and

4. How might the findings obtained from this study be beneficial to a military junior college program?

To adequately satisfy the stated intent of this research, the remainder of this chapter will address research design and justification, site selection, data collection processes and procedures, data analysis, limitations, and the role of the researcher in support of the methodological strategy.

Research Design and Methodology

The methodology for this research is qualitative in nature. Denzin and Lincoln (2005) noted that “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 3). Merriam (2009) reinforced Denzin and Lincoln’s definition by stating that “The overall purposes of qualitative research are to achieve an understanding of how people make sense out of their lives” (p. 14). Considering that leadership and character development are enveloped within the theoretical frameworks of leadership and human development, as well as organizational behavior, a qualitative strategy to address the research questions is both adequate and acceptable.

There are several characteristics that shape and form the identity of a qualitative research effort. Some of the most prominent characteristics include the following: (a) focus of the process, where the key concern is “understanding the interest... from the participant’s perspective, and not the researcher’s” (Merriam, 2009, p. 14); (b) The researcher is the primary instrument of the data collection and analysis; (c) The process is inductive and “data are gathered in order to build concepts, hypothesis, or theories rather than deductively testing hypothesis” (Merriam, p. 15); and, lastly, (d) The research is richly descriptive, and words are often used to communicate what numbers cannot (Merriam, 2009). Additionally, the design of a qualitative

study is both “*emergent and flexible*, and responsive to the changing conditions of the study in progress” (Merriam, 2009, p. 16). Therefore, to fully achieve an inductive and richly descriptive approach, the researcher is often physically immersed in the natural setting of the research, which is the intent of this research effort (Merriam; Marshall & Rossman, 2006). The qualitative method selected for this research is a case study. Merriam (2009) defined a “*case study*” as an in-depth description and analysis of a bounded system (p. 43). Yin (2009) has emphasized that a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (p. 18). Stake (2005) proposed that, in a case study, the emphasis is not on the choice of methodology but “what” exactly is to be studied. Smith (1978) stated that the “what” within a case study represents the “bounded system” in which Merriam (2009), Marshall and Rossman, (2006) and Yin (2009) all suggested serve as a “single entity” (p. 40) to bind the research effort (Merriam, 2009).

The characteristics of a case study are defined through the unit of analysis rather than the topic of the investigation (Merriam, 2009; Yin, 2009). The unit of analysis is the “*what*” which distinctly separates this particular type of qualitative research from all others. Other types of studies, however, may be combined or integrated into a case study (Merriam). Furthermore, a case study may involve multiple methods and strategies for both data analysis and data collection (Merriam; Yin 2009).

Qualitative case studies are particularistic, descriptive, and heuristic (Merriam, 2009). Case studies are particularistic in the sense that the focus is on a specific program or phenomenon. Additionally, such studies are *thick in description*, which, from an anthropological point of view, provides a “complete, literal description of the incident or entity being

investigated” (Merriam, 2009, p. 43). Finally, a *heuristic* approach to the research is intended to amplify the reader’s understanding of the phenomenon under study.

There are numerous and varying types of case studies. Three of the most predominate are intrinsic, instrumental, and collective or comparative case studies. Through an intrinsic study, the focus of the research is guided by the interest of the case itself. “The purpose of the research is not to identify some abstract phenomenon or to formulate a theoretical model, but to fulfill the “intrinsic interest” (Stake, 2005, p. 445) of the researcher. The information gleaned from an instrumental case study is intended to provide support and facilitate clarification and understanding of a particular issue. The case is secondary in nature to the general information and knowledge gained through the research effort (Stake, 2005, p. 437).

When researchers conduct a study involving more than one case, the study is often termed as a collective case study. Collective studies are also referenced as cross-case or multiple-case studies. In multiple-case studies, “the single case is of interest because it belongs to a particular collection of cases. The individual cases share a common characteristic or condition. The cases in the collection are somewhat categorically bound together” (Stake 2006, p. 5).

A multiple-site case study consisting of multiple units of analysis served as the research methodology for this study (Yin, 2009). The units of analysis served as an instrument to satisfy the questions during the conduct of the on-site research. (Yin, 2009; Merriam, 2009). Figure 3.1 depicts the methodology utilized for this research effort (Yin, 2009, p.57).

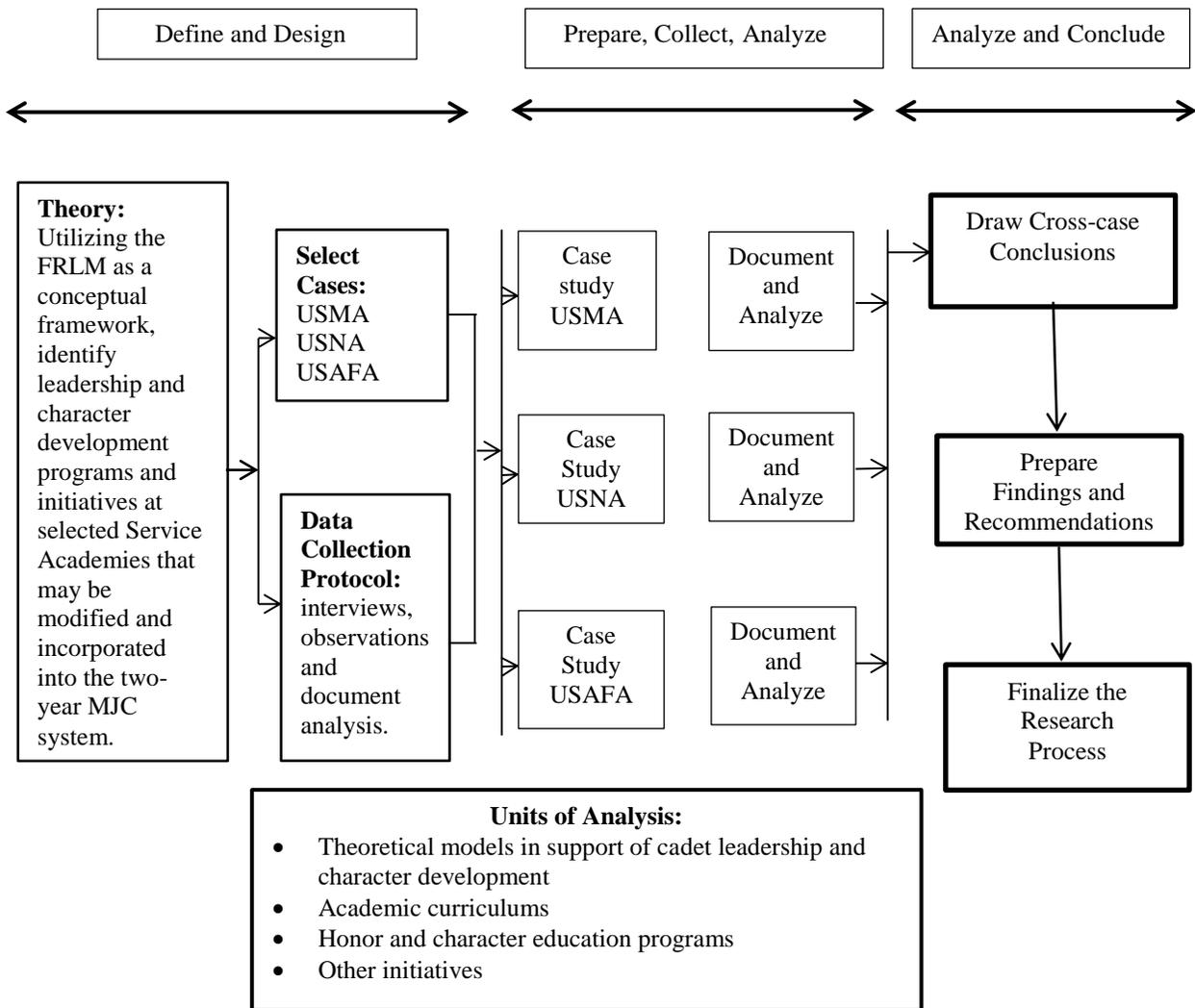


Figure 3.1. Methodology for a multiple-case study of leadership and character development programs and initiatives at selected federal service academies. The units of analysis for this study are selected through the extensive review of literature compiled in Chapter II.

The military academies selected for this study share common characteristics that provide for a succinct yet comprehensive approach to satisfy research requirements. Each institution specific to this study is identified as a case within the multicase study. Additionally, each case shares commonalities specific to the mission, organizational structure, and comprehensive approach to learning which serves to define specific units of analysis within the multicase study. As noted by Merriam (2009), the units of analysis provided the researcher with

the opportunity to identify what is different, what is similar, and draw cross-case conclusions in support of findings and recommendations to finalize the research process (Yin, 2009).

The theoretical framework which underpins this research is the Full Range Leadership Model (FRLM) (Bass & Riggio, 2006; Avolio, 2011). The FRLM's developmental framework, which advocates for transactional as well as transformational leadership, serves to analyze and advance the leadership and character development of the individual cadet within military higher education. As cadets and midshipmen advance across the range of leadership, transactional concepts, pertaining to the maturation of oneself, in theory, are replaced by transformational concepts which lead to a selfless, self-authored, leader of character (Bass & Riggio, 2006; Avolio, 2011). Specifics pertaining to the FRLM model are found in Chapter II.

Site Selection

The sites selected for this study included the United States Military Academy, the United States Naval Academy, and the United States Air Force Academy. These sites were selected based upon the following: (a) there is a comprehensive “mix of people, programs, interactions, and structures of interest” (Marshall & Rossman, 2006, p. 62) that provides a basis for this multicase study like few, if any other; (b) there is a belief that mutual trust is or can be established among the researcher and those specific to this study; (c) That all participants involved in the research process are committed to the highest ethical standards pertaining to scholarly research; and, lastly; (d) the sites are accessible (Marshall & Rossman, 2006).

Population and Sample

Specific to this multiple-case study, the various units of analysis as well as the populations specific to those units to be researched are expansive. Administrators, scholars, professors, educators, military professionals, and cadets and midshipman were all included in

this research effort. A *typical* sample was utilized to conduct this research (Merriam, 2009). A typical sample is a subset of probabilistic or purposeful sampling where the researcher desires to “discover, understand, and gain insight, and therefore, select a sample from which the most can be learned” (Merriam, 2009, p. 77).

The site selection, population, and sampling of the cases studied provide a real and comprehensive opportunity to adequately address the research question specific to this study and to identify practices currently implemented at selected federal service academies in support of a wholistic approach to leadership and character development. The breadth and depth of the training and education that is conceptualized and implemented at the institutions selected for this research is progressive, challenging, and transformative. Particular to the service academies, initiatives to advance academic, leadership, and character development are often conceived, implemented, evaluated, and, as applicable, exported to other service specific commissioning sources, such as the reserve officer training corps programs.

Moreover, the competence and experience of military leaders, scholars, practitioners, and other staff personnel are exceptional. All of the institutions selected for this research are led by three star generals or admirals. The chief executive officers at the service academies are all active military officers.

The Commandants, who are the senior student development officers at the academies are all general officers or admirals, with each having more than 20 years of leadership experience. Much like vice presidents for student development, these men and women engage in both strategic and operational initiatives to advance all facets of cadet development. Many of the faculty and staff are prolific scholars. Equally important, the faculties and staffs at each of these institutions understand that the mission essential task is to prepare cadets and midshipmen for the

opportunities and challenges that await each of them before, as well as after graduation. For many scholars at these institutions, the application of theory to prepare “leaders of character” is recognized with equal or greater significance than the traditional publications, presentations, and lectures associated with career advancement and stability within a traditional college or university.

Data Collection

Qualitative researchers generally rely on four distinct methods for gathering information: (a) participation in the setting, (b) direct observation (c) in-depth interviews, and (d) document analysis (Marshall & Rossman, 2006). While interviews are intended to focus the process, all of the methods noted were implemented in support of the study.

Interviews. The core of the research effort centered on semi-structured interviews. Semi-structured interviews provide ample opportunity for the researcher to maintain structure and focus with the interviewee. In a semi-structured interview, frequently, the “largest part of the interview is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time” (Merriam, 2009, p. 90). Due to the scope of this research effort, however, pre-determined questions served as a tool to stimulate conversation and focus the interview process (Yin, 2009; Marshall & Rossman, 2006). This more formal approach to semi-structured interviews is commonplace in the conduct of a case study (Yin, 2009).

Specific to this study, during the research process, directors for both the first-year and third-year credit producing leadership courses were interviewed. Additionally, the directors of all three of the leadership centers provided substantial insight and depth surrounding the synchronization and integration of leader development specific to their institutions. Table 3.1

provides an overview of interview participants who supported the on-site research. Equally significant, practitioners, who interface with cadets and midshipmen daily, provided in-depth analysis surrounding the challenges and opportunities associated with cadet development within a military institution of higher learning. Along with scholars and practitioners, Cadets at the United States Military Academy, as well as recent graduates (newly commissioned ensigns from the United States Naval Academy), provided tremendous insight and depth to the research. Due to the magnitude of this research, the semi-structured interviews for this study were *focused* (Yin, 2009). Focused interviews are usually conducted over a short period of time -within hours, sometimes less (Yin, 2009). Information obtained from specific respondents in the interview process prompted a limited number of *in-depth* interviews. In-depth interviews provided the researcher with the opportunity to “ask key respondents about the facts of a matter as well as their opinions about events” (Yin, 2009, p. 107). In-depth interviews were conducted over an extended period of time. Such interviews were utilized to facilitate a limited number of follow-up exchanges with representatives from all three of the institutions participating in the study (Yin, 2009).

Table 3.1 *List of Interview Participants*

Military Rank	Name	Institution	Position	Interview Date
Lieutenant Colonel	Daniel Smith Ph.D.	USMA	BS&L PL 300 Course Dir.	April 2016
Colonel	Scott Halstead	USMA	Director, Simon Center for the Professional Military Ethic	April 2016
Cadet	Justin Eckstrom	USMA	Honor Officer, Cadet Honor Development Program	April 2016
Lieutenant Colonel	David Jones	USMA	Distinguished Chair for Character Development, Simon Center for the Professional Military Ethic	April 2016
Cadet	Michael Deddo	USMA	Honor Captain for the Corps of Cadets	April 2016
Captain	Laurel Miller	USMA	Special Assistant to the Commandant for Honor	April 2016
Major	Brigade Tactical officer	USMA	Brigade Tactical Officer (student development specialist)	May 2016
Lieutenant Colonel	James Dobbs Ph.D.	USAFA	Course Director, Foundations for Leadership and Character Development (300 level course)	April 2016
Lieutenant Colonel United States Army	Richard Ramsey II	USAFA	Director of Leadership Programs	April 2016
Lieutenant Colonel	Richard Ramsey II	USAFA	Former Air Officer Commanding (student development specialist)	April 2016
Captain	Christopher Brown	USAFA	Honor Education and Remediation	April 2016
Lieutenant Colonel	Hans Larsen	USAFA	Chief, Honor Division	April 2016
Lieutenant Colonel	Hans Larsen	USAFA	Former AOC, (student development specialist)	April 2016
Colonel	Michele Johnson Ph.D.	USAFA	Director, Center for Character and Leadership Development	April 2016
Ms.	Tina Erzin	USAFA	Director, Leaders In Flight Today (LIFT) (300 level leadership seminar)	May 2016

Military Rank	Name	Institution	Position	Interview Date
Colonel (Retired)	Greg Tate Ph.D.	USAFA	Director, Academy Character Enrichment Seminar (400 Level leadership seminar)	May 2016
Chief Master Sergeant (Retired) Senior noncommissioned officer rank in the US Air Force	Bob Vasquez	USAFA	Director, Vital Effective Character Through Observation and Reflection (VECTOR) 100 level character workshop.	May 2016
Captain (Retired)	Jim Campbell	USNA	Distinguished Military Professor for Character Education, Director of the Senior Leadership Seminar	June 2016
Commander (Retired)	Kevin Mullaney Ph.D.	USNA	Permanent Professor, Chair, Department of Leadership, Ethics, and Law; Course Director, Naval Leadership 110 – Preparing to Lead.	June 2016
Commander (Retired)	Kevin Haney	USNA	Distinguished Prof. of Military Leadership. Course Director, Naval Leadership 310 - Advanced Leadership	June 2016
Commander	Brian Reinhardt	USNA	Academy Honor Officer	June 2016
Lieutenant	Paul Schneider	USNA	Company Officer (student development specialist)	June 2016
Ensign	Eli McCarty	USNA	2016 Graduate of the USNA, (2015 -2016 company officer in the Brigade of Midshipmen)	June 2016
Ensign	Jamie Franklin	USNA	2016 Graduate of the USNA, (2015-2016 company officer in the Brigade of Midshipmen)	June 2016
Colonel (Retired)	Art Athens	USNA	Director, Stockdale Center for Ethical Leadership	June 2016
Captain	Brandy Soublet	USNA	Company Officer (student development specialist)	June 2016
Captain	Rick Rubel	USNA	Distinguished Military Professor for Ethics	June 2016
	Individual requested to not be identified.	USNA		June 2016

Note. A summary of the interviews conducted in support of on-site research at the United States Military Academy (USMA), the United States Air Force Academy, and the United States Naval Academy (USNA). A limited number of follow-up interviews were conducted.

The semi-structured interviews particular to this research provided for a strategy to validate the accuracy of specific information gleaned from the review of literature (Merriam, 2009). Moreover, information collected from the interviews continued to provide the interviewer with key documents to analyze and integrate into the study. Finally, information obtained through the interview process provided information and access to informal observations which provided substance to the research effort (Merriam, 2009). The interview protocol specific to this research effort is outlined in Appendix C.

Observations. Observations provide the opportunity for the researcher to note and record events and behaviors in the setting specific to the study (Marshall & Rossman, 2006; Yin, 2009). Within the realm of qualitative research, there are two primary types of observations: direct and participant-observer (Yin, 2009). When conducting direct observation, the researcher is strictly an observer; however, with the participant-observation method, the researcher may actually participate in the events being studied.

The direct approach served as the single source of observation for the conduct of this study. Direct observations are identified as both formal and informal. Formal observations are intended to capture events and programs such as classroom instruction, leadership and character development seminars, and other formal programming. Informal observations include, but are not limited to, the physical construction and location of specific facilities, environmental considerations which may provide insight into the organizational culture and climate of the institution, and the actions and reactions of cadets and midshipmen in the conduct of their daily activities (Yin, 2009). To eliminate a multitude of administrative and operational concerns, only informal observations were conducted throughout the research process.

Document analysis. The documents procured at the various research sites proved invaluable and helped to shape both the findings and recommendations associated with the study. Course syllabi, white papers, memorandums, and information specific to developmental initiatives, reinforced and validated information obtained throughout the interview process.

Data Analysis

The data analysis process “consists of examining, categorizing, tabulating, testing, or otherwise recombining evidence, to draw empirically based conclusions” (Yin, 2009, p. 126). Yin (2009) noted that such a complex process to achieve the necessary empirical evidence, specifically as it relates to a case study, can be challenging and difficult. To address such challenges, the strategy utilized to process data in support of this study was that of *theoretical propositions*.

Scholarly propositions, reinforced through applied theoretical concepts as noted in the review of literature, served as a foundation for the exploration of information to be categorically analyzed, coded, examined, and reexamined. As individual cases and units of analysis were integrated, analyzed, and compared, empirical data were informally coded and categorized in support of the research questions (Yin, 2009; Merriam, 2009).

Specifically, information obtained was assessed in accordance with the attributes of transactional and transformational leadership, as dictated in the Full Range Leadership Model (FRLM). The categories for this research included theoretical leadership models, formal academic curricula and initiatives, character education programs and initiatives, and honor education initiatives particular to honor courts and councils.

Validity

To ensure validity and reliability throughout the research process, data was carefully collected, analyzed, and interpreted. Three of the most common strategies to validate the credibility and reliability of qualitative research were incorporated into this study and include: triangulation, respondent validation, and adequate engagement in data collection (Merriam, 2009).

The most popular and highly recognized strategy to address the internal validity of a research study is *triangulation*. Triangulation involves the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories (Merriam, 2009). For this research, multiple sources provide the opportunity to compare, contrast, and cross-check or triangulate the validity and reliability of the data. For example, triangulation of information gleaned from personal interviews, informal observations, and formal academic curricula were analyzed to ensure consistency, and, therefore, accuracy in the research process (Merriam, 2009).

A second strategy to challenge the internal validity or credibility is *member check or respondent validation*. Respondent validation proved to be substantial throughout the interview process. A total of 30 interviews, which included 27 personnel, served to solidify, as well as validate, the research process. The third strategy focused on data that sought to explain alternative ways for the data collected. “The failure to find supporting evidence for alternative ways of presenting the data or contrary explanations helps increase confidence in the original, principal explanation you generated” (Patton, 2002, p. 553).

These three methods noted have been used for decades in support of qualitative study with much success (Merriam, 2009). All three strategies were utilized throughout the research process.

Reliability

Reliability challenges how well the research may be replicated. “Reliability is problematic in social science simply because human behavior is never static” (Merriam, 2009, p. 221). Replication of a qualitative study will not yield the same results, but this does not discredit the results of any particular study; there can be numerous interpretations of the same data. The more important question for qualitative research is *whether the results are consistent with the data collected*” (Merriam, 2009, p. 221). Lincoln and Guba (1985) viewed reliability in qualitative research as “dependability” or “consistency” (Merriam, 2009, p. 221). Once again, in this process the intent is not to necessarily replicate results, but that results of the study are consistent with the data collected.

The validity and reliability of the information specific to this research hinged on the accuracy, consistency, integration and synchronization of data collection and analysis and specific methods to access and challenge the research process. The consistency of the in-depth information procured throughout the process continually reinforced the validity and reliability of this study (Merriam, 2009; Yin, 2009).

Limitations

Early in the process, administrative procedures surrounding access to the research sites proved to be more challenging than anticipated; however, once the issues surrounding access were resolved, no significant limitations were noted.

Delimitations

Due to the number of institutions involved in this multiple case study, not all attributes which influence leadership and character development within military higher education were addressed. Although background information concerning developmental attributes such as the

impact of physical training and military field training are addressed in Chapter II, those elements are not studied in great detail.

Additionally, due to the scope of the research, only three of the five federal service academies participated in the study. Upon review of the literature, the determination was made to analyze the three largest federal service academies (by student population); therefore, the United States Coast Guard Academy and the United States Merchant Marine Academy were not included in the on-site research.

Although a total of 27 personnel participated in the interview process, the sample populations at each of the institutions, by design, were small. Fortunately, all participants inclusive of the sample population proved to be well-versed and extremely cooperative in support of the research process. The interviewees demonstrated professional competence, personal commitment, and a sincere desire to provide as much information as possible. Information gleaned from the on-site research is presented in Chapter IV.

CHAPTER IV:

FINDINGS

On-site research to support this multiple case study was conducted at the United States Military Academy, the United States Air Force Academy, and the United States Naval Academy, in accordance with the research methodology and protocol depicted in Chapter III. Scholars, administrators, and military officers from selected academic departments at each institution, along with the office of the commandant (student development), and the respective centers for leadership participated in a total of 30 semi-structured interviews involving 27 participants. Through these interviews, documents relative to formal academic instruction, character education initiatives, and honor education and remediation were obtained, analyzed, and incorporated into this study. Specifically, the study addresses the following questions:

1. What formal academic program(s), curricula, or systems employed at selected federal service academies promote cadet (student) leadership and character development;
2. What curricular and extracurricular programs such as new cadet training, guest lectures, discussion groups, seminars, service learning, and capstone training events implemented at selected federal service academies promote leadership and character development;

3. Which leadership and character development concepts at selected military academies best support a comprehensive approach to cadet leadership and character development; and
4. How might the findings obtained from this study be beneficial to a military junior college program?

Executive Overview

The opportunity to conduct on-site research at all three institutions inclusive to this study proved invaluable. As is the intent with qualitative research, themes are identified, and, specific to this research, categorized and grouped to address the organizational, as well as scholarly, content specific to this study. The information is also categorized from a strategic, as well as operational, perspective by both practitioners and scholars at the participating institutions. Figure 4.1 and Figure 4.2 provide a construct or roadmap to guide the strategic and operational considerations associated with the findings. The figures also depict how the themes specific to this research are grouped and analyzed. Further amplification of the themes in support of this study are provided in the overview below.

To begin, a detailed review of the strategic challenges and opportunities surrounding the conceptualization and implementation of West Point's Leader Development Program is provided. Colonel Scot Halstead, Director of the Simon Center at West Point, as well as others, discuss the challenges and opportunities associated with West Point's Leader Development System (WPLDS). Considerations surrounding topics such as the development of learning outcomes, character facets, and inclusion of the Army's values are all incorporated into the strategic process.

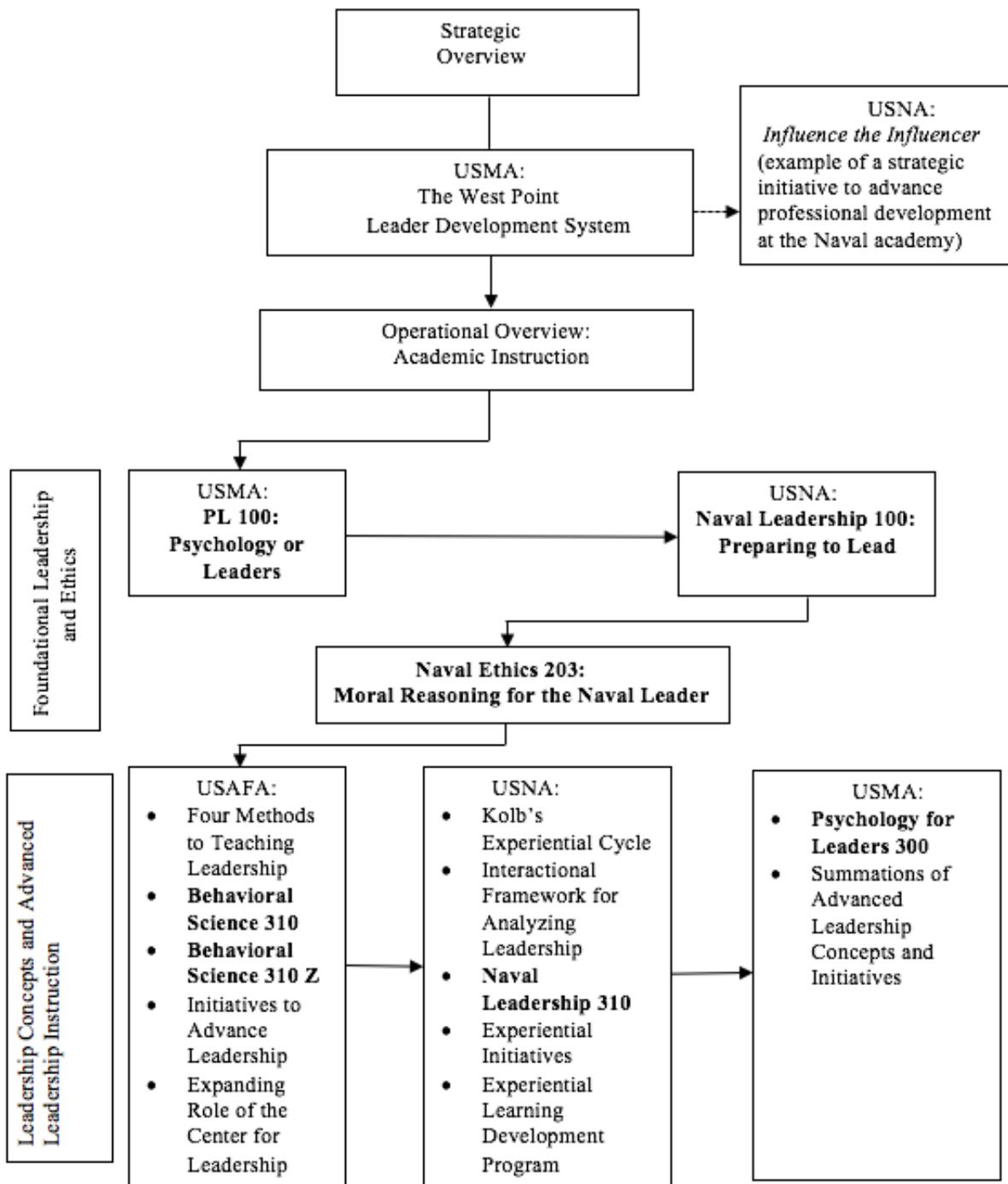


Figure 4.1. A diagram of the findings to be presented in support of on-site research conducted at the United States Military Academy (USMA), United States Naval Academy (USNA), and the United States Air Force Academy (USAFA). (Credit producing courses are in bold print).

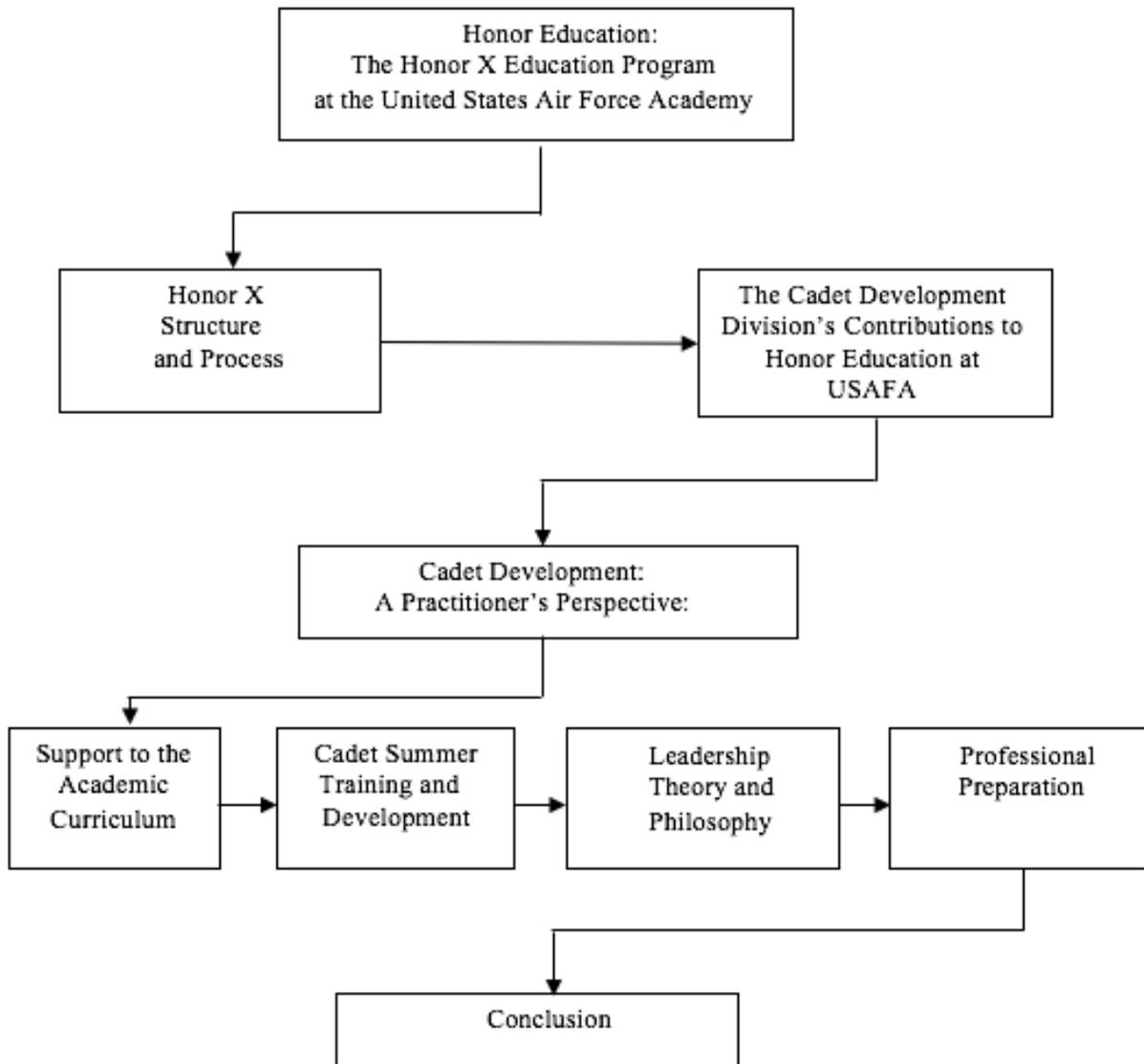


Figure 4.2. A continuation of the findings specific to on-site research addresses the Honor X program at the United States Air Force Academy. *Note.* The Honor X program is followed by a practitioner’s perspective surrounding cadet development. When coupled with Figure 4.1, the documents provide an organizational roadmap to address information provided throughout Chapter IV of this study.

The WPLDS is just one example of the deliberate and extensive process realized at all service academies to support strategic, as well as operational, goals and objectives. Throughout the research, information related to character development at all three institutions is nested with the Academy’s learning outcomes and service specific (Army, Navy, Air Force) core values.

Next, Colonel Art Athens, Director of the Stockdale Center, addresses a professional development initiative at the United States Naval Academy. Titled *Influence the Influencer*, the strategic initiative provides members of the Academy's faculty and staff with education and training to advance leadership skills. Successfully implemented, the initiative provides tremendous opportunity to advance operational objectives.

Transitioning from a strategic to a more operational focus, selected academic (credit producing) leadership and character development courses at each of the participating academies is provided in a chronological approach. This approach is associated with academic progression and provides clarity and structure to the research effort. Due to the scope and complexity of the research, not all required course work explicit to leader development will be addressed; however, the information provided adequately encapsulates the academic intent and structure of all institutions represented in the study.

The academic overview which supports leader development begins with the foundational leadership courses for all freshmen at the United States Military Academy (USMA) and the United States Naval Academy (USNA). Course directors and professors responsible for the courses, Psychology for Leaders at the USMA, and Preparing to Lead at the USNA, discuss themes specific to personality, identity development, social perceptions and awareness, and leadership. The description, influence, and grouping of this first-year coursework sets the stage for a synopsis of the sophomore ethics course presented at the USNA: Moral Reasoning for the Naval Officer. The course director, Captain Rick Rubel, provides theoretical models and practical application in support of a course that is imbued with issues of moral significance. The course objectives are designed to provide midshipmen with the opportunity to internalize, reflect, and gain an awareness and appreciation concerning issues of moral and ethical consequence.

Lastly, these foundational courses noted above provide cadets and midshipmen with a basic understanding of self and others.

The following section, *Advanced Leadership Instruction: A Collaborative Approach to Team and Organizational Leadership*, includes an overview of the required third-year leadership course at each of the institutions specific to this study. Major themes introduced in year three surround leadership theories and concepts that enhance interpersonal and team leadership, identity development, theoretical leadership concepts, and character development attributes are presented during the initial portion of each course. Armed with theoretical models and concepts, the cadets and midshipmen are challenged, during the second half of the course, to apply theoretical concepts with practical application through briefings, seminars, and experiential learning opportunities.

The third-year course review begins with *Foundations of Leadership and Character Development*, the requisite course for all juniors at the United States Air Force Academy (USAFA). Before the course is introduced, Lieutenant Colonel James Dobbs, Ph.D. and the course director, provides an overview of the various strategies to teach leadership. The course review is followed with an overview of specific initiatives intended to enhance long-term leadership education at USAFA. Finally, Colonel Michele Johnson, who served as Interim Director of the Center for Leadership and Character Development, speaks to the expanding role of the Centers commitment to support the numerous initiatives organic to leadership and character development at USAFA.

The information provided by the scholars and practitioners at the United States Air Force Academy is followed by concepts and initiatives implemented at the United States Naval Academy (USNA). Theoretical models such as Kolb's Experiential Cycle for Learning, along

with the discussion of an interactional framework for analyzing leadership provides the foundation for an in-depth look at USNA's third-year (300 level) leadership course: *Becoming a Leader – The Theory and Application of Leadership*. Commander Kevin Haney, course director, as well as other scholar-practitioners, discuss experiential initiatives to advance theory and application of leadership. The overview of leadership at Navy concludes with a review of the application of leadership. The overview of leadership at Navy concludes with a review of the Academy's experiential learning (development) initiatives.

Finally, information specific to the third-year (300 level) course at the United States Military Academy: *Military Leadership*, is provided. Lieutenant Colonel Daniel Smith, Ph.D and course director of the third-year leadership course at Army provides tremendous insight into leadership, leadership philosophy, and comments on the integration and synchronization of effort in support of the West Point Leader Development System.

Related to and supportive of leadership and character development at each academy is the topic of honor education. The United States Air Force Academy's (USAFA) honor education program, Honor X, will be addressed. Captain Chris Brown, former coordinator for the program, provides an extensive overview of the challenges, opportunities, and content associated with the program (see Figure 4.2).

Finally, the study provides a description of how the student development specialists (recognized as tactical officers at West Point, company officers at Navy, and air officers commanding at Air Force) approach opportunities and challenges associated with a comprehensive approach to cadet development. These practitioners, which include both commissioned and noncommissioned active duty officers, provide their views and opinions related to topics surrounding cadet academic achievement and support, cadet summer training,

leadership theory and philosophy, and professional development for those personnel serving in such developmental roles. Although not a primary focus of this research, professional development for practitioners serving as student development specialists is a subject of increasing interest. The chapter concludes with an overview of themes to be addressed in support of the recommendations provided in Chapter V.

West Point's Strategic Approach to Character Development

Representatives from all three academies noted that their institutions are involved in some stage of transformation and change to enhance instruction, programs, or similar initiatives that promote leadership and character development. From a strategic perspective, the common thread among all three academies is the on-going process to maintain and sustain a culture of exemplary character across the entire campus community, along with the personal and organizational responsibilities associated to satisfy such requirements. All three academies have implemented initiatives to advance leadership and character development.

Specifically, the reasoning, conceptualization, implementation, and transformational impact of the Character Development Strategy: *Live Honorably and Build Trust* (USMA, 2014) implemented at the United States Military Academy will be presented. As noted in Chapter II, the current strategy is relatively new and provides an interesting approach to leadership and character development.

West Point's current character development strategy: *Live honorably and Build Trust* serves as a supporting document to the *USMA Strategic Plan 2015-2021* (USMA, n.d.– 3) and a mutually reinforcing document to the *West Point Leader Development System Handbook* (WPLDS) (USMA, 2015b). As noted earlier, the WPLDS was established in the 2015 timeframe

and replaces the Cadet Leader Development System (CLDS), which served as the primary source to advance cadet develop for more than two decades.

The Need for a Character Development Strategy

Colonel Scot Halstead, Director of the Simon Center for the Professional Military Ethic, comments on the evolution and development of the current character development strategy:

The two things that jump out at me about the importance of the character development strategy is number one, West Point is pretty proud of its efforts to develop character since 1802, but we never described it, we never identified what character really means. We never tried to map our thoughts on character to our existing programs.

So, we wrote the character development strategy, not really for the cadets, but for the military, civilian, staff, faculty, and coaches. And we wrote it to them because we saw at West Point challenges where not every member of the staff, faculty, or coaches was the moral exemplar they had to be to properly develop our cadets. And so cadets were justifiably cynical because they saw that we perhaps held cadets to a higher standard than we held ourselves. And so it is a call to action. (April 19, 2016)

According to Colonel Halstead, through surveys, focus groups, and other means, it became evident that cadets viewed character as simply compliance to the honor code. While compliance to the Code is considered essential for character development, Colonel Halsted emphasized it is much more than that. The Code is intended to serve as a guide for honorable living. Equally concerning is the fact that cadets viewed compliance with the code as an avoidance to punishment rather than as a hallmark and platform for honorable living. Colonel Halstead noted that cadets believed

as long as I don't lie, cheat, or steal, me personally, I've convinced myself that I'm honorable, and I'll be successful as an officer. And what we were missing was really the internalization of why we don't lie, cheat or steal, or tolerate those who do, and how that is the integral part of leading teams and building teams.

On a more positive note, when personnel across the campus, to include cadets, we were asked to describe or define character, their definitions matched Colonel Halstead's standard. "It was usually something along the lines of my character is a manifestation of who I am and what I

believe in, and what I believe in is demonstrated through my decisions and actions” (April 19, 2016). However, with 4,400 cadets, the need to adopt and embrace a concise understanding of character as it relates to the United States Military Academy became paramount. According to Colonel Halstead,

for the first time at West Point, we’ve identified the five facets of individual character: moral, social, civic, performance, and leadership. And by doing so, now we’ve attempted to create shared understanding across the corps, across the military, civilian, staff, faculty and coaches, and now we can map one or more of those five facets to everything we do at West Point. (April 19, 2016)

The Concept and Implementation of the Strategy

The development of the strategy was a collective effort which included all 13 academic departments, the department of military instruction, and the department of physical education. Additionally, throughout concept development, the strategy received substantial oversight from the senior leadership of the Academy, to include the Superintendent and the Commandant of Cadets. During concept development, the moral, social, and civic aspects of character were quickly identified through the Cadet Character Development Program (CCDP), which is orchestrated through the Simon Center in cooperation with the Office of the Commandant of Cadets. Major components of the CCDP include, but are not limited to, responsibility for the cadet honor system, honor education, selected social encounters, and key developmental experience. These developmental experiences are both internal and external to the geographical boundaries of West Point (S. Halstead, personal communication, April 19, 2016; USMA Gold Book).

The last two facets of the character development strategy, leadership and performance character, were identified in the concept development process through a comprehensive and objective review of the Academy’s approach to leader development. The review reinforced the

fact that much of the developmental process is achieved through the acts of leadership and performance; therefore, a deliberate effort to track these facets as part of the character development strategy was endorsed by the committee.

While character is often classified as a subset of leadership, the character development strategy at West Point is inclusive of the two. Leadership and character development are not compartmentalized anywhere; it is a shared responsibility. The ability to treat others with dignity and respect, the ability to set goals and lead from the front, the ability to accomplish the mission, it can't be done without high personal character. (S. Halstead, personal communication, April 19, 2016)

An example of performance character involved a cadet who for more than a year prepared a team of cadets to represent West Point in a cyber competition after losing an extremely close competition the year before. The young man rallied his team, worked feverishly throughout the year to prepare the Academy team, and the team won the competition. This is what West Point classifies as performance character (S. Halstead, personal communication, April 19, 2016).

The character development team, headed up by members of the entire West Point community, agreed that the moral, social, and civic facets would be the primary responsibility of the Simon Center, and performance and leadership would be more thoroughly developed in the academic, military, and physical programs or domains of the Academy. Since the character development strategy is a subset of the West Point Leader Development System (WPLDS), character facets specific to the WPLDS outcomes are displayed in Figure 4.3. Note that the character facets are classified as both primary and supporting to the WPLDS outcomes. It is also important to note that the social facet is not recognized as a formal program. "Social development is achieved by formal and informal interactions in the Character, Academic, Physical, and Military Programs" (USMA Gold Book, p. 12) and through online and off-duty

interactions. Each of the four programs or domains: academic, military, physical, and character are designed to support the five facets of character in both a primary and supporting role.

Primary		WPLDS Outcomes							
Supporting									
		Live Honorably and Build	Demonstrate Competence	Develop, Lead, and Inspire	Think Critically and Creatively	Make Sound and Timely Decisions	Communicate and Interact Effectively	Seek Balance, Be Resilient, and Demonstrate a Winning Spirit	Pursue Excellence and Continue to Grow
5 Facets	Moral								
	Civic								
	Social								
	Performance								
	Leadership								

Figure 4.3. The five facets of character in support of the West Point Leader Development System outcomes. The shaded blocks indicate which learning outcomes serving as primary or supporting objectives to each of the leader learning outcomes. Reprinted from the West Point Leader Development System Handbook, page 5. Produced by the United States Military Academy.

Each of the directors or officers to include the Academic Dean, Commandant of Cadets, and Director of the Simon Center for the Professional Military Ethic have unilaterally developed objectives specific to their programs. These objectives are both loosely and tightly coupled with

the intent to satisfy the over-arching goals of each of the five facets of character as depicted in Figure 4.4. As appropriate, character development objectives specific to the four programs, as well as initiatives nested within those programs, are developed and mapped to one of the five facets of character (USMA, 2015c; S. Halstead, personal communication, April 19, 2016).

Primary		Developmental Programs			
Supporting					
		Academic	Military	Physical	Character
The 5 Facets of Individual Character	Moral				
	Civic				
	Social				
	Performance				
	Leadership				

Figure 4.4. The primary and supporting roles of developmental programs in support of the five facets of character at the United States Military Academy. Reprinted from the *United States Military Academy’s Character Program*” (Gold Book), 2015, p. 6. Produced by the USMA.

West Point’s Periodic Development Review

The Periodic Development Review (PDR) is a process that tracks each cadet through their developmental experience at West Point. The process is comprehensive and includes a self-evaluation, as well as feedback from subordinates, peers, instructors, and tactical officers. The

five facets of character are formally and informally incorporated into this document in accordance with the character development supporting objectives in Figure 4.5. Additionally, the PDR serves not only as an evaluation tool, but challenges all who contribute to the process, especially cadets, to enhance their communication and counseling techniques - critical skills that all cadets will need as junior officers. Specifics of the PDR are provided below by Colonel Scot Halstead in his role as an academic instructor to selected first-class cadets enrolled in the senior capstone course:

What is really key is the counseling that goes along with the [PDR]. I will write it based upon a course of about 30 lessons or 30 hours of contact time...I will write the PDR, and then I will look at their [the cadets] self-assessment, and if they are wildly different, that is how I will begin the counseling session....What I am proud to say though is when the PDR was first implemented, cadets evaluated themselves and everybody was really good; not a whole lot of room for improvement. As the Corps has become more comfortable with the PDR, I think cadets, great cadets, are being either overly humble, or they look at themselves [and think] I am not ready to be a commissioned officer. So they rate themselves lower than I would [rate them], in many cases. (April 19, 2016)

A hallmark of the senior class capstone course is the Pershing essay. Cadets in 2016 were required to analyze their periodic development reviews, and then utilize the five facets of individual character, based upon their self -analysis or evaluation, as well as feedback provided by others, and identify which facet appears to be their greatest attribute, and which of the five provides the greatest challenge. Additionally, cadets were to formulate thoughts on how they both sustain and improve each of the facets as they transition to active duty.

Facets of Character	Character Development Goals	Character Development Supporting Objectives
Moral	Internalization of the Army Values that result in the knowledge, integrity, and awareness to assess the moral-ethical aspects of every situation, and the moral courage to take appropriate action regardless of consequence.	<ul style="list-style-type: none"> • Internalize and live by the Army Values. • Does what is morally, legally, and ethically right. • Assesses situations and draw sound conclusions. • Demonstrate physical and emotional courage. • Sets personal example for trust.
Civic	Demonstrates the empathy, loyalty, respect, and humility that enable an individual to treat others with dignity and to display selflessness.	<ul style="list-style-type: none"> • Demonstrates propensity to experience something from another person’s point of view. • Demonstrate Cultural Expertise. • Interact with others, consider other’s perspectives, and validates others. • Recognizes diversity and displays self-control, balance, and stability. • Contributes to improve the organization.
Social	Acts with proper decorum in all professional, social, and online environments	<ul style="list-style-type: none"> • Controls own behavior according to Army Values. • Serves as an Ambassador for West Point and the Army in all situations. • Demonstrates proper manners and courtesies in all professional and social settings. • Applies standards of conduct, demeanor, and courtesy to all social networking environments.
Performance	Possesses the sense of duty, resilience, and grit necessary to accomplish the mission and get results.	<ul style="list-style-type: none"> • Fights through obstacles, difficulties, and hardships to accomplish the mission. • Pursues mission-focused victories over extended periods, regardless of conditions. • Maintains strength, endurance, and mobility to perform required duties over an extended period of time. • Responds adequately to setbacks, stress, shock, and all other types of adversity. • Exemplifies the Warrior Ethos.
Leadership	Establishes a safe, positive command climate where everyone thrives while achieving results.	<ul style="list-style-type: none"> • Displays self-control and composure under adverse conditions; remains calm under pressure. • Maintains mission and organizational focus while under stress or adversity. • Enforces standards • Maintains a climate of trust.

Figure 4.5. Character development goals and supporting objectives in support of the five facets for character development at the United States Military Academy (USMA). Information adapted and summarized from the *United States Military Academy’s Gold Book* (2015). Produced at the USMA.

Through the Pershing exercise, cadets gained a more thorough understanding of the individual facets of leadership, and now use terminology, such as the five facets, with a more confident and competent approach to individual character development. Additionally, cadets have a deeper appreciation for the influence that the individual facets of character provide to promote team building and organizational effectiveness.

In summary, the character development strategy is relatively new at the United States Military Academy, first fully implemented during the 2015-2016 academic year. The strategy, however, is a collective and inclusive effort that assigns accountability and responsibility for cadet development from the Superintendent down to all cadet-related personnel. Nevertheless, the efforts to sustain and advance the various components of the program are challenging, and the four-year program implemented at the Academy is just the beginning, a foundation for graduates to further advance themselves as leaders of character as noted by Lieutenant Colonel (Retired) David Jones, Distinguished Chair for Character Development at the Simon Center:

The Simon Center, West Point's formal leadership center, is not the single source for developing leaders of character. "If you create a center, and they [personnel inclusive to the center] are the answer for all things character, then what have we told the rest of the population? Not our job, and you have to guard against that....That is not pushing away responsibility, that is really empowering responsibility, it is synchronizing [unity of effort], but it is not easy....synchronizing responsibility.

When we say we develop leaders of character for our Army and our nation, it does not mean at graduation a thousand leaders of character were there. It is a lifelong journey. General Petraeus proved to us that it's a lifelong quest, and you never get there, you just keep plugging along....We are all going to stumble and fall. He [General Petraeus] is a West Point graduate....We were talking about his situation from the minute it broke the news with cadets (D. Miller, personal communication, 19 April, 2016)

The character development strategy implemented at the United States Military Academy, *Live Honorably and Build Trust*, serves as a template, an over-arching source for the construct of a character development program which provides strategic vision and oversight, operational

systems and procedures, and an avenue for personal commitment of all across the Academy community to advance the individual growth and development of cadets. While many colleges and universities may, in varying degrees, lack the resources or organizational structure organic to the federal service academies, the information noted above provides a concept to either create or advance character development from an institutional perspective.

To Influence the Influencer: The United States Naval Academy's Commitment to Faculty and Staff Professional Development

Citing the collective challenges, as well as opportunities, noted by representatives of the United States Military Academy, the United States Naval Academy (USNA) is introducing a professional development program that Colonel (Retired) Art Athens, Director of the Stockdale Center for Ethical Leadership, states is intended to *Influence the Influencer*. Yet another strategic to operational initiative, the intent of the program is to establish a professional development program to enhance leadership development among faculty, staff, and coaches, and in so doing, provide a more comprehensive and inclusive approach to promote character development across the USNA.

While many of the military and civilian faculty and staff held numerous positions of leadership before arriving at the academies, many others do not. Colonel Athens commented that

one of the things we noticed is that there are a lot of resources that are dedicated to the midshipmen themselves: lectures, classes, experiences, etcetera. We were doing very little for those who influence those midshipmen: the coaches, the faculty, the staff, all those kinds of people. (A. Athens, personal communication, June 15, 2016)

As communicated by Colonel Athens, the need for such a strategy was not recognized as immediate or initially deliberate. It evolved over time. The strategy to influence the influencer came about through informal engagements and communications with faculty and staff who expressed either a desire to advance their leadership skills or communicated a desire to be more

formally prepared before entering into a position of increased responsibility. Colonel Athens states that “we put into effect a couple of seminars, we did a few things, but it was very clear that if it was going to take off [the program], we needed a person running it.”

Implemented in July of 2016, the strategy is currently a work in progress. The focus is to utilize leadership development programs offered through such organizations and institutions as the Center for Creative Leadership and Harvard University. Additionally, some of the instruction will be conducted through executive coaching. The financial obligation for this strategy is substantial, and the funding to implement the program is provided from private sources.

Like any other high functioning initiative or program, the success of the program will hinge on the ability to establish and maintain relationships across the Academy community. Colonel Athens noted that “we just think it is one of the real keys to making progress. I just can’t keep feeding into the midshipmen without touching those that are supposed to be their models” (A. Athens, personal communication, June 15, 2016).

Although this particular section is limited in scope, and, unfortunately content, the focus of a formal professional development program that goes to the heart of leadership and character development cannot be overstated. Setting the example as the moral and ethical exemplar, as well as performing with competence, confidence, and humility, is paramount.

An Academic Overview of Foundational Leadership and Ethics

The review now shifts from a strategic to a more operational and academic approach to advance leadership and character development, although both are mutually supporting and critical to the development process. Every cadet or midshipman must successfully complete the obligatory leadership classes as communicated through the institution’s academic curriculum

(see Figure 4.1). This academic overview begins with an analysis and comparison of the first-year (freshman) leadership courses at the United States Military Academy (USMA) and the United States Naval Academy (USNA). The first year course at the USMA is titled Psychology for Leaders, and the course at the United States Naval Academy is titled Preparing to Lead. The titles accurately describe the priority learning objectives assigned to each of the courses. While it appears that West Point places more content and context on developmental theory than leadership theory, the examination and realization of such theories are succinctly tied back to leadership development and the West Point Leader Development System Outcomes (see Figure 4.3).

West Point's Introductory Leadership Course: Psychology for Leaders

The introductory leadership course at West Point is composed of six sections or blocks of instruction that integrate the various aspects of general, developmental, and social psychology, and highlight behavioral scientists such as Piaget, Kohlberg, Keegan, and Erickson, as well as others. Additionally, instruction specific to motivation, emotion, health and stress, resiliency, coping mechanisms, and happiness are presented. Moreover, subjects pertaining to social relations and social influence, such as attraction and love, obedience and conformity, and prejudice are discussed. The course concludes with a block on contemporary military issues followed by a lecture on officership and psychology (see Figure 4.6).

Introduction	<ul style="list-style-type: none"> • Research methods • Biological basis of behavior • Sensation and perception
Learning and cognition	<ul style="list-style-type: none"> • Classical conditioning • Operate conditioning • Memory • Problem solving and decision-making
Human Growth and Development Personality	<ul style="list-style-type: none"> • Life span development
Psychological Considerations	<ul style="list-style-type: none"> • Motivation • Emotions • Stress and health • Resilience, coping and happiness • Psychological disorders
Social Influence	<ul style="list-style-type: none"> • Attractions and love • Perceptions, attributes, and attitudes • Obedience and conformity
Officership and Psychology	<ul style="list-style-type: none"> • Military counseling • Contemporary military issues

Figure 4.6. Overview of course content for psychology for leaders, the foundational leadership course at the United States Military Academy (2016). Adapted from a review of the spring, 2016, course syllabus.

The theoretical content provided throughout the course sets the stage for the reflection and internalization that is commensurate with the development and maturation of leadership and character development attributes critical to personal development. Upon completion of block 3 (see Figure 4.6), each cadet is required to prepare an Integrative Reflection Paper. The reflection paper requires that cadets analyze their sense of self, address concepts to resolve internal or external conflict, and identify and assess development as they seek to address a personal challenge of consequence (USMA, 2016).

An additional requirement associated with the writing assignment, under the category of leader application, tasks cadets to address specific questions concerning the eight West Point Leader Development System (WPLDS) outcomes (see Figure 4.3). Cadets are required to satisfy

WPLDS questions incorporating developmental theories presented during the course of instruction. Each of the WPLDS questions begins with the following preposition: How will my challenge - as identified through personal reflection and internalization - help me to live honorably and build trust; demonstrate intellectual, military, and physical competence; lead in the future and inspire others; think critically and creatively; make sound and timely decisions; communicate and interact effectively; demonstrate a strong and winning spirit; and, pursue excellence and continue to grow.

In sections 4-6, as well as throughout the course, both theoretical concepts and “real-world” scenarios are presented as cadets address issues of perception and social influence and how those factors are critical to the profession of arms, and specifically to that of a future officer. For example, the block of instruction concerning perceptions and attitudes demonstrates, among other concepts, the primacy - recency theory which involves initial perceptions and subsequent actions concerning judgment and decision-making.

The unfortunate incident at the Abu Ghraib prison in Iraq is one of the case studies utilized in the social psychology block. As noted by a member of the West Point staff, many cadets had not even heard of Abu Ghraib before arriving at West Point. The use of Abu Ghraib, therefore, is a case study that explores personal perceptions and prejudice, the issues of obedience and conformity, and then links all of those elements back to social considerations. Issues specific to personal accountability and responsibility for leaders as well as followers prompted cadets to consider such stark and vengeful actions as real, possible, and, unfortunately for many, life changing.

Navy's Introductory Leadership Course: Preparing to Lead

The Navy's foundational leadership course: Preparing to Lead, utilizes various leadership and human developmental concepts, attributes and models in order to satisfy course outcomes as communicated by Commander Kevin Mullaney. Commander, United States Navy (Retired), Ph.D., and Chair of the Leadership, Ethics, and Law Department at the United States Naval Academy (USNA).

First, understanding what are the forces that shape us as individual humans, so we look at psychological and sociological forces. For instance, your intelligence, your personality would be some of the individual factors. And then the sociological processes which were socialized, both by our culture and the culture, within the military. We span out from there about relationships between a leader and a follower, and what is the essence of forming these relationships (K. Mullaney, personal communication, June 15, 2016)

With the focus on interpersonal relationships, the introduction to the course begins with a video presentation of John Maxwell's *Five Levels of Leadership*. The concept provided by Maxwell is postured and nested within the following hierarchical framework: (1) People follow you because they have to; (2) People follow you because they want to; (3) People follow because of your contributions to the organization; (4) People follow because of what you have done for them; and, (5) people follow you because of who you are and what you represent. The focus of this particular period of instruction titled, Leadership is a Relationship, utilizes Maxwell's introduction to set the stage and reinforce follow-on course content which concentrates on the foundational roots of leadership, followership, the Paul and Elder model of critical thinking, and talents and strengths that compose great leadership teams (K. Mullaney, personal communication, June 15, 2016; USNA, Spring 2016a).

According to Commander Mullaney, one of the most powerful blocks of instruction is the Myers Briggs Type Indicator (MBTI) personality survey and the follow-on discussions.

Commander Mullaney commented,

It is still surprising to them [midshipmen] to just recognize that people have different personalities... That very simple realization that “holy smokes” not everybody is exactly like me and there are actually ways to think about the ways we are different from other people.

Mullaney added,

Even with all the personality tests they have on the internet and so forth, that is always a very powerful session with the midshipmen, and that is something that we leverage. First, get this concept out there that people are fundamentally different. Why are they different? What shapes them to be who they are? You choose to be the person you want to be. I think that is kind of the undertow of the course. (personal communication, June 15, 2016)

All midshipmen who enter into the Naval Academy have been extremely successful throughout their lives. Many of them believe they are fully formed leaders, ready for the fleet.

So I think that one of the most important things we accomplish [in Naval Leadership 110], and it is not a 100 percent educational objective, is to insert some humility, to insert some recognition that you are still a lump of clay that is being shaped. (K. Mullaney, personal communication, June 15, 2016)

The midshipmen are challenged with topics pertaining to culture, socialization, and social influence, those external forces that shape one’s identity. The intent is to have each midshipman understand, through the infusion of character and integrity, they are choosing to shape themselves into a professional naval officer (K. Mullaney, personal communication, June 15, 2016). Commander Kevin Haney, Distinguished Military Professor of Leadership commented that

It is interesting too, because what Kevin [Mullaney] and those in [Naval Leadership] 110 are [attempting] to teach them is to know what they don’t know. This is a huge cultural change they [the midshipmen] are about to make, and we want them to accept that identity. (K. Haney, personal communication, June 15, 2016)

Recent graduates from the United States Naval Academy provide extremely insightful and mature comments in support of the Naval Academy’s formal leadership continuum. Ensign Eli McCarty states that, “I thought that it [Naval Leadership 110] established a very strong

foundation of what leadership is supposed to be about. And just basic concepts of leadership that maybe I knew existed before but I really could not articulate” (E. McCarty, personal communication, 15 June, 2016). Ensign Jamie Francona noted,

The biggest thing I took away from it was we took personality tests in it [Naval Leadership 110] and it gives you your traits, basically. And the biggest thing I took away from that is what I was good at and what I was bad at. It really helped me realize what I needed to work on....And what my strengths were. I didn't really realize what my strengths were. Like, I wouldn't have picked those myself, so I guess it made me more self-aware, and to play to those [strengths]. (June 15, 2016)

Ensign McCarty provided the following:

I think that everyone talks here about being an authentic leader. Leading true to your personality, and I think that it is really easy to say that, but I think a lot of times we don't even know what are personality is. Or we don't know how to lead authentically, if we don't know who we are. I totally agree that those [leadership] classes are useful because that is not necessarily something you would do on your own. I wouldn't sit down and think, who am I? (June 15, 2016)

Utilizing the information communicated in the initial portion of the course, topics such as integrity, loyalty, and ownership are presented as issues for midshipmen to consider as they navigate through the developmental process. The course continues with an introduction to servant as well as peer leadership, a military case study, and a special presentation on the relevance of leadership. An overview of the course content and learning outcomes is provided in Figure 4.7 (USNA, 2016b, spring 2016b). White Paper, visiting committee self-study, leadership education and development division, March, 2016).

Content	Readings and General Information	Learning Outcomes
Leadership is a Relationship	Maxwell Video – The 5 Levels of Leadership	<ul style="list-style-type: none"> • Understand the basic processes of interpersonal interaction, group dynamics, developing character through self-leadership, and demonstrate the ability to apply this knowledge to leadership tasks and challenges at the United States Naval Academy; • Understand their personal strengths, values, and opportunities for growth; • Demonstrate knowledge, attitudes, and behaviors consistent with thoughtful and effective followership as a foundation for their performance as active, thoughtful, effective followers and self-leaders in the Brigade of midshipmen; • Understand the broad and complex field of leadership and demonstrate introductory leadership skills during in-class exercises and within Bancroft Hall [Midshipman Dormitory]. • Demonstrate a vision for continued leadership development in preparation for Brigade and future Fleet leadership responsibilities.
On building Leaders	Thinking and Learning About Leadership	
Social Perceptions and Bias	Delameter & Myers Social Perception and Bias	
Critical Thinking	Analytic Thinking Pamphlet	
Talents and Strengths	Do Traits Matter	
Personality Types	Myers Briggs Type Indicator	
Culture	Culture Excerpt	
Socialization	Socialization Excerpt	
Values	Theories of Values and Value Development	
Reflection	The Role of Reflection	
Social Influence	Key Components	
Motivation and Goals	Influencing Follower Motivation	
Purpose	From Purpose to Impact	
Integrity	Integrity Excerpt	
Loyalty	The Greatest Threat Facing the Army Professions	
Ownership	Breaking Ranks and Damn Execution	
Civility and Respect	Ownership	
Servant Leadership	Servant Leadership	
Peer Leadership	Leading Friends	
Leadership Case Study	Interdiction in Afghanistan	
Guest Presentation	Relevance of Leadership	

Figure 4.7. Information extracted from the visiting committee self-study, United States Naval Academy (USNA) Department of Leadership Education and Development Division. USNA Course Syllabus, NL 110, Spring, 2016.

As the titles may appropriately indicate, the introductory leadership course at the United States Military Academy, as well as the introductory course at the United States Naval Academy varies in scope and theoretical focus. The Psychology for Leaders course at West Point focuses

more on the theoretical models of human development, while the course at the United States Naval Academy: Preparing to Lead, focuses more on leadership theory. Both courses place much time and energy into identity development specific to leader development. Finally, instruction presented at both Academies continues to challenge the developmental foundation of each cadet and midshipman as they address the following questions?..."Who am I? Where do I want to go? And How do I get there?" (R. Ruble, personal communication, 16 June 2016).

Sophomore Ethics: Moral Reasoning for the Naval Officer

The sophomore ethics course at the United States Naval Academy, Moral Reasoning for the Naval Officer, is uniquely organized to communicate theoretical and philosophical concepts. Seasoned scholars combine with military professionals to provide both a philosophical and practical or operational application of course content. Captain Rick Rubel, United States Navy (Retired), Distinguished Military Professor of Ethics, and course director, provided the following:

We teach a number of moral theories – different ways to look at right and wrong. Different views of what is right and what is wrong. We also talk about character directly, Aristotle, virtue, ethics, stoicism. It is probably the only week in the whole four years that we talk directly about character and we apply it to certain things, but we refer to it the whole semester. Then again, we come back and look at the theories. We take a case study and look at it from all different angles. That is how we employ those moral theories, and then we apply those theories to the profession of arms and military ethics. [For example], what does it mean to take the oath? When do we go to war and fight as a country and win honorably (personal communication, June 16, 2016)

Captain Rubel added that without the practical application provided by the case studies, the course would simply be a graduate level philosophy course. He also emphasized that without the philosophical concepts provided by experienced philosophers, the instruction would be absent the necessary theoretical underpinning. Figure 4.8 depicts the strategy to integrate the philosophical and practical applications to achieve course outcomes. With the foundational

aspects of the course established, Captain Rubel provided further in-sight into the specific themes of the course, to include moral decision-making, understanding the role of the officer in the military, and the moral leader. The themes are addressed below.

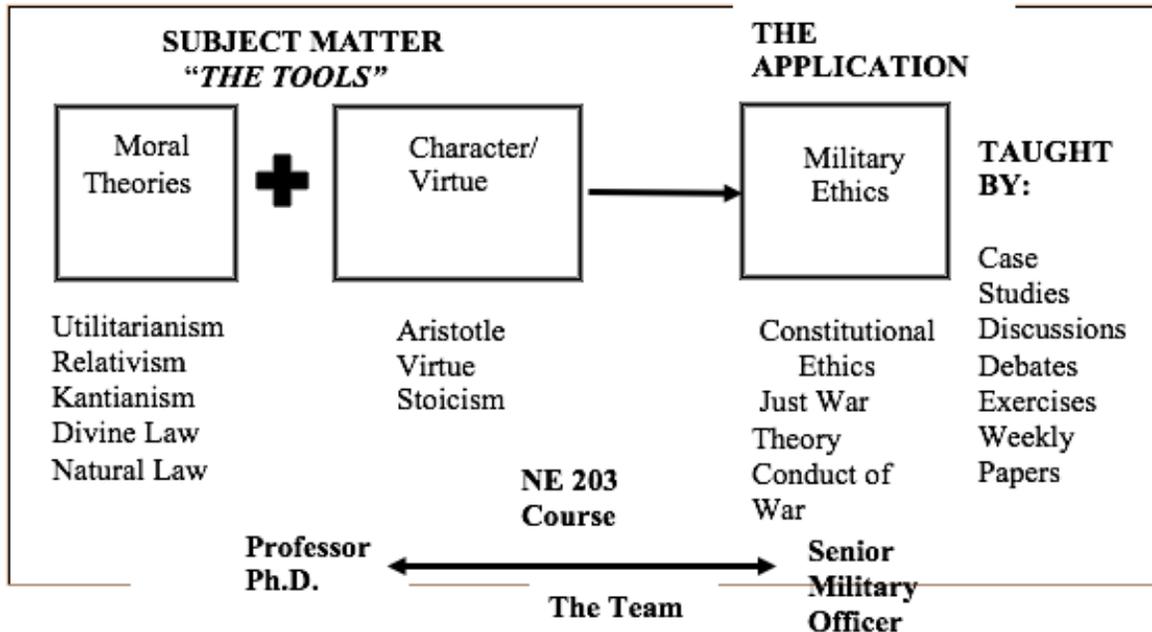


Figure 4.8. Course overview of Naval Ethics 203: Moral Reasoning for the Naval Officer. Adapted from a briefing delivered by Captain Rick Rubel, June 2016, Department of Leadership, Ethics, and Law, United States Naval Academy). Produced by Captain Rick Rubel, United States Military Academy.

Moral Decision-making

Captain Rubel provides the following concerning the dilemmas and challenges associated with moral decision-making:

In moral situations there is this gray area. And so, how do we decide what is the right thing to do? And what moral reasoning do you use? And what moral reasoning do you consider? Those are the most important questions. For the 18-year-old-mind, they haven't thought about a lot of that stuff. (personal communication, June 16, 2016)

Relativism and objectivism are introduced in the course, and Captain Ruble challenges the midshipmen with questions such as "can an officer be a relativist? A relativist is one who

believes there is no moral truth” (June 16, 2016). The subject of moral courage is incorporated throughout the course. Questions such as

can the ends ever justify the means. We talk a lot about that, because if the ends are really important, then the means don’t matter. If the means don’t matter, then the slippery slope rule is in effect and you can do what you want.” These are the types of questions that are constant throughout the course. Why is it usually harder to do the right thing when you can’t prove it is any easier.

Questions specific to individual character differ. Midshipmen are challenged to reflect and internalize on questions such as “what kind of person do I want to be? And how do I develop my leadership and character.” Dr. Ruble noted that specific to the military, officers are also charged with the responsibility to develop the character of their subordinates, their followers. Dr. Ruble explains his approach to mapping character development at the United States Naval Academy.

Mapping the strengths and virtues of character. Character mapping provides each midshipman the opportunity to map his or her own character (see Figure 4.9). Character mapping is officially introduced during the sophomore ethics course. It is also formally utilized as part of the senior year (firstie) capstone seminar.

The tool is also used in honor remediation, and many of the company officers (development specialists) use the instrument as part of the counseling process for their company of midshipmen. The document (map) contains 25 strengths and virtues associated with character development. For the map to be effective, one has to be extremely honest and forthright concerning the evaluation process. The intent is to determine if a person demonstrates an appropriate, excessive, or deficient amount of each of the strengths and virtues annotated in the document. A sample of the character virtue map is provided.

So...there was one firstie [senior] that had humility all the way over to the left [extremely deficient on the character map] as far as it would go. So I looked over his shoulder and said what is that all about? 'Well sir, I just realized why everybody hates me'. What? Well, what are you telling me? 'Well, I lack humility. I just realized I lack humility and that is why everybody hates me.'

Although the example cited above may be somewhat extreme, it does demonstrate the thought and consideration stimulated by the mapping exercise.

The Role of the Naval Officer

The second theme of the course centers on understanding the role of the Naval officer. The moral and ethical decision-making and character assessment, provided in the initial section of the course, is intended to reinforce midshipman development as the focus shifts to moral and ethical duties and responsibilities as a future commissioned officer. During this portion of the course "we have to talk a lot about selfless service....They are young people. I don't expect them to understand selflessness. We have to talk about it, model it, and discuss it" (R. Rubel, personal communication, June 16, 2016). With selfless service as the cornerstone, topics such as dissent and disobedience, rights in the military, loyalty, and conscious are discussed.

The Moral Leader

The information specific to the third and final theme of the course, which is the officer as the moral leader, addresses topics such as fair and equitable treatment of all people, punishment of subordinates, religious beliefs, military targeting, and the Just War theory: When is it right to go to war. Issues surrounding the code of conduct, terrorism (from the adversary's point of view), counter-insurgency, humanitarian intervention and world numbing. (What is the difference between firing a missile from a destination several thousand miles from the target and close order combat?). All of this leads to the following question: "Do we want our troops to be

morally responsible or do we want them to do what they are told? We want them to do both” (R. Rubel, personal communication, June 16, 2016).

Captain Rubel provides the case study of Tiananmen Square. In June 1988, the tank driver of a column of tanks refused the order of his commanding officer to proceed and make waste of the lone pedestrian holding up the entire column. The Chinese Army Major was ordering the driver to proceed, but the driver continually refused to advance. Why? As Captain Rubel noted, this is kind of the “aha moment of the course...when, after a few minutes of discussion, a midshipman will say, well sir, I guess that we need to make sure as leaders that all the orders we give are legal and moral....We got to give the right order, because they [those in your charge] are going to follow it”.

Finally, to reinforce the instruction specific to that of the moral leader, Academy guest speakers, some who have been the focus of ethical dilemmas of significance professional consequence, address the midshipman. One of the most interesting examples is the case of the two Marine Corps pilots who conspired to destroy evidence after their aircraft ripped through a cable at a ski resort in Aviano, Italy, killing several people.

Before the guest speaker communicates his message, the midshipmen are divided up into small groups and asked to discuss why they believed the pilots conspired to withhold the information. Little do the midshipmen realize that one of the pilots involved in the accident and cover-up is sitting quietly in the back of the room. After a few minutes of discussion, he is introduced and according to Captain Rubel - who has more than 20 years of military service, as well as 20 years as a scholar and philosopher - states the speaker does the best job of explaining why good people do the wrong thing. Captain Rubel’s comments are communicated below.

He starts out by saying, I am you and you are me. I sat right there. You know, I didn't come to work that morning knowing I would have to make the biggest moral decision of my life. I wasn't ready. So his message is to be ready. His message is moral fitness. We don't usually use those terms. He talks about moral preparation. We don't talk like that, but that is his message....It is hard to talk to a young person about that. It takes someone like Joe and a very powerful first-person message kind of thing to explain. And he [Joe] looks you right in the eye and says: I wasn't ready. [He stated] education should prepare you for failure, not success, and I failed.

The course involves a number of case studies surrounding the topic or theme of why good people do the wrong thing.

As recent graduates, Ensign McCarty and Ensign Francona added the following concerning the course.

Ensign McCarty: I took a lot away from it. I thought it was really valuable to know the theories and philosophies behind like character development and ethics...and that kind of thing. I was a political science major, so I have always been really interested in what we do in political science and the decisions that are made....That class kind of brought it all together... even in a global perspective.

Ensign Francona: It [the class] is deep and opinionated, and it is raw and it gets really heated, even if you tend to agree. I know a lot of people really like the class and some others not as much. I think that comes from whether or not you jive with your professor.

Ensign McCarty: and I think that is why my professor did such a great job....His ability and experience dealing with a sensitive topic to make people feel comfortable. I think also just making the class a place of harmony, even if we had very different perspectives or opinions, we could all get along and respect each other.

Ensign Francona: this was one of my favorite classes. You read a case study then you decide what you would do in that situation. Of course, there were a number of right answers, and for people that go to the Naval Academy that just drives you crazy, because we are very focused on this is right and this is wrong....So like for me it was very frustrating, but it was a good frustration because I hadn't ever been presented an issue where there wasn't a right answer – a good right answer. So it made me think like oh my gosh, I am going to have to deal with these issues and there isn't a right answer, but I have to make a decision.

Ensign McCarty and Francona concluded with the following about the course sequence:

McCarty: I think it is the perfect time to have the course, you are moving beyond your Plebe year experience of doing just what people tell you to do....You are actually starting to think for yourself and why you think the way that you think.

Francona: [adds] that [the sophomore year] is a perfect time to have the course because you are transitioning from doing what you are told to making your own decisions. Framing your mindset in such a way that what I do matters. I actually think that ethics is one of the most important classes that we take.

Final Thoughts Concerning Moral Reasoning for the Naval Leader.

Although the course focuses on content specific to the development of junior military officers, and specifically naval officers, the concept, organization, structure and implementation of the course succinctly connects theory with practice. The utilization of scholars and military professionals to deliver the instruction provides relevance and validity associated with course outcomes. Moreover, the course structure promotes unity of effort among various offices and organizations throughout the Naval Academy.

Much of the course content can be used as a comprehensive approach to moral reasoning and ethical decision-making. The instruction is designed to reinforce one's authenticity as a leader, and, in so doing, continues to move one across the leader development continuum in pursuit of self-authorship. Using this military model, with modifications, case studies can also be developed in business, politics, sports, public service and emergency response, as well as other professional disciplines, to accommodate students who do not elect to serve in the profession of arms.

As noted by Captain Rubel, the over-arching concept of selfless service remains constant throughout the course of instruction. The emphasis on selfless service and ethical decision-making reinforces learning outcomes presented in the foundational freshman leadership course. Additionally, the course prepares students for the challenges associated with the theory and application of team and organizational leadership presented during the midshipman's junior year.

**Advanced Leadership Instruction:
A Collaborative Approach to Team and Organizational Leadership**

At all three research sites, the principal academic instruction pertaining to team and organizational leadership is realized during a cadet or midshipman's junior (third) year. Each Academy requires that all cadets complete a requisite three credit-hour course inclusive of concepts and theories to advance leadership and human development. The course of instruction at each institution varies in scope and content. While there appears to be many more similarities than differences, all three academies appear to follow a very broad pattern concerning sequence and content of instruction.

In the initial portion of the course, the emphasis is on personal and interpersonal development. The focus on personality and personal relationships sets the stage for the introduction of theoretical models specific to leadership and character development. The course culminates with an experiential learning opportunity that incorporates a comprehensive approach to satisfy specified course outcomes. To provide clarity and structure, the institutional review of the third-year leadership course, as well as supporting or amplifying initiatives to advance leadership education, is presented in the following sequence: The United States Air Force Academy, the United States Naval Academy, and the United States Military Academy.

Instructional Concepts and Methods at the United States Air Force Academy

To provide a framework for leadership instruction, strategies employed to achieve designated learning outcomes are usually accomplished in one of the following four methods as communicated by Lieutenant Colonel James Dobbs, Ph.D., and course director of Behavioral Science 310: Foundations of Leadership at the United States Air Force Academy:

Teaching leadership, anyone could say, there are really four approaches to studying and/or teaching leadership. The first is to teach it through exemplars....What does a leader look like? So you bring in folks that have been very successful and achieved a high rank, and you will talk about these exemplars. I think there is a lot of culture and symbolism behind that, but that is not the best way to teach it.

The second way [to teach leadership] is the academic way....Teach leadership through theory, and to let them [the cadets] know that there is a clinical and actuary way to teach leadership. That there is a science behind it. It shows that personality and situational concerns work together to produce outcomes. There is a link between neuroticism levels negatively and behavior that can impact your effectiveness as a leader. Similarly, extroversion can affect how leaders behave in various situations....

The third way is to teach it, and I think they do more of this ...at the [Academy's] Center for Character and Leadership Development, is [through] models. [To] show them, [cadets], what living honorably means. What is lifting others? What does that look like? So let me show you some competency models to show you what that looks like.

The fourth way is...executing leadership. [Lieutenant Colonel Dobbs explains that the execution of leadership is generally the preferred method by practitioners] You got to go out there and do it. Now we have given you all of these tools, now you have to go out and do it.

Through theory and practice, Lieutenant Colonel Dobbs utilizes all four methods to instruct the Foundations of Leadership Course at the United States Air Force Academy. How the instruction is designed and implemented by Lieutenant Colonel Dobbs and the USAFA staff is addressed in the following section.

Behavioral Science 310: Foundations for Leadership and Character Development at the United States Air Force Academy

Behavioral Sciences 310: Foundations for Leadership and Character Development, serves as the core leadership course at the United States Air Force Academy. As communicated by Lieutenant Colonel Dobbs, the course has two primary objectives:

One is to show a greater self-analysis of leadership potential and apply this analysis to long-term development – to increase the students' self-awareness. It is based off the scholars Hogan and Kizer: Who you are is how you lead, and how you lead will affect your organization, and how you effect your organization will effect both moral and performance. The second major objective then is to take that [increased analysis and understanding of one's self] and apply your self-awareness...and relevant frameworks,

concepts, and theories to your current leader situation... That is kind of the bridge between the theory and the practice.

Lieutenant Colonel Dobbs noted that the two-step process is implemented from research gleaned through the Center for Creative Leadership (CCL) under their assessment, challenge, and support model (see Figure 4.10).

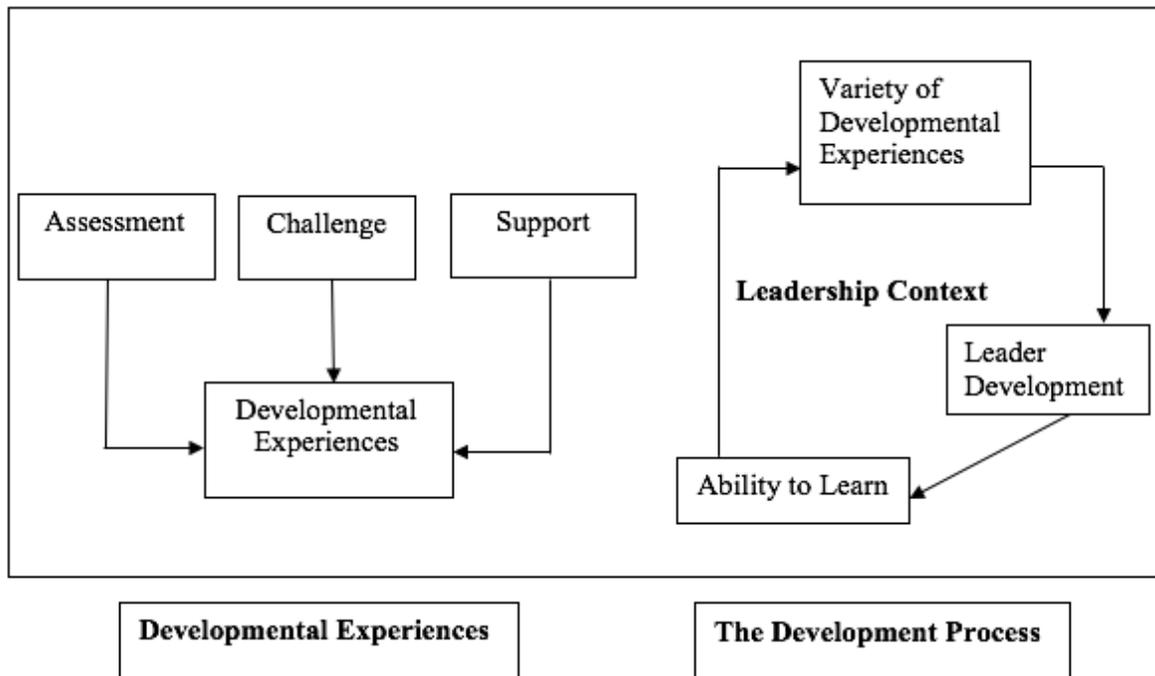


Figure 4.10. Center for Creative Leadership leader development model. The Center's two-step process includes both the developmental experience and the developmental process. The developmental process and the developmental experience are interconnected, however, they are separated in the figure (as depicted by the authors) for clarity and understanding. While the experience must provide challenge and support, the ability to learn hinges on the motivation and personality of the individual, as well as the complexity of the task at hand. Reprinted from *The Center for Creative Leadership: Handbook of Leadership Development* by E. Van Velsor, C. McCauley, and M. Ruderman, 3ed, Copyright 2011, John Wiley and Sons. Reprinted with permission.

Cadets are assessed during the first eight lessons of the course using the International Personality Item Pool (IPIP), which consists of five domains. The five primary domains of the personality pool include: extraversion, agreeableness, conscientiousness, neuroticism and openness to experiences. Each primary domain contains six subdomains for a total of 30

subdomains or facets. The domains and subdomains are depicted in Figure 4.11. With the IPIP serving as a base, the cadets are then required to undergo a 360 personality examination. Each cadet is required to obtain personality feedback from the following: three superiors - senior cadets and faculty and staff; four peers – classmates; and four subordinates – underclassmen. Lieutenant Colonel Dobbs noted that this is the portion of the course that cadets seem to resonate with the most. “I find as juniors, at the age of 20-21, they are getting closer to graduation, it is much more real for them, and they are ready to take on this self-evaluation, self-assessment...and you almost hook them right away.” Through self-analysis and the comprehensive evaluation, cadets are postured to synchronize personality strengths and weaknesses with theoretical concepts introduced during the remaining portion of the course.

Lieutenant Colonel Dobbs notes that the course is anchored in the full range leadership model (for a depiction of the model see Figure 2.3). Although components of various leadership models are introduced, a majority of the course surrounds transformational leadership. “We really focus on taking transactional leadership and turning it into transformational leadership with James MacGregor Burns’ [1978 publication of *Leadership*], and then really peel that back with Avolio’s full-range leadership modelI don’t tell them [cadets] that transformational leadership is the only way to lead, especially in the context of the Air Force Academy”.

Lieutenant Colonel Dobbs also states that Academy representatives are often asked why the emphasis is on transformational leadership at what is deemed as a transactional institution. The response is centered around the maturity of the follower. “Students are very malleable when they come in. So even though we focus on the personal, it is important that we focus on the interpersonal in the team portion of the course.” The focus of the Academy’s leader development growth model of personal, inter-personal, team and organizational (PITO) is

structured to correspond and support the academic outcomes over the 47-month continuum. (For a more detailed review of the PITO model, see Figure 2.11).

Primary Personality Domains/Facets	Personality Subdomains/Facets
Extraversion	<ul style="list-style-type: none"> • Friendliness • Gregariousness • Assertiveness • Activity Level • Excitement-seeking • Cheerfulness
Agreeableness	<ul style="list-style-type: none"> • Trust • Morality • Altruism • Cooperation • Modesty • Sympathy
Conscientiousness	<ul style="list-style-type: none"> • Self-Efficacy • Orderliness • Dutifulness • Achievement-Striving • Self-Discipline • Cautiousness
Neuroticism	<ul style="list-style-type: none"> • Anxiety • Anger • Depression • Self-consciousness • Immoderation • Vulnerability
Openness to Experiences	<ul style="list-style-type: none"> • Imagination • Artistic Interest • Emotionality • Adventurousness • Intellect • Liberalism

Figure 4.11. A listing of the five primary personality domains and the accompanying subdomains utilized in personality assessment through the International Personality Item Pool personality domains and subdomains. Retrieved from IPIP.ori.org (para 3).

The Foundations of Leadership and Character Development course includes 24 lessons on content, and 11 lessons involving guest speakers and special activities. Additionally, time for reflection is built into the course. The principal theories and concepts pertaining to leadership and development are provided in Figure 4.12. The guest speaker program in support of the course is extraordinary. During the 2015-2016 academic year, four leaders in the disciplines of leadership, psychology, and neuroscience were integrated into the academic construct of the course. George Reid, who is nationally and internationally recognized among military leaders for his scholarship on military leadership, addressed toxic leadership, issues surrounding authority versus leadership, and the Hitler phenomenon. Dr. Mike Jensen, from Harvard University, talked about integrity: Is it a mountain without a top? Dr. John Medina, author of the book *Brain Rules*, addresses the neuroscience of leadership. Additionally, Navy Seals and Delta [US Army special operators] conducted small-group forums and discussions concerning in-extremist leadership (J. Dobbs, personal communication, April 28, 2016).

From a student's perspective, Lieutenant Colonel Dobb's noted that issues such as leadership versus authority and emotional intelligence appear to be very impactful in advancing cadet development. The challenge is to adequately link the information and scholarship with the maturity level of the student. For example,

with EI [emotional intelligence] do you ask them to read [Daniel] Golman, which I would say is a pretty easy read, or do you ask them to read Salvi – which is a more dense read?So it is knowing your audience and what they are going to read, and asking yourself those hard questions of how you get across the material in a way without giving them [the students] an elementary view of it.

<ul style="list-style-type: none"> • Introduction to systems thinking • Introduction to leadership • Why study leadership? Why do we need Leaders? • Professions of arms (service and leadership) • Leader development and self-assessment • Personality and leadership • Emotional intelligence • Empathy • Moral courage and toxic leadership • Leadership as a scientific endeavor • Bases of power • Intro to full range and passive/avoidant leadership • Full range leadership model: • Empowerment and shared leadership • Motivation • Managerial Incompetence • Followership • Coaching and goal setting • Diversity and leadership groups and teams • Team project • When good teams go wrong • Organizational analysis • Leadership maze • In-class presentation /discussion 	<p>Course Objectives:</p> <ul style="list-style-type: none"> • Show greater self-analysis of leadership and apply this analysis to their [cadet] long-term leadership development (e.g., strengths and potential areas of improvement). • Apply relevant frameworks, concepts and theory to their [cadet] current leadership situations and demonstrate improvement as leaders.
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Figure 4.12. Overview of Behavioral Science 310: Foundations for leadership and character development at the United States Air Force Academy

The culmination of the course involves a team project. Cadets are divided into small groups and asked to select a program at the Academy that reflects exceptional teamwork and one the students consider to be an exemplar program. For example, the Wings of Blue is the Academy’s nationally renowned skydiving team. By selecting the skydiving team as the exemplar program, the cadet is required to explain to the class, utilizing the different models and theories introduced during the semester, why this particular team is so successful and continually achieves excellence.

To continually reinforce the bridge between theory and practice, Lieutenant Colonel Dobbs challenges cadets to explain the rationale of their selection regarding excellence with such questions as “Is it excellence through French and Raven’s bases of power? Do you have legitimate power to accomplish this, but do you also have referent power? Is it excellence through transformational leadership because it is inspiring you and motivating you to go beyond where you have never gone before? Is it an opportunity to practice emotional intelligence.” The real challenge with the group project is for students to succinctly explain different concepts and models introduced throughout the course, and to map those concepts and models to excellence. The comprehensive review associated with the group project integrates personality traits and character development, as well as an appreciation for the integration of theoretical concepts to enhance application and execution. Figure 4.12 provides a general overview and structurally frames the course of instruction.

To conclude, Lieutenant Colonel Dobbs provides the following: “You want to equip them [the cadets] with some rigorous information and tools, and let them know that it [leadership] is not all about trial and error. There is some empirical work out there that is going to help you, and help you today, to make it relevant, which is underpinning the entire course. How do you make it relevant in their lives”?

Behavioral Science 310Z: Foundations of Leadership and Character Development

Behavioral Science 310Z is an experimental course with the intent to take leadership out of the classroom and teach the course in the squadron. The course content mirrors that of the Behavioral Science 310 course, as outlined in Figure 4.12. There are no formal lectures or power point presentations. Each lecture is audio-recorded, and cadets are required to view video presentations before each class. Lieutenant Colonel Dobbs states that “it is a fascinating

concept”. Each class session, cadets are required to communicate what they learn from the video session and how that particular topic is applied in their day-to-day activities within their squadron.

For example, if empathy is the topic for a selected period of instruction, cadets must view the video and then be prepared to respond to such questions as how does empathy differ from sympathy? How does it differ from pity? How does one demonstrate empathy to their peers as well as their superiors? For this particular class, a panel composed of an upper classman, a lower classman, a retired officer, and a civilian, will all participate in a discussion surrounding the topic of empathy. Lieutenant Colonel Dobbs noted that “it is just neat to watch how they put this into practice.”

The 310Z course has been in effect for two years, but unfortunately, due to scheduling, the course will not be continued in the immediate future. Lieutenant Colonel Dobbs explained that the course was popular among the students, and the commanders of those squadrons (commissioned officers) really enjoyed and supported the integration and unity of effort in support of the Cadet Wing. Lieutenant Dobbs noted, “I have my squadron that I work with now and they are asking me to come back. Hey sir, can you come back and do this type of experiential and Socratic type of learning with us? It is a shame that this is the last year we are doing this for now” (personal communication, April 28, 2016). Lessons learned from the 310Z experience, however, are being considered in support of future leader education initiatives.

Initiatives to Advance Leadership at the United States Air Force Academy

Although the 310Z experience may be discontinued, the Academy’s approach to collaborate and synchronize resources in order to advance leadership and character development education are evolving at both the operational and strategic level. Current programs, as well as

conceptual initiatives are addressed. To begin, information provided by Lieutenant Colonel Dobbs, in concert with Lieutenant Colonel Richard Ramsey, Ph.D., Director of Leadership Programs at the United States Air Force Academy (USAFA), provide information concerning the future of formal academic education at USAFA. Lastly, Colonel Michele Johnson, Ed.D, and interim Director of the Center for Character and Leadership Development (CCLD) provides insight to the Centers increased and transitioning role in support of character and leadership development.

A Conceptual Approach to Leadership Education and Training

Efforts to expand and advance leadership education and training at the United States Air Force Academy (USAFA) are intentional and collaborative. Although now in the conceptual stage, the intent, within the next few years, is that the Foundations of Leadership and Character Development course will be absorbed into a new 100 - 400 (freshman to senior) officership program (J. Dobbs, personal communication, April 28, 2016). To begin the transition, the course would be ten lessons a year over the 47-month cadet experience. The curriculum will be designed to support the PITO model of personal, interpersonal, team, and organizational leadership growth. The ten lesson set is intended to prepare cadets for the leadership challenges and opportunities that they will encounter as they progress through the Academy experience. The ten lesson experience is but one phase of the transition (R. Ramsey, personal communication, April 28, 2016).

The final phase would involve a 40-hour academic course for each class, freshman through senior, that would be taught throughout the academic year. The courses will be recognized as officership 100, 200, 300, and 400. The intent is to provide the instruction at the squadron level. “The success achieved from the 310Z course demonstrates that teaching

leadership at the squadron level can be quite effective” (R. Ramsey, personal communication, April 28, 2016). Additionally, this program would ensure that every cadet who graduates from the Academy departs with an academic minor in leadership. There are different working groups and meetings surrounding this effort. Lieutenant Colonel Ramsey noted that with 22 years of military service, this effort to formally advance leadership and character development at the United States Air Force Academy “is by far the most integrative and collaborative thing I have seen.”

The role of the center for character and leadership development. The intent is that the Center for Character and Leadership Development (CCLD) will be responsible for the 100 – 400 level courses, and that the course directors will be incorporated into the CCLD. Additionally, it is anticipated that the Center will assist in professional development opportunities for faculty who teach those courses (R. Ramsey, personal communication, April 28, 2016). Colonel Michele Johnson, Ph.D., and interim director of the CCLD, explains that the CCLD has four primary divisions: Scholarship; Character and Leadership Education; Capstone Events; and the Honor Division. Specific to this dialogue, through academic year 2016, the Character and Leadership Education Division, with support from the Capstone Division, has provided cadet development seminars that occur once per year over the four years. These engagements directly support the PITO (personnel, interpersonal, team, and organizational) model. As the leader education program transitions, many of the current initiatives are being modified and revised. Colonel Johnson explains the focus of the transition:

We are taking it [leadership and character education] to the next level. General Johnson [superintendent of USAFA] wanted us to focus on increased touch points. So, right now, as our curriculum stands, we have many, many touch points with the cadets over the course of their four years, starting with cadet basic training and continuing through the ACES [Academy Character Enrichment Seminar] for all senior cadets. But instead of having four distinct eight hour courses over the course of four years [see Figure 2.13],

she [General Johnson] had the vision of wanting to break those down a little bit more, and be more deliberate about the integration...Instead of just going to what we call a mountain top experience for eight hours and then there is no [formal] follow-up...Now we are really getting serious about the integration and alignment piece.

Colonel Johnson also noted that in April of 2016, the United States Air Force Academy modified and reduced the institutional learning outcomes from 19 to 9. The three most prominent institutional objectives that the Center for Character and Leadership Development (CCLD) attempts to focus on and map include warrior ethos; ethics and respect for human dignity; and, the third, leadership, teamwork, and organizational management (personal communication). The remaining six institutional objectives include critical thinking; application of engineering fundamentals; scientific reasoning and the principles of science; the human condition, cultures and societies; clear communication; and national security of the American people.

Colonel Johnson emphasized the on-going collaboration throughout the Academy to connect the dots in order to ensure a more comprehensive and succinct approach to meet the challenges of cadet development. She provided this synopsis concerning the developmental challenges:

As we develop leaders of character, that is our on-going challenge.... To own, engage, and practice (see figure 2.12, p. 124) in order to become a leader of character....You can't tell somebody to own their own development....Well, what does that mean? It is not a switch that you can flip on, so it is up to us here to teach them such that they can internally reflect to say OK, this is not being done to me, I am responsible for my own development. This isn't the Cadet Wing, or the General, or the Colonel, or the AOC [squadron officer] doing it to me. This is something I chose and I am here voluntarily, and this is my development and I am taking it seriously. That is hard to do, it is hard to get somebody to that stage.

The Center for Character and Leadership Development (CCLD) is well postured to support this comprehensive approach to cadet development. Beginning in the 2016-2017 academic year, members of the CCLD, in concert with numerous departments across the Academy, are working to increase the frequency and effectiveness of developmental opportunities.

Instructional Concepts and Methods at the United States Naval Academy

At the United States Naval Academy (USNA), the Leadership Education and Development (LEAD) Division, in conjunction with the Leadership, Ethics, and Law Department (LEL), strives to incorporate a broad and holistic approach to leader development (K. Haney & K. Mullaney, personal communication, June 15, 2016). With the addition of several distinguished and permanent military professors over the past few years, the Division continues to expand its capacity to influence and contribute to the leader development of midshipmen. One such contribution is the unification or focus of specific theoretical models to advance leader development (USNA, 2016b).

Similar to its counterparts at West Point and Colorado Springs, the Leadership Education and Development (LEAD) Division integrates experiential learning into the leadership curriculum. “More than three decades of research provided by the Center for Creative Leadership suggests that approximately 70% of leader development occurs through experience, 20% occurs through coaching and mentorship, and 10% occurs in educational settings” (USNA, n.d.-e, p.1).

“The key to a successful leadership endeavor is to not get trapped in the 10%” (n.d.-e, p.1). To that end, the Leadership, Ethics, and Law Department strives to incorporate learning from the classroom into leadership experiences. The experiential model developed by Kolb, and utilized at the Naval Academy, depicts the four modes of the experiential learning cycle: “abstract conceptualization, active experimentation, concrete experiences, and reflective observation” (Kolb, 2013, p. 51).

The process begins with an abstract concept. The concept is developed into a strategy for implementation or application, and then the midshipmen engage in the leadership experience.

Finally, reflection and observation complete the cycle. The core curriculum, instituted by the Leadership, Ethics, and Law (LEL) Department, provides the abstract conceptualization or the theoretical models and concepts necessary to begin the cycle. This concept will be fully illustrated during the synopsis of the academic course, Naval Leadership 310: Theory and Application of leadership. Members of the Academy staff and specifically members of the Leadership, Ethics, and Law (LEL) Department have worked feverishly to define a desired end point to focus or define its leader development efforts. Leveraging the work of SLA Marshall, US Army combat historian and renowned author, the critical elements of professional identity at the United States Naval Academy include “Warrior, Servant of the Nation, and Leader of Character” (USNA, n.d.-e). Although such elements associated with identity are mentioned frequently throughout the research, they support and nest nicely with the following tenets. The primary calling of a midshipman is that of a warrior. A warrior’s primary job is that of leadership, and, notwithstanding, the most important qualification that the warrior - leader possesses is impeccable character (USNA, n.d.-e).

In support of such efforts, the Leadership Education and Development (LEAD) Division has developed a “state of the art leadership model” (USNA, n.d.-e). The model is depicted in Figure 4.13 and highlights the critical components of leadership: the leader, the follower, and the situation. Although not depicted in the figure, when and where all three of those components intersect or overlap, leadership is occurring (K. Haney, personal communication, June 15, 2016). Within the context of the leader-follower relationship, each one of those components will possess and/or produce many variables such as personality, intelligence, personal and professional views and priorities, trust and confidence, and fear, among both the leader and the follower. The critical piece for successful implementation of the model is that the leader carefully considers the

variables surrounding the situation, as well as those of the follower, in order to produce the desired outcomes (K. Haney, personal communication, June 15, 2016). Commander Haney notes that if the leader, rather than the follower, is producing the outcomes, then you have an absence of leadership specific to the situation (K. Haney, personal communication, June 15, 2016).

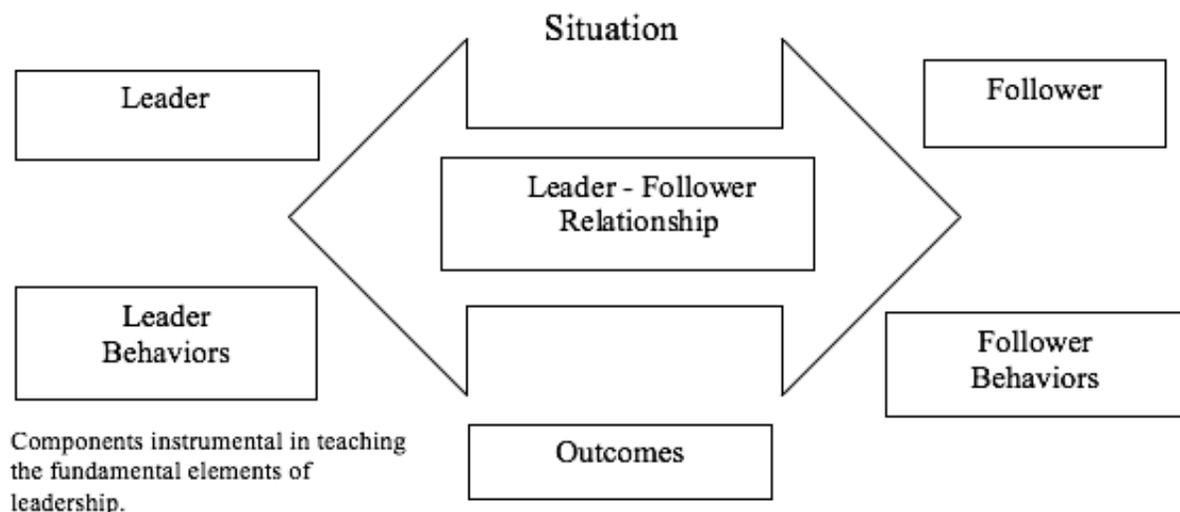


Figure 4.13. A concept for developing leaders of character at the United States Naval Academy. The Division of Leadership Education and Development (LEAD) at the United States Naval Academy developed the model to capture the many variables of leadership. The model is integrated into various leadership programs and initiatives at the Academy. Reprinted from Lead Division Support to the Naval Academy Mission.

**Naval Leadership 310: Becoming A Leader -
Theory and Application of Leadership at the United States Naval Academy**

The leader-follower model for leadership, coupled with the Kolb model for experiential learning, provides the foundation for a synopsis of the junior (year) leadership course, Naval Leadership 310: Becoming A Leader – Theory and Application of Leadership. The course is directed by Commander Kevin Haney, Distinguished Military Professor, United States Navy (Retired). Learning outcomes specific to the course include, but are not limited to, the

following: To understand how personal strength, values, and opportunities for growth impact leadership style; to demonstrate foundational skills associated with communications, decision-making, team building, conflict management and organizational development; and, to understand the unique combat factors that influence the leadership process in the military (USNA, n.d.-e).

The course is oriented on the team and organizational aspects of leadership and is taught within the department of Leadership, Ethics, and Law (LEL). The goal is to prepare the Brigade of Midshipmen for leadership duties during their senior year. The course begins with a review of critical thinking. Commander Haney noted,

We have adopted a particular model as a school called the Paul and Elder Model of critical thinking....We want our officers to be able to think, so we start the course with a review of critical thinking that they [midshipmen] actually get in NL 110 [Preparing to Lead]In the NL 110 course it is one lecture. We do two lectures [in NL 310] and then we grade everything they do [in NL 310] with that in mind, or that as an assessment [tool]. So, how were you thinking? What were you thinking about? We are looking for the right answer, but how did you come to the right answer. (K. Haney, personal communication, June 15, 2015)

The course continues with a focus on social perceptions and bias, emotional intelligence, professional counseling, organizational culture and climate, the leader manager exchange theory of leadership, bases of power, and conflict management. During the first half of the course, transactional and transformational leadership, as well as theories specific to intrinsic and extrinsic leadership, are also presented. The first half of the course concludes with a group project focused on organizational change at the Academy (K. Haney, personal communication, June 15, 2015). The group projects are graded by faculty and staff, and the winning team's suggested theme for change is sent to the Commandant of Cadets for consideration. Commander Haney noted, "we have had several proposals that have been adopted by the Commandant. We are getting students to understand, eventually understand, that you can change an organization and you can change a culture, but it takes work. You have to do a lot of work to do that."

The focus for the second half of the course is oriented toward leadership in combat. Commander Haney referenced that with the United States at war for more than a decade, there is a tremendous amount of research on leadership in combat. Such topics as human factors in combat, human factors in killing, information concerning intelligence and stress, and the cognitive resource theory, serve as an introduction to the final portion of the course. The theories surrounding servant, peer, and authentic leadership are also introduced. The course culminates with each Midshipman developing a personal leadership philosophy he/she will carry with them into the senior year and beyond (USNA, spring, 2016b).

Commander Haney noted that the guest speaker program in support of the module pertaining to leadership in combat is the most popular portion of the course. Junior officers, usually Marines, as well as Navy Seals and members of explosive ordnance disposal teams, address the midshipman about the many challenges and stresses of combat. A senior military officer is brought into the course and addresses the midshipman concerning expectations of a junior officer in the United States Navy. Additionally, senior enlisted personnel, subordinate in rank, but certainly not in experience or professional credibility, address the midshipmen concerning expectations from a senior enlisted counterpart's point of view.

The guest speaker portion helps bring the course to life and makes it relevant and real to the midshipmen. Commander Haney made reference to a military speaker during the 2015 – 2016 academic year who was battling post-traumatic stress disorder and [the speaker] was very open about it. The speaker concluded his remarks by stating, “everything that they tell you here is true. And everything they told you about leadership is true. And the biggest mistake you will make is to forget about it” (K. Haney, personal communication, June 15, 2016).

In concert with the comments noted above, Commander Haney stated that to retain certain information, and not forget about it, is a challenge.

We put so much on their plates...and most of them [midshipmen] are engineers....So these midshipmen are nonstop. They are task completers as opposed to task completers and then reflectors [concerning their development]. So what we are trying to do is say take 10 minutes at night before you go to bed and journal. Just write down a couple of thoughts that you can reflect on, write them down, and make sense of it....It is very difficult to learn if you don't reflect. (June 15, 2016)

Self-analysis, reflection, and theoretical concepts are realized through numerous experiential learning initiatives. One of the most significant initiatives to support experiential learning is that of plebe summer. Efforts by the Department of Leadership, Ethics, and Law to support leader development during the summer training are noted below.

Experiential Initiatives to Advance Theory and Application of Leadership

The Department's support to plebe summer. One of the most interesting concepts is the support that the department of Leadership, Ethics, and Law (LEL) plays in the execution of Plebe summer (midshipman basic training). Plebe summer is conducted annually and involves a collaborative effort between LEL and the Office of the Commandant. "The summer training involves more than 1.2 million man-hours [with] over 1000 events scheduled...That is training for over 1200 plebes [new recruits] and 500 detailers – the people that actually oversee and do the training" (P. Schneider, personal communication, June 15, 2016). The planning phase can be as long as eight months in duration.

The Department of Leadership, Ethics and Law's (LEL) support to Plebe summer is provided through engagement and interaction with the senior midshipmen who will serve as detailers (leaders, mentors, and instructors) to the incoming Plebe freshman. Approximately four weeks prior to the conclusion of the spring semester, the midshipmen serving as detailers meet with the members of LEL. Once again, utilizing Kolb's experiential leadership cycle,

midshipmen are required to form concepts that lead to experiences. Commander Mullaney notes as they prepare midshipmen for their summer duties, that “the real challenge is in the role taking and reflection....We really stress this role - taking and this theory process of thinking through what it is you want to achieve as a leader. Who do you need to be in order to do that?”

A vast majority of the midshipmen serving as detailers have completed the leadership classes, to include the third-year leadership course. The learning and leadership models, therefore, are reinforced through the practical application and execution of the Plebe summer training and leadership experience. Members of LEL provide opportunity and challenge to the midshipmen concerning the preparation and execution of their duties. For example, midshipmen are confronted with the following questions. “What are your leadership goals? What is it you need do to organize yourself” (personal communication, K. Mullaney, June 15, 2016)?

When the most cynical midshipmen challenge the theoretical process, the Leadership, EL staff continually remind the midshipmen that the intent is not to memorize theory, but to provide a “frame of analysis for reflection” (K. Mullaney, personal communication, June 15, 2016). A major theme of the preparatory training is pressure with a purpose. A strong emphasis is placed on civility and mutual respect while preparing and challenging Plebes to grow as both individuals and as part of a team (K. Mullaney, personal communication, November 11, 2016). This interaction among the Office of the Commandant and the LEL has proven to be an effective method to connect theory with application in order to prepare both leaders and followers within the brigade (student body) of midshipmen. Commander Haney stated,

We really lean in toward experiential learning to try to make it as real for them [as possible]. [For example], the folks on the water front who do the sailing and run [operate] the [marine] patrol craft, each summer we try to make sure they are educated on what we are teaching over here [in Leadership, Education, and Law]. So we actually teach their instructors as well. We give them a seminar on what we are doing. (K. Haney, personal communication, June 15, 2016)

To conclude, Commander Haney noted that “[Naval Leadership] NL 310 is a very encompassing course which, again, is influenced by the behavioral sciences of psychology, sociology, and leadership” (personal communication, June 15, 2016). An overview of the course content is provided in Figure 4.14. Although the approach is somewhat varied, the reoccurring themes specific to NL 310 provide a platform for the implementation of leadership and human development theories. Such theories are continually reinforced through a formal process of critical thinking and operationalized through experiential learning opportunities. The overview continues with a summary of specific experiential learning opportunities available to Midshipmen at the United States Naval Academy.

<ul style="list-style-type: none"> • Course introduction • Intentional Change assignment • Team project overview • Critical thinking • Counseling, evaluations and feedback • Social Perceptions, bias and reflection • OCEAN personality test (similar to the IPIP at the United States Air Force Academy) • Intelligence and Emotional Intelligence • Junior officer address and counseling scenarios • The leader and the organization • Organizational culture and climate • Bases of power and influence • Conflict management • Team project feedback and discussion • Intuitive and analytical decision-making • Intentional change reflection • Transactional and transformational approaches to leading (extrinsic and intrinsic motivation) • Theories of extrinsic motivation • Theories of intrinsic motivation • Empowerment • Team presentations (organizational change) • Human factors in combat • Human factors in killing • Combat stress reaction • Combat speaker panel • Values and leadership: • authentic, servant, and peer leadership • Intentional leadership philosophy 	<p>Course Objectives</p> <p>Midshipmen should be able to:</p> <ul style="list-style-type: none"> • Understand how personal strengths, values, and opportunities for growth impact upon the midshipmen's leadership style; • Demonstrate foundational skills and abilities associated with communication, decision-making, team building and motivation, conflict management, and organizational development to assume responsibilities within the Brigade and the Fleet junior officers; • Explain and evaluate the most recognized theories of leadership and interpersonal dynamics; • Understand the unique combat factors that influence the leadership process in the military; and • Develop a plan for continued leadership development in preparation for their role as officers in the Navy or Marine Corps.
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Figure 4.14. Naval Leadership 310: Becoming a leader. A summation of the Foundations of Leadership course at the United States Naval Academy. Information provided through personal communications and a review of the Spring 2016 Course syllabus.

Experiential Learning Development Programs

The Plebe summer experience is just one of many initiatives that is incorporated into the experiential Learning Development (ELD) programs at the United States Naval Academy. The

ELD programs provide midshipmen with a wide-range of leadership opportunities. A limited number of the ELD programs are conducted on or near the Academy, such as participation as a plebe summer detailer (as noted above), while a majority of the other programs are conducted in geographical locations around the world. Sail training, wilderness expeditions, mountain climbing, and similar activities are available at various stages of a midshipman's Academy experience (USNA, 2016b).

The experiential leader development (ELD) programs are housed in the Leader Development and Research (LDR) Department as part of the Leadership and Education Division (LEAD). The LDR Department is led by Commander Kevin Mullaney, Ed.D. The Department's objective, specific to the ELD program, is to link the Academy's co-curricular leadership experiences with the academic programs provided by LEAD, to include the requisite courses housed in the Department of Leadership, Ethics, and Law. The collaboration among the various departments provide a tightly coupled approach to enhance the organization, execution, and commitment of the numerous leadership initiatives. The major considerations specific to all experiential leader development (ELD) programs are provided. To ensure that experiential leader development (ELD) programs for midshipmen are properly conceived as leader development experiences, rather than merely 'life experiences' or training events'); [To] drive the transfer of leadership knowledge gained through academic study from the classroom to the leader development experience; and, [to] incorporate space for guided reflection and meaning-making as an integral phase of each ELD program (USNA White Paper, 2016, p. 11).

Although participation by midshipmen in support of many of these activities is limited, information provided by multiple sources tout particular initiatives, such as the National Outdoor Leadership School (NOLES) as exceptional. The NOLES provides midshipmen with a real and

authentic opportunity to experience the challenges of leadership in less than optimal conditions.

Colonel Art Athens, Director of the Stockdale Center, provided the following:

A midshipman will come back from the experience, whatever the [leadership] experience is, and I will ask them, so what did you learn? [He/she will respond] oh, it was a good experience. I learned a lot about leadership. Well what? What specifically? Well, I learned how to be a better leader.

When people come back from the National Outdoor Leadership School (NOLES) and you ask them, what did you learn? They will always be very specific. I learned that you can't always lead from the front because you don't always know what is behind you, sometimes you have to be back watching what is going on... These are actual quotes from midshipmen. I learned that the quiet person in the group may have a great idea and unless you draw it out of them in some way, you're not going to get it. [Another example is] if you don't get enough sleep, you start making bad decisions.... [Col Athens concludes], we [at the Academy] believe that the NOLES is a great program. (personal communication, June 16, 2016)

To conclude, the leadership initiatives at the United States Naval Academy are extremely collaborative and comprehensive. The leader development programs instituted by the (LEAD) Division utilize a specific learning model, as well as a specific leadership model. These models provide midshipmen with a frame of analysis to think critically, reflect, and advance their identity in pursuit of self-authorship as leaders of character. The linkage between the LEAD Division, and the departments of Leadership, Ethics and Law (LEL) and Leader Development and Research (LDR), and the Stockdale Center for Ethical Leadership to connect theory with application is extremely productive and unifying (USNA, 2016b). The study continues with a review of the third-year leadership course at the United States Military Academy.

Instructional Concepts and Methods at the United States Military Academy

The third-year leadership course at the United States Military Academy, Psychology for Leaders (PL) 300: Military Leadership, is directed by Lieutenant Colonel Daniel Smith. The three goals of the course, achieved through numerous learning outcomes, is are documented in the information provided below (USMA Course Syllabus, PL 300, p. ii, January, 2016).

[The first goal is for] cadets [to] reflect on their leadership and become better, more self-aware leaders of character. [The second goal is that] cadets learn to apply knowledge from the behavioral, organizational, and sociological sciences to understand, explain, predict, and influence human behavior in organizations. [Lastly], cadets will be inspired to take ownership of their own development and commit to lifelong learning in topics pertaining to leadership and organizational effectiveness

Lieutenant Colonel Smith notes that the preparation cadets receive in Psychology for Leaders (PL) 100: General Psychology is critical to prepare them for the Psychology for Leaders (PL) 300: Military Leadership course. “Those two courses work as a team. You can almost think of them [the courses] as volleyball players, PL100 is setting the ball and PL 300 is spiking it” (D. Smith, personal communication, April 18, 2016). In PL 100 cadets are familiarized with the basic principles of psychology and human behavior, while the focus of PL 300 is concentrated on industrial and organizational psychology (D. Smith, personal communication, April 18, 2016). “It is human behavior in the work place, in teams, in organizations, and again, it is focused on leadership. Everything that we explore with that course, whether it be decision-making, human motivation, organizational justice...is taught with the practitioner in mind” (D. Smith, personal communication, April 18, 2016)

The Psychology for Leaders (PL 300): Military Leadership is taught in three blocks that build on the pedagogical format which supports and reinforces the three primary goals of the PL 300, as noted above. During block one of the instruction, cadets focus on self-assessment and self-awareness, and dealing with adversity and failure. Subjects such as perceptions and biases, the experience of a crucible (an event involving a severe test or trial), resilience and overcoming failure, emotional intelligence, decision-making and authentic leadership are all designed to challenge and advance cadet self-authorship. Block one of the course culminates with a discussion concerning the Cardinal Leadership Inventory.

The Cardinal Leadership Inventory (CLI) was developed by Dr. Eric Kail, a former US Army officer and professor at the United States Military Academy. The CLI is more than a personality test, as it is designed to assess six facets of leadership character: courage; integrity; selflessness; empathy; collaboration; and reflection. The second portion of the CLI provides cadets with an analysis of their leadership identity in order to enhance their self-assessment as a

leader. Specifically, the leader identity analysis addresses the cadets' ability to lead, desire to lead, and need to lead (confidence to lead). The final portion of the CLI provides cadets with feedback concerning methods that enhance leader development to include formal learning, personal experiences, and role modeling (CLI, n.d.).

With the CLI as a foundational resource, the Psychology for Leaders (PL) 300 curriculum directs all cadets to establish a relationship with a professional mentor. The mentor-mentee relationship is formally documented and evaluated in at least two writing assignments during the execution of the course. At least one of those mandatory written assignments address the cadet's leadership philosophy. A majority of the mentors are military officers or noncommissioned officers (senior enlisted personnel) working at the Academy. The intent is that this mentor-mentee relationship will endure well beyond the professional requirements associated with the PL 300 course (USMA Course Syllabus, PL 300, p. v, January, 2016).

The second block or section of the course focuses on leadership theory and begins with an overview of the Full Range Leadership Model (FRLM). A review of transformational leadership, a component of the FRLM designed to inspire and advance both leader and follower, precedes the class discussion surrounding the issues of toxic leadership. Information concerning the different leadership models (see Figure 2.4) is synthesized through the first of four leadership case studies that cadets are required to analyze throughout the course.

The instruction then turns to topics concerning power and influence, which includes the six bases of power (see pp. 43-45), as well as theoretical concepts to motivate followers. The second block of instruction concludes with another case study that requires cadets to synthesize and internalize information and communicate how leaders influence followers.

The third block or section of the course focuses on organizational leadership. The initial portion of this block addresses team dynamics, group cohesion and development, and managing conflict. Such topics as the five stages of group development (forming, storming, norming, performing and adjourning) are discussed. The topics of cohesion and conflict are followed by instruction concerning organizational culture, socialization, organizational change, and cross cultural competencies. Finally, a practical exercise that includes process and procedures specific to counseling and negotiations, is conducted. The course concludes with a session concerning in extremis leadership. Figure 4.15 provides a summation of the course content.

Block or Section	Topic	Course Goals
Block I: Self-Assessment	<ul style="list-style-type: none"> • Assessment Growth Model • Perception and Biases • Crucibles • Overcoming Failure • Emotional Intelligence • Decision-making • Authentic Leadership • Cardinal Leadership Inventory • Establishment of a professional mentor 	<ul style="list-style-type: none"> • Cadets reflect on their leadership and become better more self-aware leaders of character. • Cadets learn to apply knowledge from the behavioral, organizational, and sociological sciences to understand, explain, predict, and influence human behavior in organizations. • Cadets will be inspired to take ownership of their own development and commit to lifelong learning in topics pertaining to leadership and organizational effectiveness.
Block II: Leadership Theories	<ul style="list-style-type: none"> • Full-Range Leadership • Transformational Leadership • Toxic Leadership • Case Study I 	
	<ul style="list-style-type: none"> • Bases of Power, Influence Tactics and outcomes • Motivation (motivating followers) • Case Study II 	
Block III: Organizational Leadership	<ul style="list-style-type: none"> • Team Dynamics • Group Cohesion and Development • Conflict Management • Case Study III 	
	<ul style="list-style-type: none"> • Organizational Culture Socialization • Organizational Change • Cross Cultural Competencies • Case Study IV 	
	<ul style="list-style-type: none"> • Counseling Applications • Negotiations • In Extremis Leadership 	

Figure 4.15. Summation of Psychology for Leaders 300. The third-year leadership course at the United States Military Academy. Extracted from the United States Military Academy, Spring 2016, course syllabus.

The course structure is designed to provide cadets with sufficient time to internalize and reflect on their personal and professional development. Lieutenant Colonel Smith provided the following concerning course content and structure, “I have been paying attention to doing less things better” [as it applies to Psychology for Leaders 300] “I have 40 lessons, one semester, and it is a survey course....Where am I going to focus their [the cadets] energy?... Those are going to be important decisions” (personal communication, May 19, 2016). Lieutenant Colonel Smith also communicated concerns about providing additional time for the cadets, but also time for the instructors to communicate and demonstrate a more collaborative approach among his/her students. “I want them [the cadets] to spend more time on assignments, like the reflective exercises we have....They [the cadets] invest more in it, and the faculty has time to give them...and interact with them in meaningful feedback and mentorship on that particular assignment” (D. Smith, personal communication, May 19, 2016).

Specific to leadership theory, West Point does not subscribe to a particular leadership model. However, authentic leadership, as well as the Full Range Leadership Model (FRLM), are introduced during the initial part of the course. Lieutenant Colonel Smith noted that the key components of the FRLM - transactional (authoritative) and transformational (inspirational) leadership, are both essential to successful leadership. Lieutenant Colonel Smith provides the the following in reference to the FRLM:

When you read the literature, there are some thinkers and writers that talk about transactional and transformational leadership as if transactional is over to the far left, and it is bad and evil. If not evil, it is negative and we are going to talk about it in derogating terms. And there is transformational [leadership] over here, and it is good and effective....There is nothing about transformational leadership that says there cannot be a culture of accountability....When you look at the data... from the Multifactor Leadership Questionnaire (MLQ) [the leadership assessment tool associated with the Full Range Leadership Model, addressed on pages 37-40] when they measure the actual behaviors of actual leaders, the correlation is so high [between transactional and transformational leadership] that it is almost not useful to talk about it as two different constructs....

Transactional and transformational leadership could be considered two sides of one factor which is [in support of a model for] active effective leadership. (personal communication, May 19, 2016)

Lieutenant Colonel Smith concluded his comments specific to leadership theory by stating that

the theory we have been finding most useful for developing cadets so that they have a way to think about and explain, and a way that helps them that lends itself to application [of leadership], has been the full range leadership model. We have used that [model] in conjunction with PL 300. (personal communication, May 19, 2016)

To conclude, all three institutions specific to this research follow a path that begins with a personality and/or leader assessment that establishes awareness and recognition of one's traits and behaviors. Once self-recognition and personality are addressed, conceptual or theoretical models which contribute to self-regulation, establish a foundation for inter- personal communication and actions. Attributes such as selflessness, selfless service and understanding for others, are presented unilaterally and through theoretical models, such as emotional intelligence. Leadership and management theories are incorporated into the curriculum. The educational constructs and concepts gleaned from all three institutions provide a plethora of models that may be utilized to advance leadership education.

Honor Education and Cadet Development

Semi-structured interviews with faculty and staff pertaining to the culture surrounding honor, the honor code, and honor education at the United States Military Academy, the United States Air Force Academy, and the United States Naval Academy were conducted. Additionally, two members of West Point's 2015-2016 cadet leadership participated in the interview process. (A detailed overview concerning the virtue of honor as it relates to military higher education is include in Appendix B).

Representatives from all three Academies expressed a need to improve effectiveness and credibility of specific initiatives to advance a culture of honor, as well as the significance of honor education. Faculty, staff, and cadets, however, were quick to point out that a majority of the cadets and midshipmen embraced the honor code and honor concept as a positive part of Academy culture (C. Brown, personal communication, April 29, 2016; S. Brean, personal communication, May 3, 2016; H. Larsen, personal communication, April 29, 2016). It was also communicated that many of the cadets who demonstrate reservation or angst toward the honor system view the code as a regulatory process to enforce good order and discipline, rather than a minimum standard to advance honorable living. Such a point of view is somewhat understandable if a cadet's initial introduction to the system surrounds disciplinary and punitive consequences.

Cadet Michael Deddo, Honor Captain at the United States Military Academy, is responsible for the execution of the Cadet Honor Committee. He provided the following concerning the significance of the code and the commitment of those selected to uphold it:

The honor system is something that West Point has had for almost 100 years.... Through the years it has evolved to its current state. It is made up of about 130 cadets, all the way from the company level where there are two representatives, to the brigade level [cadet headquarters staff], which consists of myself and nine other staff members. We adjudicate all honor boards, so anybody that is alleged to have committed an honor violation we are responsible for investigating...

[L]iving honorably means living beyond the honor code....I would say, ultimately, the honor committee [members] are the greatest stewards [of the code] within the corps of cadets. So we're entrusted above everyone else to steward this code, and I believe that ultimately makes us stewards of the profession [of arms]. That is the [honor committee's] greatest contribution. In a perfect world, the whole corps is a steward of this profession, but some days it falls to the honor committee to make the tough decisions, and to make sure the Corps is doing their job....

As noted throughout the study, and specifically in Appendix B, issues surrounding peer accountability explicit to the honor code remain a concern for all responsible to influence cadet

development. Company officers at the United States Naval Academy, along with Trainer, Advisor, Counselor (TAC) officers at the United States Military Academy and air officers commanding at the United States Air Force Academy, all agree that a limited number of cadets and midshipmen will cover up, or at a minimum, fail to report a peer's wrongdoing. Cadets and midshipmen often believe, for numerous reasons, that such an act is justified (P. Schneider, personal communication, June 16, 2016).

Such a thought process, in large-part, stems from a society populated with moral relativism. As documented by Smith, Davison, and Herzog (2011) in their book, *Lost in Transition*, a recent survey of 3,290 Americans between the ages of 18 and 23 found that 60 % of those interviewed were moral individualist (morality varies among individuals). Even more concerning is that 66% of those interviewed could not recognize or describe a moral dilemma.

Fortunately, the armed forces as a whole, and the service academies specifically, recognize the moral and ethical challenges within today's society. To that end, over the past 24 months, all three academies have taken significant strides to improve the cultural significance associated with the honor code and honor system. For example, as noted by Colonel Halstead, West Point has revamped its entire character development strategy. The United States Air Force Academy (USAFA) is restructuring its character education initiatives, and now houses the Center for Character and Leadership Development in a state of the art complex costing more than 140 million dollars. In the fall of 2015, a review of the honor system at the United States Naval Academy was completed. The over-arching recommendation provided from the review are contained in Appendix C.

Finally, in response to the many challenges and opportunities to advance judgment, decision-making, and moral and ethical reasoning, a robust honor education program is instituted

at all three of the Academies noted. Cadet Deddo stated that “education is our primary objective and our main focus” . . . and honor representatives [from each company] help facilitate the training (M. Deddo, personal communication, April 19, 2016). An overview of the honor education program at the United States Air Force Academy is provided.

Honor X: An Overview of the Honor Education Program at the United States Air Force Academy

All three institutions inclusive to this study have extremely robust honor education programs which promote honorable living and exemplary character. The Honor X program is presented as the underpinning or foundation to address various initiatives, past and present, to influence and advance the virtue of honor, honorable living, and the whole person concept at the United States Air Force Academy (USAFA). The Honor X program is designed to inspire cadets to live honorably and “do the right thing” (C. Brown, personal communication, April 29, 2016).

The Honor X program is the responsibility of the Honor Division of the Center for Character and Leadership Development. Regulatory requirements and educational vignettes concerning the Academy’s honor code, honor processes and procedures, and honorable living are addressed. The program was fully implemented during the 2015 - 2016 academic year (C. Brown, personal communication, April 29, 2016).

The primary focus of the course, specifically at the freshman and sophomore level, centers on class specific (freshman – senior) vignettes surrounding issues of immoral or unethical actions which precipitate personal, interpersonal, and professional consequences. The vignettes are 50 minutes in length, and U-tube videos from recent movies frequently serve as the primary resource to stimulate dialogue among the cadets. All vignettes are peer-led and all cadet facilitators follow a specific lesson plan.

The regulatory instruction, as well as the vignettes, are aligned with the Academy's class-specific leadership growth model to advance personal, inter-personal, team, and organizational (PITO) development. Freshman cadets receive more regulatory classes specific to the honor code, honor process, etcetera. The focus for sophomore through senior cadets is less about regulatory requirements and more about professional ethics and decision-making. To satisfy such training requirements, freshman receive more contact hours than their cadet counterparts (C. Brown, personal communication, April, 29, 2016).

All instruction supports the United States Air Force (USAF) core values: integrity first, service before self, and excellence in all we do. Each vignette, regardless of class, highlights a specific core value. Additionally, three virtues, as identified by the USAF, are nested under each of the core values (see Figure 4.16). The character development model of own, engage, and practice is emphasized. Cadets are introduced to the Academy's (USAF) character development (leader of character) model (see Figure 2.12) in cadet basic training, and the model is continually reinforced through numerous initiatives such as the Honor X program. Cadets must accept responsibility and assume an active and deliberate role in their development. The key to ownership is commitment. Lieutenant Colonel Larsen (Chief of the Cadet Honor Division through the summer of 2016) stated that

unless they [cadets] own it, we can put them through the motions, but they are not going to grow in their character and leadership development. I cannot be a faster runner by someone telling me to be a faster runner, I have to actually go out and work to get faster. (personal communication, April 29, 2016)

In other words, true pursuit of self-identity is not achieved until personal commitment and accountability are realized.

Values	Supporting Virtues
Integrity First	Honesty – Your word is unquestionable
	Courage – Does the right thing, despite feeling fear
	Accountability – Takes ownership of the outcomes of one’s actions and decisions
Service Before Self	Duty – performs what is lawfully required for the mission
	Loyalty – Commitment to the success of the Nation, Air Force, and the men and women we serve,
	Respect – Treating others with dignity and valuing them as individuals
Excellence in All We Do	Mission – Continuous improvement in our products, processes, and interpersonal interactions
	Discipline – Commitment to uphold the highest of personal and professional standards
	Teamwork – Gives one’s personal best, while challenging teammates to do the same.

Figure 4.16. United States Air Force core values and supporting values

Secondly, to engage in purposeful experiences, both the individual and the organization must be fully vested in the process. “All components must come together” (H. Larsen, personal communication, 29 April, 2016). For example, Lieutenant Colonel Larsen noted that at a particular character development seminar, he asked cadets to provide feedback concerning the seminar. One cadet noted that “the seminars had continually improved each year.” Another cadet responded, “I am not sure they [the seminars] have gotten better, or do we just receive it better? Are we more mature? As noted in the model, the cadets appeared to be more prepared to engage in the experience in order to assess, challenge, and support their personal and professional development. The example noted above demonstrates that through ownership and engagement, practice provides the thoughts, habits and actions to solidify one’s identity (H. Larsen, personal communication. April 29, 2016).

With the assumption that cadets will, at least in-part, accept responsibility for their personal development, the Honor X program focuses heavily on the process and practice of judgment and decision-making incorporated in the ARDA (assess, recognize, decide, and act)

model. Regardless of the scenario or situation, the model is intended to promote cadets to act in an honorable, and, as required, courageous manner, to minimize the decision-action gap concerning issues of moral, ethical, and professional consequence. As Lieutenant Colonel Larsen noted,

Honor education is just not right and wrong, it is the reasoning process...[T]he decision-action gap never truly goes to zero We are shrinking that, we are making the gap smaller. Another way to look at it is that we are getting better and better at crossing it. Leaders of character are constantly growing....Some will say we are developing leaders of character, some will say we are developing as leaders of character.

A brief synopsis of the structure and process specific to the Honor X program follows.

Honor X Structure and Process

The process and structure for the Honor X program traditionally involves eight engagements with freshman, four of which focus on regulations and procedures, and four involving the seminar vignettes. The sophomore – senior classes engage in three vignettes over the academic year (C. Brown, personal communication, April 29, 2016). The quantity, as well as the method of instruction specific to the program, is subject to change. Important to note that the scope of this research does not include the extensive developmental training that is conducted at the squadron level by the respective air officers commanding (which is conducted in the cadet dormitories with the respective active duty Air Force officers and noncommissioned officer). Figure 4.17 provides a description of the classes by year and how they support the PITO (personal, interpersonal, team, and organizational) leadership growth model and affiliated learning objectives, as well as the core value(s) and virtue(s) of the United States Air Force.

Class	Lesson	Learning Objectives	Core Value(s)	Virtue(s)
Freshman (Personal Leadership)				
	Honor System and Process	Cadets enhance their understanding of the Honor Code, Honor Oath, and institutional expectations through dialogue and reflection.	Integrity First, Service Before Self, Excellence	Honesty, Courage, Accountability, Duty, Loyalty, Respect, Mission, Discipline, Teamwork
	Busted and the Call	Cadets examine the interpersonal consequences of dishonest actions through discussion and reflection.	Integrity First	Honesty, Courage, Accountability
Sophomore (Inter-personal Leadership)				
	Humility Through Gratitude	Cadets bolster their sense of humility through an exercise or activity that increases a sense of gratitude.	Integrity First	Humility
	Service - Duty	Cadets will identify commitment and compare their own self-identified commitments to those of the US Air Force.	Service Before Self	Duty
Juniors (Team Leadership)				
	Recovering from Adversity	Cadets explore the notion that recovery from a shock, hardship, or tragedy is largely due to an individual's outlook and strength of character.	Integrity First, Excellence in All We Do	Courage, Humility, Self- Control, and Excellence
Seniors (Organizational Leadership)				
	Profession of Arms Speaker	Guest speakers share experiences that relate specifically to integrity and honor in the profession of arms.	Integrity First	Honesty, Courage, Accountability, Loyalty, Respect
	Service – Respect	Through discussion and self-reflection cadets examine “respect” as it relates to the profession of arms.	Service Before Self	Respect, Courage

Figure 4.17. Selected Honor X program initiatives by cadet class at the United States Air Force Academy. Adapted from the United States Air Force Academy's Honor X program schedule for the 2016 – 2017 Academic Year. Produced at the United States Air Force Academy. Colorado Springs, CO.

After spending the first few sessions discussing the honor system and honor code, the vignettes are utilized to explore the human factors. The Honor X program, and specifically the vignettes, are intended to challenge cadets to think about such things as “what are your loyalties? What do you value? What does an action now mean later on? That is what we are getting at” (C. Brown, personal communication, April 29, 2016)?

For example, one of the initial vignettes the freshman cadets encounter is titled “Busted and the Call.” The scenario stems from a cheating scandal in a freshman math class at the Academy several years ago. The cadets who were charged were placed on probation and remediation. Prior to their graduation, the cadets in violation were interviewed. Not only were they required to explain their violation, as well as their reasoning for the action, but they also had to respond concerning the phone call they each made to their family or guardian (C. Brown, personal communication, April 29, 2016). Portions of the information were packaged, and as appropriate, provided to the freshman class for their consideration and analysis. The intent of the lesson is to communicate to cadets that unethical behavior comes with both personal and interpersonal consequences.

The emphasis of the sophomore and junior class lessons are centered on humility through gratitude. These lessons focus on success through the consideration and actions of a cadet’s interpersonal relationships with others (C. Brown, personal communication, April 29, 2016). Finally, the senior class is challenged with professional dilemmas they will encounter in the Air Force as commissioned officers. During the senior seminars, cadets examine the moral and ethical expectations of military officers and the benefits of living with integrity. They also survey ethical scandals that have plagued the military in recent years. Additionally, cadets will

examine their views concerning an enduring approach to integrity as an Air Force officer, regardless of the personal or professional challenges.

The Cadet Development Division's Contributions to Honor Education.

Although in transformation and change, seminars instituted by the Center for Character and Leadership Development's Character Development Division (CDD) provide substantial support to the charter education program. Through the 2015-2016 academic year, the class specific seminars proved to be extremely reinforcing to the Honor X program. Each of the seminars (freshman – senior) are 7 – 8 hours in length, and align with the PITO (personnel, interpersonal, team, and organizational model) in support of character development process. The collaboration to advance honor and character education at the United States Air Force Academy is focused and continuous. As noted earlier by Colonel Michele Johnson, “transformation and change is initiated to take it [leadership and character education] to the next level” (personal communication, April 29, 2016).

In conclusion, a comprehensive honor education program involves formal and informal education and training which is redundant, reinforcing, and, most importantly, viewed as relevant by not only the student population, but by all members of the campus community. Such a program also supports, directly or indirectly, theoretical models specific to leadership, human (student) development, and organizational effectiveness. Finally, a high-functioning honor education program provides for what Lieutenant Colonel Daniel Smith, United States Military Academy, referred to as “active, effective, leadership” (personal communication, May 19, 2016). The final portion of the research will examine cadet development from a practitioner's perspective.

Cadet Development: A Practitioner's Perspective

Arguably, the most influential office to impact cadet leadership and character development is that of the Office of the Commandant of Cadets/Midshipmen. Housed within the office of the commandant are active duty officers and noncommissioned officer (enlisted personnel) recognized as trainers, advisors, and counselors at West Point; air officers commanding at Air Force; and, company officers at Navy. The men and women who serve in these positions are responsible for not only good order and discipline among the cadets and midshipmen, but the overall development of the military, physical, academic and leadership components specific to military higher education. The two-person team composed of an officer and noncommissioned officer serve as the primary mentor and coach for 120-160 cadets or midshipmen (based upon the structure and composition of each academy). Lieutenant Paul Schneider, a recent company officer at the United States Naval Academy, provided the following concerning his duties and responsibilities:

My job is where the rubber meets the road with the execution of the mission...developing midshipmen mentally, morally, physically. For example, the physical education department owns the physical mission. They are responsible for the execution of that physical mission. [A]s the company officer, I am the one that is really accountable for their development in all of those areas....Ensuring my midshipmen, all 158 of them, are being developed morally, mentally, physically every day, and they are on the normal progression for midshipman development, is probably the number one and most important thing I do. (P. Schneider, personal communication June 15, 2016)

Captain Brandy Soublet (United States Marine Corps), also a company officer at the Naval Academy, adds that “the commandant [of midshipmen], his guidance and intent, which I think is so clear for us [company officers]...is to work by, with, and through, the midshipmen....I have to lead through others. I have to lead the company through the midshipmen leadership to ensure those midshipmen are doing what they need to be doing” (B. Soublet, personal communication, June 15, 2016).

Specific to cadet development, Major Shawn Brean explains that the Trainer, Advisor, and Counselor (TAC) officer at West Point is working within a system of systems. The TAC officer and non-commissioned officer assigned to each company formally mentor and counsel cadets assigned to their unit. Cadet upperclassmen are tasked to serve as mentors and counselors assigned to their unit. Cadet upperclassmen are tasked to serve as mentors and counselors to underclassmen (S. Brean, personal communication, May 3, 2016).

Captain Soublet provided the following specific to the counseling and mentoring of her company of midshipmen at the Naval Academy:

I am really big on...counseling. By instruction [regulation] ...the company officer must counsel every first-class [senior]and fourth-class [freshman] midshipman. I counsel all of them [150 midshipman]....Yes, it takes a long time,...but you get to know them and find out what is going on in family and personal life. You also talk them through whatever billet [leadership or staff position] they have that semester. It is an initial counseling session. Here are my expectations of you. Have you thought about doing this?...I think that the one-on-one...counseling is the most important thing you [company officer] can do. (B. Soublet, personal communication, June 15, 2016)

The system of systems employed to support the mentoring and counseling specific to cadet development also provides focus and direction as Trainers, Advisors, and Counselors (TACs), company officers, and air officers commanding, recommend and/or assign cadets and midshipmen to positions of increased responsibility within the corps of cadets or brigade of midshipmen, as cadets and midshipmen progress through the 47-month Academy experience. The decisions concerning cadet/midshipman leadership can be difficult, and, from a cadet or midshipman's perspective, emotional and frustrating. The challenge is for the officers and noncommissioned officers to position cadets and midshipmen in duty positions to advance their personal development, and simultaneously maintain maximum unit (organizational) effectiveness

Ensign McCarty commented on the developmental significance of leading peers within the Brigade of Midshipmen.

I just think that there is so much you don't understand until you are responsible for people. You are responsible for them, and [you] have to answer for what they do or don't do....I think that is valuable. If people are actually held accountable it provides opportunity for them to gain that maturity and understanding. (personal communication, 15 June, 2016)

Ensign Francona, who served as a company first sergeant within the brigade of midshipmen, provides the following concerning the significance of peer leadership.

At the end of the day we are all commissioning as [naval] officers, so it is hard to see people not learn the same hard lessons that I was able to learn....I learned so much in these [leadership] positions, it is the hardest experience I have had at the Academy. (personal communication, June 15, 2016)

Ensign McCarty noted the following concerning the selection of company leadership while serving as a company commander during her senior year at the Naval Academy.

It would have been easier for all of us to select the people [midshipmen] that we knew were going to be the most competent in those positions. That is what is really tempting...[is] to just pick the people that you know are going to do the job. Those are usually the people who have the experience and don't need it (E. McCarty, personal communication, June 15, 2016)

Similar situations and considerations, much like the scenario communicated at the Naval Academy, occur throughout military higher education. The commitment of both senior cadets and midshipmen, as well as the active duty officers, to advance the leadership development of the individual while simultaneously maintaining unit (organizational) effective can be difficult and demanding. This is a challenging aspect of military higher education that is often unrealized for those who are not intricately involved in the detailed aspects of cadet and midshipman development.

Support to the Academic Curriculum

To support the academic mission, the officers occupying the position of TAC, company officer, or air officer commanding, may serve as adjunct professors in support of the 100 and 300 level leadership courses previously noted. In order to serve as an adjunct professor, an officer must hold a minimum of a master's degree. Most officers who serve as adjuncts have advanced degrees in leadership, counseling, or a degree that relates to the behavioral or social sciences. Through service as adjunct professors, TACs, air officers commanding, and company officers establish a more collaborative relationship with their academic counterparts, which frequently cultivates a more synchronized and integrated effort between members of the faculty and the office of the commandant of cadets (personal communication, S. Brean, May 3, 2016; Personal communication, P. Schneider, June 15, 2016).

Cadet Summer Training and Development

From a developmental perspective, many of the TACs, company officers, and air officers commanding see the summer training opportunities as a key, if not the most significant opportunity, to impact cadet development. During the summer months, cadets are exposed to various training opportunities with active duty military units, individual academic opportunities, and familiarization with corporate America. Arguably, the most significant summer training opportunities are realized through the summer detail (summer leadership training experience) surrounding military basic and advanced training. All cadets must participate in a leader detail during their tenure at the Academy. For example, the cadet basic training at West Point is six weeks in duration, and it is divided into two, three-week segments (personal communication, S. Brean, May 3, 2016). Major Brean provided the following reference the summer experience at the United States Military Academy:

I think in the academic year...we [reference to cadets] do a lot of near-knowledge. We [cadets] have a lot of academic order. We [cadets] get exposure to new doctrine....We [cadets] get exposed to different leader development frameworks. We [cadets] learn something about physics, chemistry, math, that is applicable on the battlefield....We [cadets] take all of that near-knowledge and we go out in the summer [to conduct basic cadet training]....The company TAC [active duty noncommissioned officer] and TAC CO [officer] will be out there every day for five weeks working to interact with that [cadet] company commander, platoon leaders, first sergeant, in order to teach them how to train others. How to lead others. How to develop others. That is where you see the real magic happen. That is where they take that [near] knowledge and apply it, through these developmental experiences....This is where you have to pull them out of the weeds and ask them how it is going? Is it working? If not, why not? Now let's think about it, reflect on it....How do we consolidate gains as we move forward? We need to do that every day for five weeks, and it is awesome...That is why I came here, for that opportunity, for those focused developmental experiences where we can make the most impact. (S. Brean, personal communication, May 3, 2016)

The Summer training is an internal internship that is one of the most productive learning opportunities offered to cadets at all three of the Academies. Freshman are being socialized, sophomores are facilitating the training, and juniors and seniors are preparing for officership. Summer training was previously addressed specific to the synchronization of theoretical frameworks at the United States Naval Academy. The information provided above demonstrates the commitment through the staff of the office of the commandant, and other organizations as applicable, to provide cadets and midshipmen with a challenging and beneficial developmental experience.

Lastly, the summer training by cadets and midshipmen sets the tone for the focus and attitude concerning the culture of the incoming Academy class. Ensign McCarty noted that one of the most positive experiences that she had was serving as a detailer during Plebe summer in the position of company commander: "Actually being their company commander, it felt like a privilege of kind....I remember Plebe year, and I remember how much you are impacted by your upperclassmen." Ensign Francona noted the following concerning Plebe summer training:

Something that is very common here, for better or for worse, [is that] you often shadow the class that trains you. So you learn from watching their relationships. So for us, 13 [class of 2013] that trained us was very close, and I know our relationships pretty much mirrored exactly how they acted toward us. How they reacted to one another. They treated each other very well, and they were very close. (personal communication, June 15, 2016)

Summer training serves as a platform to put into practice scholarly applications, theoretical models, and key developmental experiences that will greatly influence the culture of an entire corps of cadets or brigade of midshipmen. The conceptualization and implementation of the program, therefore, deserves an inordinate amount of attention.

Leadership Theory and Philosophy

While none of the Academies specific to this study fully embrace any specific leadership philosophy, many of the air officers commanding at Air Force, and trainers, advisors, and counselors at West Point, utilize the Full Range Leadership Model (FRLM). Additionally, in the grass roots developmental process to advance cadet training and instruction, the situational training model – directing, coaching, supporting, and delegating – specific to a cadet’s or midshipman’s competence and motivation, may be utilized.

When discussing the Full Range Leadership Model (FRLM), Major Shawn Brean communicated an observation specific to the components of compliance and influence specific to military higher education:

In the military, we typically operate under a compliance model.... Sure, there is some leadership and motivation tied into that, but positional power is a real thing. At the Service Academy, what I realized is that leadership is not [executed within the corps of cadets] based upon a compliance model. We can’t just reach down and grab a cadet. There is a lot of influence that has to happen because it is a peer leadership model....We separate by classes and we put cadet company commanders in charge and so on and so forth, but at the end of the day, cadets often view themselves as peers, given their proximity in age and experience....So we [officers and administrators] are trying to use our positional [legitimate] power [with our rank and position] to influence personal bases of power [charisma and competence] and achieve the results of a compliance environment. (personal communication, May 3, 2016)

The comments provided by Major Bream concerning the challenges of peer influence and leadership are echoed by his counterparts throughout military higher education (personal communication, S. Bream, May 3, 2016; personal communication, P. Schneider, June 16, 2016). As noted by Captain Soublet, company officer at the Naval Academy, leader development is by, with, and through the midshipmen. Captain Soublet added that “the challenges inherent in such an influence model are exacerbated by the close quarters [living conditions] and informal relationships among the midshipmen” (personal communication, S Soublet, June 16, 2016). To address the challenges surrounding peer leadership, the continuous engagement of key developmental [leadership] opportunities appear to be one of the most effective instruments to cultivate a culture of both compliance and influence. The combination of compliance and influence strengthens the leadership and character development of the individual cadet or midshipman, as well as the operational effectiveness of the organization. Patience and perseverance among members of the commandant’s staff, and the entire Academy community, are paramount to maximize such leadership growth and opportunity.

Professional Preparation

Many of the men and women who serve as Trainers, Advisors, and Counselors (TACs) at West Point; air officers commanding at Air Force; and company officers at Navy, enter into their assignments as seasoned warriors, in the truest sense of the word. From submariners to special operators, to logisticians, many of these men and women have served multiple combat tours, and have the physical scars, and for some, the emotional trauma, to accompany the more visible consequences of war. Many of those selected for assignments to the Academies are carefully selected, while others are not. As noted by Major Bream, many who will serve as trainers,

advisors and counselors at West Point have worked under a compliance model that supports both transactional and transformational leadership.

These men and women will serve as role models for approximately 120-160 future officers on a daily basis. The military services, therefore, recognize that the officers must be properly prepared to lead, teach, coach, mentor, train and discipline the cadets and midshipmen under their charge. To ensure that officers are properly prepared, all three of the Academies addressed in this study provide a master's program designed specifically for those who will serve as TACs, air officers commanding, or company officers. The programs at all three institutions are approximately a year-long in duration. Typically, the advanced civil schooling is completed just prior to the officer's assignment to an Academy.

Through the Eisenhower Leadership Program, a large number of officers selected for duty as trainers, advisors, and counselors will complete a master's degree in leadership through Columbia University (S. Brean, personal communication, May 3, 2016). The Naval Officers will complete a similar course through George Washington University in Washington D.C. (personal communication, P. Schneider, June 15, 2016). Those who will serve as air officers commanding receive a degree in leadership from the University of Colorado at Colorado Springs (personal communication, R. Ramsey, April 28, 2016).

Lieutenant Colonel Ramsey, Director of Leadership Programs at the United States Air Force Academy stated that

we must be very intentional about the leadership opportunities we provide...The role of an Air Officer Commanding [AOC] evolves around leading... You don't get to take a day off from being a leader...the more effective you teach, the more effective you lead; the more effective you lead, the more effective you teach. (personal communication, April 28, 2016)

From an academic perspective, the programs provide the scholarly and theoretical frameworks to equip officers to competently execute their professional duties and responsibilities.

Equally important, the program provides an opportunity for officers to reflect and assess where they are currently located in their professional journey. Additionally, it provides an avenue for officers to analyze and assess how they may prepare and advance in order to best influence cadets and midshipmen at the respective Academies. Lieutenant Paul Schneider provided the following concerning his experience in the master's program before assuming duties as a company officer at Navy:

I think it is absolutely vital for the success of a company officer to have that year [in the master's program]. The operational tempo...for the submarine community is high. If I would of came here directly from the fleet, I would not of interacted with the midshipmen the way they needed to be interacted with. I would of been a lot more stern, a lot more rigid in my way of doing things, and a lot more black and white. In a developmental institution like this, there is an awful lot of gray. The number one thing I got from the master's degree was a kind of understanding of individual differences. (personal communication, June 15, 2016)

Major Shawn Brean noted that the Eisenhower Leadership Program was one of the most developmental experiences in his life. The resources provided to prepare career military officers to occupy the role of trainer, advisor, counselor at West Point; air officers commanding at Air Force; and company officers at Navy are substantial. The effort to resource the education of personnel who will fill similar positions throughout military higher education cannot be understated. While many institutions, apart from the service academies, cannot or will not provide financial assistance to support programs such as those outlined; however, it is evident that such programs will provide substantial benefit to the individual as well as the institution.

Conclusion

Throughout this chapter, reoccurring themes emerged that will provide a foundation for the recommendations offered in Chapter V. These reemerging themes include, but are not limited to the following: (1) integration of strategic and operational concepts to advance a comprehensive approach to leader development; (2) advance the professional development of faculty and staff; (3) facilitation of the development of cadets and midshipmen through an extensive academic program conceived to advance identity development, leadership and human development theories; (4) coordination and cooperation realized among different entities with the Academies to reinforce both theory and practice to advance leadership education and training; (5) advancement of character and honor education through a plethora of developmental scenarios centered on the whole person concept of honorable living; (6) harnessing the use of technology as a primary instrument to advance leadership and character development training and education; and, lastly, (7) the significance of a robust summer training program. The themes noted above will be presented as a template for a leadership and character education sequence in support of a two-year military junior college program, as outlined in Chapter V.

CHAPTER V: RECOMMENDATIONS

The recommendations provided for this multiple case study follow a format similar to the information presented in Chapter IV. Findings provided from on-site research specific to the United States Military Academy, the United States Naval Academy, and the United States Air Force Academy are analyzed and incorporated into a conceptual framework that address the following research questions:

1. What formal academic program(s), curricula, or systems employed at selected federal service academies promote cadet (student) leadership and character development;
2. What curricular and extracurricular programs such as new cadet training, guest lectures, discussion groups, seminars, service learning, and capstone training events implemented at selected federal service academies promote leadership and character development;
3. Which leadership and character development concepts at selected military academies best support a comprehensive approach to cadet leadership and character development; and
4. How might the findings obtained from this study be beneficial to a military junior college program?

The research questions are not addressed unilaterally, but integrated into a conceptual, as well as comprehensive, two-year leadership and character development program for a military

junior college. As noted in Chapter I, information to advance leadership and character development within the military junior college was identified as a research priority. Although the focus is on the two-year system, the program may be easily implemented in four-year military colleges and universities.

It is important to note that a major consideration, which is not addressed in the form of a research question but provides structure and focus to the entire research process, is the strategic planning and implementation essential for a comprehensive and unified character development program. The program is complex and resource intensive, and therefore, requires a top-down approach from all personnel inclusive of the campus community.

Therefore, it is recommended that the establishment of a strategic process to guide and direct planning, as well as implementation, of a character development plan is essential. The framework includes a proposed institutional mission statement, core values, and learning outcomes which guide the comprehensive approach to leader development. Comments concerning the strategic portion of the chapter are summarized in a Leader Development Model (LDM). The LDM categorizes six phases or blocks of development beginning with cadet in-processing and transition training prior to the commencement of the freshman year and terminates with graduation at the conclusion of the sophomore year. The LDM also depicts how the core values, learning outcomes, and full range leadership model are integrated and synchronized in support of the developmental process.

Next, it is recommended that the focus turns to operational considerations that directly support leadership education and training. The training is presented in a chronological fashion, and provides substance to the Institution's strategic development model, as noted above. To begin, a 10-day Cadet Transition Training (CTT) program, to include a cadet professional

development seminar, is conducted before the beginning of the fall semester. An overview of the CTT program is followed by the summary of a conceptual framework for leadership engagement and analysis. The Full Range Leadership Model (FRLM), as well as Kolb's cycle of experiential learning (Kolb, 2013), provide the leadership and educational theories to support an interactional framework for analyzing leadership inclusive of three components: the leader, the follower, and the situation (Hughes, Ginnett, & Curphy, 2015).

The chapter continues with a review of the proposed academic curriculum to include: a first-year foundations of leadership course, an advanced leadership course, and a modified advanced leadership course presented during the summer semester. The advanced leadership course offered during the summer semester is intended to prepare cadet leaders to serve as cadre (peer instructors) in the execution of Cadet Transition Training. A synopsis of the summer training program is followed by an overview of Leadership 220: Ethics for the Cadet Leader. The chapter then concludes with final thoughts specific to the research and outcomes associated with this study.

Information specific to the two-year military college system is found Chapters I and II. As a reminder, all two-year military junior colleges host commissioning programs through the United States Army's Reserve Officer Training Corp program. Additionally, a majority of the Military Junior Colleges (MJC) host a one-year Service Academy Preparation program (addressed in Chapter I). Lastly, within the MJC, there is a percentage of the student body who will not serve in the profession of arms. All three of these educational tracks inherent to the MJC greatly influence the recommendations provided in this chapter.

Strategic Framework and Alignment

In concert with the information provided in Chapter I, the mission and core values to guide the strategic and operational recommendations are adapted from Marion Military Institute (MMI), a two-year military junior college (MJC). The adapted mission statement supports student success specific to all three educational tracks at MMI (military, service academy, and non-military track students). Marion Military Institute's core values of truth, honor, and service foster a selfless approach in pursuit of academic achievement and leader development. Additionally, supporting values are strategically nested under one of the three MMI core values. The supporting values incorporated into this study are prevalent within numerous military institutions of higher learning.

To properly underpin the strategic aspects of this study, an adapted mission statement to support research specific to a two-year military junior college is provided. For example, State College, a two-year military junior college, educates and trains the Corps of Cadets in order that each graduate is prepared for success at four-year institutions, with emphasis on providing intellectual, moral-ethical, physical-athletic, and leadership development experiences in a military environment. To support the mission, as well as the establishment of a strategic framework, the core values and supporting values are displayed in Figure 5.1.

Core Values		
<p>Truth</p> <p>Demonstrate exceptional moral and ethical standards through responsibility, accountability, and integrity.</p>	<p>Honor</p> <p>Live honorably and adhere to the cadet Honor Code.</p> <p>Honor is a matter of executing, acting, and living the values of truth, integrity, personal courage, respect, service, and duty.</p>	<p>Service</p> <p>To put the welfare of the organization before one's own. Service is conducted selflessly and without the thought of recognition or personal gain. Humility and civility are demonstrated through service. Cadets understand and embrace the role of a servant leader.</p>
Supporting Values		
<p>Integrity</p> <p>Do what's right, legally and morally. Integrity is a quality developed by adhering to moral principles...As integrity grows, so does the trust others place in you as an individual.</p>	<p>Respect</p> <p>Treat people as they should be treated. Exercise mutual respect and treat others with dignity. Respect is what binds an organization.</p>	<p>Duty</p> <p>Fulfill one's obligations. Doing one's duty means more than carrying out your assigned tasks. Duty means being able to accomplish tasks as part of a team.</p> <p>It is a cadet's duty to achieve academically, physically, and to grow morally and ethically.</p>
<p>Courage</p> <p>Face fear, danger or adversity (physical or moral). With physical courage, it is a matter of facing physical hardship and risking personal safety.</p> <p>Moral courage can be extremely demanding and, frequently, more challenging than that of that of physical courage, especially if taking those actions is not popular with others.</p>		

Figure 5.1. Proposed institutional values at a two-year military junior college. The values depicted in Figure 5.1 were adapted from *Marion Military Institute's Strategic Plan 2010-2015*, and values associated with military higher education. Honor is depicted in bold as a reminder that the cornerstone of military higher education is embedded, first, and foremost, in the value of honor. Notice how the Core values align with the Supporting values. For example, truth integrity and personal courage; honor and respect; and selfless service are enhanced by the supporting value of duty.

In accordance with the mission statement and values of the college or academy, six learning outcomes are created to support the intellectual, moral-ethical, physical-athletic, and leadership development experiences organic to the institution. The learning outcomes are recognized as developmental outcomes and may be applied to any military college or academy. Throughout the research, it has been documented that leadership and character development must be viewed collectively and through a common language. The outcomes, therefore, are broad in scope in order to support a liberal arts education with an emphasis on the integration and synchronization of leadership and character development. The six outcomes include the following: demonstrate honor and respect; obtain knowledge, demonstrate sound judgment; demonstrate personal courage; demonstrate selfless service through unity of purpose; and, pursue self-authorship. Figure 5.2 depicts how the values may be tracked to support institutional outcomes. The values identified in Figure 5.1 may also be incorporated into a systematic process or format that is utilized throughout the campus community to track character development. The form may be modified to add additional values; however, the seven values specific to the institution serve as the primary content for cadet development. This initiative will be further addressed in the academic overview of the leader development program.

Primary Support		Outcomes					
Secondary Support							
		Demonstrate Honor and Respect	Obtain Knowledge	Demonstrate Sound Judgment	Demonstrate Personal Courage	Demonstrate Selfless Service Through Unity of Purpose	Pursue Self-Authorship
Institutional Values	Honor						
	Truth						
	Service						
	Respect						
	Integrity						
	Courage						
	Duty						

Figure 5.2. Alignment of values and learning outcomes in support of a leader development system. The outcomes were conceptualized through personal communications with Colonel Scot Halstead and Lieutenant Colonel Dave Miller, United States Military Academy, and information obtained from the Marion Military Institute Honor and Respect Character Education Program

Leader Development Outcomes	Competencies (to support outcomes)	Institutional Values Realized
Demonstrate Honor and Respect	<ul style="list-style-type: none"> • Cadets understand and accept the cadet honor system and honor code as a foundation and commitment to honorable living. • Cadets recall and can apply experiential examples of the seven institutional values to advance leadership development. • Cadets exercise mutual respect, and, at a minimum, tolerance for differing points of view. • Cadets utilize professional language. 	<ul style="list-style-type: none"> • Truth • Honor • Service • Integrity • Courage • Respect • Duty
Obtain Knowledge	<ul style="list-style-type: none"> • Cadets demonstrates academic competence through critical thinking, scientific reasoning, and qualitative and quantitative analysis. • Cadets demonstrate an ability to communicate through both verbal and oral means of communication. • Cadets maintain a high level of physical fitness and wellness. • Cadets demonstrate the appropriate skills and attributes specific to their duties and responsibilities as members and/or leaders within the corps of cadets. 	<ul style="list-style-type: none"> • Service • Integrity • Duty
Demonstrate Sound Judgment	<ul style="list-style-type: none"> • Cadets remain calm and exercise self-control and self-regulation in all situations. • Cadets understand and utilize the Institute’s character development model to <i>recognize, prepare, and act</i>, surrounding issues of moral, ethical, professional, or personal consequence. • Cadets consider sound judgment and decision-making when engaging in all forms of communication. 	<ul style="list-style-type: none"> • Truth • Service • Integrity • Courage • Duty
Demonstrate Personal Courage	<ul style="list-style-type: none"> • Cadets demonstrate self-determination and perseverance in the most difficult and challenging situations. • Cadets demonstrate the physical and moral courage to act honorably regardless of consequence. • Cadets understand and utilize the Institute’s character development model to <i>recognize, prepare, and act</i> surrounding issues of moral, ethical, professional, or personal consequence. 	All Inclusive (See the top block under institutional values realized).
Demonstrate Selfless Service Through Unity of Purpose	<ul style="list-style-type: none"> • Cadets understand and demonstrate service through sacrifice. • Cadets demonstrate the value of selflessness, as a leader and/or follower, through competence, civility, and humility. • Cadets experience that selflessness and unity of purpose produce high-functioning and effective teams. 	<ul style="list-style-type: none"> • Truth • Service • Integrity • Duty
Pursue Self-Authorship	<ul style="list-style-type: none"> • Cadets accept responsibility for their personal development and critically assess personal and professional strengths and weaknesses. • Cadets participate in key developmental experiences to advance individual leadership and followership. • Cadets demonstrate an awareness for their physical and social surroundings. • Cadets demonstrate the attributes of a leader of character. 	All Inclusive (See the top block under institutional values realized).

Figure 5.3. Institutional core values and corresponding leader development outcomes. The leader development outcomes and competencies were developed after a review of various sources and the general learning outcomes and core competencies employed at Marion Military Institute.

An Institutional Growth Model for Cadet Development

A suggested conceptual model to guide and focus the leadership and character development process for the 22-month Military Junior College (MJC) experience (10 months for service academy preparatory students) is provided in Figure 5.4. The personal and interpersonal aspects of cadet growth and development are addressed early and often during the 47-month Academy experience. Considering that the MJC experience for a majority of cadets is 22 months, the proposed growth model will focus on the Personal, Interpersonal, and Team attributes of leader development.

The Leadership Development Model (LDM), referenced as part of the strategic framework specific to this study consists of six blocks. Block one begins with cadet initial training. Blocks two and three address the spring and fall academic semesters of a cadets' freshman year. Next, block four addresses cadet advanced leadership training and education, which would be conducted during the summer between the freshman and sophomore years. Lastly, blocks five and six address desired leadership development during the academic curriculum of a cadets' sophomore year.

Transformative ↑ Transformational ↓ Transactional Leadership	2nd Semester Sophomore <ul style="list-style-type: none"> Continue service as a leader within the corps of cadets Encourage rising sophomores to consider leadership roles within the corps of cadets Set the example and be regarded by your peers as a leader of character 	↑ Courage and Integrity = Trust ↓ Duty and Service ↓ Honor and Respect	Pursue Self-authorship Demonstrate Sound Judgment – Demonstrate Personal Courage Demonstrate Selfless Service Through Unity of Purpose – Demonstrate Personal Courage Demonstrate Honor and Respect – Obtain Knowledge
	1st Semester Sophomore <ul style="list-style-type: none"> Serve as a leader within the corps of cadets and set the example Regardless of duty position, serve as a mentor to freshman cadets Continue to develop interpersonal and team skills Enforce standards and reward achievement and positive behavior Understand and employ institutional decision-making model when faced with issues of personal or professional consequence 		
	Cadet Advanced (Summer) Leadership Training <ul style="list-style-type: none"> Commit to service as a leader in the corps of cadets for the sophomore experience (albeit formal or informal) Attend the Cadet Advanced Leadership Course (3 acad. credit hours) Serve as a leader in support of New Cadet Transition Training. Continue to develop personal and interpersonal skills 		
	2nd Semester Freshman <ul style="list-style-type: none"> Seek responsibility, set the example, be positive, and be a team player Understand that good followership is a great training tool for good leadership Assess individual strengths and weaknesses, and internalize and reflect on the commitment to serve as a cadet leader. Begins to understand leadership through the lens of the leader, the follower, and the situation. Prepare to Lead 		
	1st Semester Freshman <ul style="list-style-type: none"> Exercise positive followership and support the chain of command Demonstrate academic responsibility Gain a deeper understanding of the honor system Exercise tolerance for differing points of view Internalize and reflect on the cadet experience 		
	Cadet Transition Training <ul style="list-style-type: none"> Adhere and respect regulatory requirements which shape the values and norms of the institute, and, specifically, the cadet honor code Participate in individual and team building activities Prepare for academic success Master basic military skills to properly function as a squad member in the Corps of Cadets 		

Figure 5.4. An example of a cadet leadership development model at a two-year military junior college

The model also offers a theoretical scale that depicts the influence, effect, and realization that institutional values provide to support the journey toward self-authorship. Although all values are continually addressed and emphasized throughout the 22-month period, cadets will

advance and regress along the scale depending on the leader, the follower, and the situation (personal communication, K. Haney & K. Mullaney, June 15, 2016). Additionally, the scale is in concert with traditional student development models such as Chickering and Reissner's *Seven Vectors for Student Development*. For example, Chickering's seventh vector, integrity, includes identity and purpose in order to shape one's core values. At the top of the theoretical scale in Figure 5.4 are the values of integrity and personal courage.

The model also includes a scale for the Full Range Leadership Model (FRLM), depicting transactional and transformational leadership, and how the model corresponds with cadet growth and leader development. Throughout the research process, authentic and transformational leadership styles were frequently noted; however, transformative leadership requires cadets to examine their performance as a leader. "It [transformative leadership] is not necessarily how you lead others, but how you lead yourself, and how you approach things and acknowledge your biases and experiences, not necessarily getting rid of them, but acknowledging them" (M. Johnson, personal communication, M. Johnson, April 28, 2016). Transformative leadership requires internalization and reflection and spans the spectrum of the FRLM. While the FRLM provides a leadership framework for the organization, as well as the cadet, transformative leadership further embodies the elements of self-reflection and internalization to advance individual development.

Cadet Leadership Education and Training

In order to satisfy strategic objectives, specifically the outcomes identified in the leader development system, a comprehensive and robust cadet leader education and training program includes the following: academic curricula consisting of a basic leadership course, an advanced leadership course, and a philosophy/ethics course; an honor education program; and key

developmental activities such as participation in the summer cadet transition training for incoming freshman. Additionally, key developmental activities, apart from participation in summer training include seminars, symposiums, conferences, and field trips, as well as informal developmental engagements. As noted in Chapter IV, the four delivery methods specific to leadership education, as cited by Lieutenant Colonel James Dobbs, United States Air Force Academy, are incorporated into all aspects of the program.

The proposed leadership education and training sequence (see Figure 5.5) depicts the wholistic integration of leadership and character development, beginning with cadet transition training prior to the freshman year. The transition training is followed by a general overview of the first-year basic leadership course for freshman cadets. Honor education initiatives are incorporated into the academic framework of the program throughout all five academic semesters. The sequence continues with a summer leadership training initiative followed by the sophomore course of study. Lastly, suggested developmental activities such as leadership seminars, workshops, and case studies are integrated into the learning sequence.

Academic Calendar	New Cadets Report	1 st Semester (Freshman) Education and Training	2 nd Semester (Freshman) Education and Training	Summer Leadership 210: Education and Training (for rising sophomores)	1 st Semester (Sophomore) Education and Training	2 nd Semester (Sophomore) Education and Training
Month	(late) July- (early) August	August - December	January - May	July	August -December	January-May
Contact Hours Training and Education	10 Days 10 hours per day	40 contact hours per course of study		40 contact Hours (class members will serve as cadet leaders for the incoming Freshman CTT)	40 contact hours per course of study	
Sequence of Education and Training	Cadet Transition Training (CTT) (CTT is new cadet training)	Leadership 110: Foundations of Leadership	Leadership 210: Advanced Leadership Concepts and Theories	Leadership 210: Advanced Leadership Concepts and Theories	Leadership 210: Advanced Leadership Concepts and Theories; Ethics 220: Ethics for the Cadet Leader	Leadership 210 Advanced Leadership Concepts and Theories Ethics 220: Ethics for the Cadet Leader
Honor Education and the Cadet Honor Council	Intro. to Cadet Honor System; Personal Development Seminar; Respect and Consideration for others	Case Study: Academic Integrity; Case Study: Mutual Respect and Consideration of others	Case Study: Team Building Seminar: Participation in Institute's annual Leadership Seminar	Review of the Cadet Honor Code and System	Case Study: Team Building; Personal Development Seminar	Case Study: Professional Ethics; Participation in Institute's Annual Leadership Symposium
Leadership Encounterss				Cadet Leaders Staff Ride	Sophomore Service Tour	
Institutional Values, Leader Growth Model, and the Full Range Leadership Model	<p style="text-align: center;"> Honor & Respect + Duty Service + Courage and Integrity = Trust Personal + Interpersonal = Highly Effective Team (Transformation: Internalization and Reflection) Transactional ← Transformational </p>					

Figure 5.5. Proposed education and training program sequence for a leader development system at a military junior college

Following Figure 5.5, cadet transition training, as well as the academic course sequence, that supports the leader development system, is described. The description includes an abbreviated overview of the training or academic course of instruction to include course composition and learning outcomes. Equally important, a brief discussion of the collaboration and synchronization among various offices and organizations across the campus community to prepare, execute, reinforce, and sustain leader development education and training as an institutional priority are provided.

Cadet Transition Training

As identified throughout the research, and specifically in Chapter IV, new cadet training provides a foundation for the personal and professional development of hundreds of young men and women. From a cadet's perspective, as well as that of the practitioner, new cadet training not only provides essential information and training, but the crucible type experience strongly influences the personal and professional socialization of each new cadet or midshipman, and, in-turn, shapes the climate and culture of the organization.

Cadet basic training at the service academies is generally conducted over a six-week period. New cadet training in the Military Junior College (MJC) system does not require the intense military training and education associated with the service academies, such as basic combat training at West Point. Although military drill, ceremonies, protocol, grooming standards, and organizational structure are inherent to all military colleges and academies, initial training at an MJC may be completed within days to weeks. Regardless of the time period, considerations such as the composition and delivery of the training; faculty, staff, and peer (cadet) modeling; and, synchronization and unity of effort to support the leader development

system, are all critical for the establishment and sustainment of a culture of honorable living and mutual trust (D. Jones, personal communication, April 19, 2016).

The abbreviated overview in Figure 5.6 depicts a 10-day training cycle. The training cycle will deviate based upon the composition of the instruction, population of new cadets to be trained, and institutional resources. The summary provided in Figure 5.6 is designed to highlight specific leadership and character development training and initiatives, as well as stimulate thought concerning course content, learning outcomes, and, perhaps, most importantly, the collaboration and unity of effort throughout the campus community to model a climate and culture infused with honorable living and trust (D. Jones, personal communication, April 19, 2016).

Although the tasks in Figure 5.6 appear simple and straight-forward, a deliberate effort by each office and organization involved is critical to the educational process. For example, the academic dean's commitment to support the leader development system through information briefings and interactive engagements with the faculty serves as a strong endorsement for more than just the academic component of the institutional mission. Expectations among faculty, as well as staff, are communicated, and faculty are more readily equipped to support various aspects of the leader development system (D. Jones, personal communication, April 19, 2016).

Event:	(New) Cadet Transition Training (CTT)		
Time or Length: 10 days	Days 1-3 Block I	Days 4-6 Block II	Days 7-10 Block III
Composition	<p>Reception, Initial Entry –</p> <ul style="list-style-type: none"> - Cadets engage in military drill and ceremonies - Cadets comprehend institutional policies and procedures -Cadets become familiar with customs, courtesies, and history of the institution -Cadets are introduced to the cadet honor code and system and the Institutional values –Cadets participate in cadet personnel (personality) inventory -Cadets become familiar with peer mentoring 	<p>Individual/Team Training-</p> <ul style="list-style-type: none"> -Physical fitness testing and training -Confidence training (military obstacle course rappelling, and other confidence apparatuses). -Aquatics and survival swimming - Military skills instruction and team competitions -Cadets continue to familiarize themselves with institutional policies -Familiarized with cadet life opportunities 	<p>Academic preparation-</p> <ul style="list-style-type: none"> -Academic policies and procedures -Academic integrity -Academic counseling -Formal instruction, polices, and procedures concerning the cadet honor system -Cadet personal development seminar (Cadets are formally introduced to the values of the institution through the interactive seminar).
Sample Outcomes: Cadet Transition Training	<p>Cadets can execute basic military drill and ceremonies.</p> <p>Cadets understand and agree to comply with rules and regulations of the institution.</p> <p>Cadets understand that the intent of the honor system is to facilitate mutual respect and honorable living.</p> <p>Cadets understand the significance of academic processes and procedures, and issues surrounding academic integrity.</p> <p>Cadets internalize, reflect, and are introduced to the RPA (Recognize, Prepare, and Act), model to advance individual responsibility and decision-making (as participant’s in the personal development seminar).</p>		
Sample Outcomes: Leader Development System	<p>Cadets demonstrate honor and respect.</p> <p>Cadets obtain knowledge.</p> <p>Cadets demonstrate personal courage (physical courage).</p> <p>Cadets begin pursuit of self-authorship (introduced during cadet personal development seminar).</p>		
Commandant of Cadets	Conduct all tasks specific to the CTT unless noted below.		
Corps of Cadets (Cadet Leaders)	Prepared to conduct cadet training to all new incoming cadets.		
Director of the Center for Leadership	<p>In coordination with the Commandant of Cadets, ensure selected sophomore cadets are prepared to conduct honor training to all new cadets.</p> <p>Conduct personal development seminars with new cadets.</p>		
Academic Dean	<p>Addresses specific academic concerns with incoming cadets.</p> <p>Coordinates faculty briefing to familiarize faculty with CTT, the honor system, and the institute’s leader development system (to include learning outcomes and core and supporting values. Academic success and academic integrity</p>		
Professor of Military Science	Identify cadet leaders within the ROTC program to support CTT and the professional development seminar; Monitor the progress of in-coming ROTC cadets during CTT.		

Figure 5.6. Proposed sequence and synchronization for cadet transition training at a two-year military college. Structure obtained in-part, from dialogue with representatives serving at the United States Air Force Academy, United States Naval Academy, and the United States Military Academy.

Coordination between the Office of the Commandant and the Director of the Center for Leadership Development is also critical. In this particular structure, formal honor education and training is carried out through the Center for Leadership, which is not uncommon in military higher education. The concern, however, is that the Office of the Commandant is responsible for the good order and discipline, as well as remediation concerning honor violations. It is imperative, therefore, that the commandant's staff and the director of the center for leadership are synchronized throughout the execution of all training (D. Jones, personal communication, 19 April, 2016). Additionally, coordination between the two offices in support of the cadet personal development seminar is proposed as a key developmental event, and the culminating exercise for Cadet Transition Training. Details of the seminar are provided below.

Cadet professional development seminar. The cadet professional development seminar workshop for the two-year military junior college is programmed for approximately 4.5 hours in duration, and it is intended to satisfy the following learning outcomes. Cadets will reflect on their (professional) aspirations and personal identity; discuss the attributes of honorable living as communicated throughout the CTT process; commit to advancing their personal character; discuss and exercise the RPA (Recognize, Prepare, and Act) model to enhance individual reasoning and decision-making; be able to recognize and discuss the core and supporting values of the institution; and lastly, identify an institutional value and focus efforts throughout the fall semester to improve upon that particular value. Additionally, cadets will familiarize themselves with the application of the RPA model through a series of video clips. The workshop is facilitated by staff, faculty, and volunteers who serve as small-group facilitators. Each small group consists of approximately eight cadets and a facilitator. To reinforce the learning outcomes at the company level, company officers should serve as workshop facilitators. The

workshop is intended to promote identity development, as well as sound judgment and decision-making. Additionally, the workshop is designed to stimulate interest specific to concepts and models to reinforce leader identity and development presented during the freshman leadership course, Foundations of Leadership.

A Conceptual Framework for Leadership Engagement and Analysis

To further support formal, as well as informal, leader development, the Full Range Leadership Model (FRLM) serves as a structural framework to capture and categorize cadet leadership growth and development. The recognition of both transactional and transformational leadership, as depicted within the FRLM, is essential to military higher education. The FRLM, specifically with the Four I's of transformational leadership: idealized influence (role-model organizational values); inspirational motivation (energize followers to exceed expectations); intellectual stimulation (to promote creativity among followers); and, individualized consideration (inspiring followers through teaching, coaching, and mentoring) provides a framework of analysis to nest and explore additional leadership theories addressed within this study. Along with the FRLM, servant, peer, situational, values-based, toxic, and authentic leadership are incorporated into the formal academic curricula.

Additionally, Kolb's cycle of experiential learning, as well as the interactional framework for leadership analysis specific to the leader-follower relationship, are continually reinforced throughout the leadership curriculum. The four modes of Kolb's experiential cycle include abstract conceptualization, active experimentation, concrete experiences, and reflective observation. The interactional framework for analyzing leadership is intended to continually address all factors surrounding the situation: the leader, the follower, and the variables which influence all components of the leadership equation. Specific to this study, the interactional

framework is recognized as the instrument of choice to analyze leadership, regardless of the leadership model implemented.

Leadership 110: Foundations of Leadership

The proposed sequence for Leadership 110: Foundations of Leadership is categorized into three blocks or sections. Block one focuses on the basics of leadership and personal identity. During this block of instruction, cadets are familiarized with a broad definition of leadership, as well as common traits and attributes associated with leadership. Critical thinking is also introduced into the course. The initial block of instruction concludes with the administration and analysis of the Myers-Briggs Type Indicator (MBTI) personality profile. Block two is focused on values-based leadership. In this block, cadets are introduced or reintroduced to the Institute's character development model and institutional values which were presented as part of the character development seminar during the Cadet Transition Cycle. During the seminar, all cadets select one institutional value to prioritize during the fall semester to advance their personal development. To reinforce this developmental effort, each cadet provides feedback from their cadet chain of command and company officer concerning the values they have prioritized.

Based upon the information compiled concerning the topic of honor, the cadet honor code and honor system are incorporated into the values-based instruction. A mid-term critique, as well as an introduction to performance counseling, is also included in the second block of the instruction. Block two concludes with peer reviews (evaluations) and a guest speaker. During peer reviews, cadets rate the performance of their squad (small group). The instructor will utilize the peer reviews to meet briefly with each cadet to discuss individual performance.

In block three, the topics of social power and influence, the full range leadership model, and emotional intelligence set the stage for a basic review of various leadership models. The challenges associated with toxic (poor leadership), as well as the challenges associated with peer leadership (influence versus compliance) are discussed. Next, situational, servant, and authentic leadership are addressed. The interactional components for analyzing leadership (the leader, the follower, the situation, and specific variables which influence the components) are incorporated into each of the leadership models presented.

Finally, team building, and the personal dynamics of leadership development among groups are discussed. The course concludes with each cadet describing the leadership traits and attributes of an “exceptional” squad leader. Figure 5.7 provides an overview of the proposed sequence of instruction, as well as course and institutional learning outcomes. A more detailed review of a proposed course sequence is located in Appendix D.

Time or Length	Weeks 1 - 4 Block I	Weeks 5 – 8 Block II	Weeks 9 – 13 Block III
	<ul style="list-style-type: none"> -Introduction: Leadership defined -Leadership as a process -Leader traits and attributes -Critical Thinking -Understand others: perceptions and biases - Myers Briggs Type Indicator (personality assessment and profile) -Cadet self-evaluation 	<ul style="list-style-type: none"> -Values-based leadership -Emphasis on the Institution’s character development model and core and supporting values -Review, discuss, and follow-up of values to focus self-improvement identified during the developmental workshop conducted during Cadet Transition Training (CTT) -Honor, the cadet honor code and honor system -Cadet performance counseling -Mid-term critique -Cadet peer reviews (evaluations) -Performance counseling (instructor counsels each cadet) 	<ul style="list-style-type: none"> -Social power and influence (personal and positional power) -Full Range Leadership Model -Emotional intelligence -Toxic leadership -Peer leadership -Situational leadership -Servant Leadership - Interactional framework for analyzing leadership is incorporated into all of the leadership models presented.
Sample Course Outcomes	<ul style="list-style-type: none"> -Cadets understand and formulate a personal definition for leadership. -Cadets understand and can implement an analytical process to think critically. -Cadets analyze and address personal strengths and weaknesses. -Cadets understand values -based leadership and can communicate both significance and application of each of the Institute’s values. -Cadets understand that the intent of the honor code, as well as the honor system, is to facilitate mutual respect and honorable living among the corps of cadets. -Through peer, instructor, and company officer support and feedback, cadets internalize, reflect, and track self-improvement through personal analysis and performance counseling. -Cadets understand and can identify various components of power. -Cadets understand and can identify the various components of emotional intelligence. -Cadets understand various leadership models and the relevance and implementation of such models within the Corps of Cadets. 		
Sample Outcomes: Leader Development System	<ul style="list-style-type: none"> -Cadets demonstrate honor and respect. -Cadets obtain knowledge. -Cadets demonstrate sound judgment. -Cadets demonstrate personal courage. -Cadets pursue self-authorship (introduced during cadet personal development seminar). 		
Commandant of Cadets	Company officers understand course content and their responsibilities to satisfy course outcomes specific to cadet evaluations and performance feedback.		
Director of the Center for Leadership	Coordinates with academic dean, commandant, and professor of military science concerning all aspects of the course, and the manner in which specific learning outcomes are synchronized in support of the Institution’s comprehensive approach to cadet leader development.		

Figure 5.7. Proposed sequence for Leadership 110: Foundations of leadership

Leadership 210: Advanced Leadership Concepts and Theories.

The primary intent of the advanced leadership course is to focus on interpersonal and team skills that prepare cadets for increased duties and responsibilities within the corps of cadets. Once again, the course is divided into three primary blocks of instruction. Block one begins with an overview of the Institute's leader development system. The leader growth model, character development model, and the six leader development outcomes are presented. Additionally, the Institute's core and supporting values are reinforced, and consideration for the cadet honor code and honor system remain omnipresent throughout the course. A review of social power and influence, emotional intelligence, and critical thinking are also highlighted in block one of the course.

Block one concludes with the International Personality Item Pool (IPIP). Through the IPIP, cadets assess their personality based upon the following five factors: extraversion, agreeableness, conscientiousness, neuroticism, and open to experience. The IPIP serves as an important measure for cadets to advance their personal and professional development, specifically in a peer-led organization that is heavily dependent on a leadership model of influence (charisma and competence) rather than that of compliance.

With the IPIP as an informational tool, each cadet is to identify a staff or faculty member, other than his/her company officer, to serve as a mentor throughout the duration of the course. The mentor will assist the cadet with informal counseling, to include a review of the cadet's IPIP. Additionally, the mentor is to provide limited assistance in the preparation of specific academic requirements. For example, the mentor may provide input or suggestions in support of a cadet's responsibility to compose a personal leadership philosophy (D. Smith, personal communication, April 18, 2016).

The second block of instruction is a detailed examination of specific leadership theories or models. Cadets carefully examine the FRLM and how it relates to leadership challenges and opportunities within the corps of cadets. To accompany the examination of the FRLM, cadets complete the Multifactor Leadership Questionnaire. The FRLM, and the accompanying MLQ, are followed by a detailed look at servant, authentic, and situational leadership.

Block three is consumed with organizational mission planning and execution. Under the direction and oversight of the instructor, cadets form into a staff, plan, and execute a mission. The cadets will then complete an after-action review of the mission. The mission is service oriented, and it is conducted on or near the Institute. A comprehensive analysis of the mission, to include the social, economic, and cultural challenges and opportunities, are assessed and presented. A revised mission statement is created, courses of action (options) for execution are analyzed, and operational, administrative, logistical, and public affairs support are all integrated and synchronized into the planning process.

During block three, cadets link theory with practice, and the interactional framework for analyzing leadership, as well as Kolb's cycle of experiential learning are realized. To conclude the course, performance counseling in support of organizational planning and execution is addressed. Figure 5.8 provides an overview of the proposed sequence of instruction as well as course and institutional learning outcomes.

Academic Course:	Leadership 210: Advanced Leadership Concepts and Theories.		
Time or Length	Weeks 1 - 5 Block I	Weeks 6 – 9 Block II	Weeks 10 – 13 Block III
	<ul style="list-style-type: none"> -Introduction: Framing leadership and leader development within the context of the Institute’s leader development system -The evolution of leadership in the US in the 20th Century - A review of social power, emotional intelligence, and critical thinking -International Personality Item Pool (IPIP) (personality inventory) -Leadership and organizational culture (focus on the cadet experience) 	<ul style="list-style-type: none"> -Leadership Theory -Toxic leadership -A detailed look at the Full Range Leadership Model (FRLM) -FRLM and the Multifactor Leadership Questionnaire -Cadet peer reviews -Situational leadership -Team building and leadership development of groups -Servant (Authentic) Leadership -Instructor performance counseling with cadets 	<ul style="list-style-type: none"> - The organizational mission planning process -Mission planning -Mission execution in support of service learning project(s) -Mission after action report -Counseling and conflict resolution -Course critique
Sample Course Outcomes	<p>Cadets understand and formulate a personal definition for leadership.</p> <p>Cadets understand and formulate an organizational definition to guide course planning and interaction.</p> <p>Cadets understand and can implement an analytical process to think critically.</p> <p>Cadets analyze and address personal strengths and weaknesses specific to leadership.</p> <p>Cadets understand values-based leadership and can communicate both significance and application of each of the Institute’s values.</p> <p>Cadets understand and can communicate the significance of the Institute’s leader development system.</p> <p>Cadet understand and implement various leadership models in the conduct of service learning tasks.</p> <p>Cadets understand and implement planning to satisfy organizational outcomes.</p> <p>Through peer, instructor, and company officer support and feedback, cadets internalize, reflect, and track self-improvement through personal analysis and performance counseling.</p> <p>Cadets understand and can identify various components of power.</p> <p>Cadets understand and can identify the various components of emotional intelligence.</p> <p>Cadets understand various leadership models and the relevance and implementation of such models within the Corps of Cadets.</p>		
Sample Outcomes: Leader Dev. System	<p>Cadets demonstrate honor and respect; Cadets obtain knowledge;</p> <p>Cadets demonstrate sound judgment;</p> <p>Cadets demonstrate selfless service through unity of purpose.</p> <p>Cadets pursue self-authorship.</p>		
Commandant of Cadets	Company officers understand course content and their responsibilities to satisfy course outcomes specific to cadet evaluations and performance feedback.		
Director, Center for Leadership	Coordinates with academic dean, commandant, and professor of military science concerning all aspects of the course, and the manner in which specific learning outcomes are synchronized in support of the Institution’s comprehensive approach to cadet leader development.		

Figure 5.8. Proposed sequence for Leadership 210: Advanced leadership concepts and theories

Leadership 210 and cadet summer training. To provide additional academic options to cadets, as well as support institutional objectives, selected cadets are provided the opportunity to enroll in Leadership 210 during the summer period. Utilizing the same or similar program

sequence as noted above, cadets would engage in a three to four-week advanced leadership course prior to freshmen arriving for cadet transition training. Cadets enrolled in the course would meet three to four hours a day, 3 to 5 days a week. The course is accelerated, not abbreviated, and the organizational planning organic to the course of instruction would focus on the preparation and execution of (freshmen) cadet transition training (CTT).

Operational, administrative, and logistical support, to include the cadet-led training and education during CTT, would be incorporated into the planning process. In return, monetary considerations for cadet participation in the program would be kept to a minimum. Due to competing requirements, many cadets may not be able to participate in such a program, yet, for many others, it is a lucrative opportunity. The summer leadership course provides academic credit, as well as an internal internship opportunity.

Leadership 220: Ethics and Moral Reasoning for the Cadet Leader

Arguably, a well-conceived course surrounding ethics and ethical decision-making may be the most important component of a leadership and character development program. Much like the curricula recommended in the initial section of this chapter surrounding leadership instruction, as well as honor education and training, the intent of the ethics course is to link theory with practice in order to provide a realistic and relevant experience for the student. It is anticipated that familiarization with theoretical concepts of moral reasoning, and the literature, lineage, and real and relevant experiences associated with the moral and ethical decision-making specific to the profession of arms, serves as stimuli, as well as a foundation, for learning.

Although many students within the two-year military junior college system will not enter into military service, real-world scenarios from within the profession of arms provide life-changing dilemmas of moral, ethical, and legal consequence. Subject matter that would, arguably, capture

the attention of any audience. Additionally, such scenarios reinforce the significance and necessity to study, understand, and demonstrate personal and professional accountability specific to moral and ethical decision-making, regardless of one's profession (Lucas & Rubel, 2012). An example of such a scenario is provided by Dr. George Lucas concerning the moral dilemma of four US Navy SEALs. Compromised during a reconnaissance mission against the Taliban in southern Afghanistan, the four members of SEAL Team 10 captured the afghan civilians (goat herders) who, inadvertently, wandered upon them. Faced with the moral dilemma of their lives, the team members determined the following, as communicated by Dr. Lucas (Lucas & Rubel, 2012):

... though they initially disagreed violently over the proper concerns to be considered and conclusions to be reached, they finally came to an agreement that, whatever the law of nations might conceivably permit or condone in this instance, they simply did not have the right to enforce a death sentence upon local inhabitants....And so they let the goatherds go....That decision, by all accounts, cost three of the four, their lives. And so the lone survivor, and many others who have studied and reviewed the situation, believe in hindsight that the SEAL team made a mistake, and they should have executed the locals summarily on the spot....[Seal Team 10's CO (commanding officer) communicated to his men that] if they killed the goatherds [goatherders], they could be found out...and charged with war crimes. But even more importantly, their behavior in offloading their risky mission onto the shoulders of largely innocent bystanders would invariably compromise their mission, and cast their own roles as military professionals into disgrace and disrepute. In order to merely increase their own chances of survival, they would, by such logic, be compelled to betray the larger purpose that had brought them to this land. They were finally, if grudgingly, unwilling to purchase their lives at the price of their professional honor and integrity....[Dr. Lucas states that the action taken by the men of SEAL Team 10] was precisely the right conclusion to reach in such circumstances. To think otherwise is not merely to be confused about the professional military ethic, but to publicly betray it. [Lucas also adds], but that is clearly one person's opinion about an admittedly troubling and complicated case. (pp. xiv – xv)

Fortunately, many issues surrounding moral and ethical decision-making are certainly not as horrific as the example cited above, but they provide a foundation to examine scenarios of ethical consequence in politics, public service, business and industry, college and professional sports, and other such disciplines. Echoing the words of Captain Rick Rubel, ethical preparation for the

future officer must include moral fitness, moral preparation, and an understanding of selflessness. To provide all cadets, regardless of their professional goals and aspirations, similar opportunities to advance their moral and ethical development is paramount.

Composition and Structure

It is suggested that the course composition and structure follow a pattern similar to that implemented in support of the sophomore ethics class at the United States Naval Academy (USNA). The utilization of Philosopher(s), senior military officers, and, in the case of the Military Junior Colleges (MJC)s, practitioners and scholars assist with course content apart from the military ethic. The text utilized at the USNA, *Ethics and the Military Profession: The Moral Foundations of Leadership*, serves as a resource to facilitate instruction concerning military ethics in both the United States and abroad (Lucas & Rubel, 2011). If such a course is presented specifically for young men and women pursuing a career in the profession of arms, the text, as noted above, and the accompanying volume, *Case Studies in Ethics for Military Leaders* (Rubel & Lucas, 2014), should be considered for adoption.

The task of administering a professional ethics course, with a student population of varying professional interests, provides both challenge and opportunity. To address such challenges and opportunities, the course of instruction is presented in three very broad or general blocks or sections. Block one provides for a course introduction, the value and necessity of ethics education, and a demonstration of how sound ethical decision-making serves to reinforce the values and culture of the (higher education) institution. During the initial portion of block one, cadets are reminded of the decision action model to Recognize, Prepare, and Act (RPA) in response to a moral or ethical dilemma. The RPA model is introduced during Cadet Transition Training (CTT) and reinforced through honor education and training. The initial section of block

one concludes with a review of the philosophical aspects of character. Beginning with the professional military ethic, block two incorporates philosophical theories with practical application in regard to real-world scenarios. Philosophers and theorists such as Socrates, Kant, and John Stuart Mills are introduced into the curriculum. From a military perspective, various aspects pertaining to the conduct of war are identified and debated.

In an effort to advance the professional ethic of those cadets who may not enter into the profession of arms, documented vignettes or scenarios from various professions are incorporated into the philosophical and practical application of the course. It is suggested that the vignettes or scenarios support the professional curricula associated with the institute. For example, if the college is steeped in educational programs surrounding public health and safety, then vignettes involving law enforcement or fire and public safety may be applicable. Additionally, vignettes surrounding sports, politics, and social justice, generally elevate student participation.

The final block of the course concludes with an ethics seminar. Military and civilian leaders present cadets with real-world dilemmas of moral or ethical consequence. Leaders discuss how the dilemma was resolved, and highlight lessons learned through resolution, reflection, and analysis (R. Rubel, personal communication, June 16, 2016).

To resource such a course to the degree that is outlined above is complex and involved. Philosophers, military officers, scholars, and practitioners all must demonstrate a unity of effort to implement such a program. The current program at the United States Naval Academy substantiates the value of a professional ethics course early in one's undergraduate experience. Although some may argue that such a course may not be relative to those who have yet to identify with their professional desires, the application of theory and practice surrounding real-world dilemmas provide a unique opportunity for cadets to advance toward self-authorship and

positively shape their professional aspirations. The proposed sequence in Figure 5.9 is a generic overview of a possible course curriculum at a two-year military college.

Time or Length	Weeks 1 – 3 Block I	Weeks 4-11 Block II	Weeks 12 -13 Block III
	<ul style="list-style-type: none"> -Introduction -What exactly is ethics? -Why do we study ethics? - A review of the RPA (Recognize, Prepare, and Act) model for decision-making <p>- A Philosophical review of character</p>	<ul style="list-style-type: none"> -Professional Military Ethic (various aspects concerning the conduct of war are identified and debated) -Ethical dilemmas surrounding public service public safety, politics, social justice, and professional sports <p>-Theoretical and philosophical concepts are coupled with real-world ethical dilemmas to link practice with theory.</p> <p>-The RPA decision-making model is incorporated into the curriculum as applicable.</p>	<ul style="list-style-type: none"> - Preparation and execution of the professional ethics seminar. - Theoretical and philosophical concepts are coupled with real-world ethical dilemmas to link practice with theory. <p>-Course review</p> <p>-Final exam</p>
Sample Course Outcomes	<p>Cadets understand and formulate a personal definition of ethics.</p> <p>Cadets demonstrate an understanding of ethics in the discipline of philosophy.</p> <p>Cadets demonstrate an understanding for the significance of professional ethical decision-making.</p> <p>Cadets understand and can articulate selected philosophical concepts and theories.</p> <p>Cadets can link selected philosophical concepts and theories with real-world dilemmas to advance their ethical decision-making.</p> <p>Cadets successfully utilize the RPA (Recognize, Prepare, and Act) decision-making model, as appropriate, throughout the course.</p>		
Sample Outcomes: Leader Development System	<p>Cadets demonstrate honor and respect.</p> <p>Cadets obtain knowledge.</p> <p>Cadets demonstrate sound judgment.</p> <p>Cadets pursue self-authorship</p>		
Academic Dean	Coordinates with Director of the Center for Leadership and selected academic departments concerning course instruction and manning.		
Commandant of Cadets	The commandant or deputy commandant is prepared to serve as a senior military instructor in support of course instruction.		
Director of the Center for Leadership	Coordinates with academic dean, commandant, and professor of military science concerning all aspects of the course, and the manner in which specific learning outcomes are synchronized in support of the Institution’s comprehensive approach to cadet leader development.		

Figure 5.9. Proposed sequence for Leadership 220: Ethics and moral reasoning for the cadet leader

Summation of the 22 Month Training Sequence

The leadership education and training sequence, beginning with cadet transition training and concluding with graduation, incorporates the institutional core values and leader (learning) developmental outcomes into a synchronized and collaborative leader development system. The system is structured to support a wholistic approach to learning. Honor serves as the cornerstone for a culture steeped in civility, respect, and a commitment to service, and reflection surrounding identity development is the primary objective for the entire learning sequence.

Transactional, transformational, and transformative leadership are incorporated into the 22-month developmental sequence or continuum and provides a foundation for cadets to advance their understanding of leadership through both theory and practice. Subjects such as critical thinking, emotional intelligence, and the influence of power are continually reinforced. Kolb's theory of experiential learning, coupled with an interactional framework for leadership analysis, serves as a constant to reinforce the academic and theoretical aspects of leadership and leadership practice. The study continues with a suggested format for honor education and training in support of the educational continuum.

Honor Education

The subject of honor and its significance to military higher education is addressed throughout the study. Information concerning the subject of honor, and, specifically, honor education is addressed in Chapter IV. Additionally, Appendix B: Military Higher Education: An Institution of Honor, provides a detailed overview pertaining to the evolution and maturation of honor and honor education in military academies, colleges, and military junior colleges. Appendix C: Key Components for the Establishment of a Military Honor Program, provides

recommendations from a review committee established to advance the highly regarded honor system and program at the United States Naval Academy.

The committee at Navy provides four over-arching recommendations for consideration to enhance the Academy's honor system. Recommendations to advance the United States Naval Academy's Brigade Honor System include (enhanced) communications, education, process, and organization. A synopsis of each of the recommendations is contained in Appendix C. All four recommendations are considered and, to varying degrees, incorporated into the suggested sequence for the implementation of an honor education program at a military junior college.

The essence of honor education is to promote honorable living through a process of moral and ethical decision-making. Lieutenant Colonel Hans Larsen, former director of the honor division at the Center for Character and Leadership Development at the United States Air Force Academy, notes that "honor education is not about just doing right or wrong, it is the reasoning process. We know that people live in the gray area" (H. Larsen, personal communication, April 29, 2016). The gray area can be expansive and troubling. As previously noted, numerous societal norms and values deemed acceptable, especially among college-age students, often do not support, and, at times, serve to undermine the values and the culture specific to military higher education.

The challenge, therefore, is to motivate cadets to buy-in to the process associated with sound moral and ethical decision-making. With every aspect of honor education, the intent is to communicate to cadets the relevance of the education or training event. It is anticipated that if the subject matter is viewed as credible, as well as relevant, cadets will be inclined to think critically, demonstrate, in-part, or in-whole, a more rational and practical approach to decision-making, and, over time, accept, if not embrace, the values and beliefs of the College.

It is understood that for some, the path of honorable living and self-authorship is long, narrow, and difficult. To assist those most challenged requires competence, commitment, and personal sacrifice. Without the focus and commitment of the entire campus community, character development, and, specifically, the initiatives associated with honor education, are often marginalized. Honor education, therefore, is inculcated into every aspect of the proposed leadership and character development sequence for a two-year military junior college.

Honor Education Composition and Structure at a Military Junior College

The proposed sequence is inclusive of the most common or highly recognized strategies to advance honor (character) education. Briefings, lectures, interactive dialogue, dilemma discussions, peer presentations, and developmental seminars are all integrated into the educational continuum. Beginning with cadet transition training, the proposed core values and leader (learning) outcomes introduced in the program sequence (see Figures 5.1 – 5.3) are incorporated into all leadership initiatives, to include the academic curricula surrounding both leadership and ethics. To link theory with practice, the RPA (Recognize, Prepare, and Act) model provides the template for moral and ethical reasoning and decision-making. The RPA is presented early and often throughout the educational process. Furthermore, initiatives specific to honor education are intended to support the reoccurring themes to advance leadership and character development noted at the conclusion of Chapter IV.

In support of the Leadership Development Model (LDM) (as addressed in Figure 5.4), personal development is the focus of honor education during a cadet's freshman year. The interpersonal and professional considerations surrounding honor are the developmental priorities inclusive of the sophomore year. The second-year honor education program is designed to reinforce leader (learning) outcomes associated with the sophomore ethics curriculum.

Additionally, based upon strategic and operational considerations, the learning continuum for both freshman and sophomore cadets will transition between the personal and interpersonal initiatives in support of the LDM.

Leading with Honor

The proposed honor education sequence, Leading with Honor, reinforces the position that the development of leadership and character, anchored by the value of honor, are mutually supporting in the development of leaders of character. The mission of the College, regulatory lectures specific to the honor system, academic honesty, and respect and consideration of others, as well as a personal development seminar, are all incorporated into initial cadet transition training.

Sprinkled throughout the Academic year are small-group dilemma discussions in support of the core values and leader (learning) outcomes. The discussions focus on mutual respect, civility, and consideration of others. During the fall semester, key developmental experiences specific to first-year cadets include an off-campus excursion [field trip] to promote and reinforce the attributes of civility and respect. During the second semester, freshman cadets conclude their formal honor education training with a one-half day team-building seminar.

Second-year cadets also attend regulatory briefings specific to the honor system and academic integrity. Small-group dilemma discussions focus on issues of organizational and professional consequence. Key developmental experiences include a one-half day seminar focused on personal courage and professional courage ethics.

Additionally, a key developmental event specific to cadet leadership is programmed early in the academic year. The intent is to provide focus and counsel to the corps leadership through the practical application of ethical reasoning and decision-making. A brief theoretical overview

of the key developmental experiences recommended above are noted in Figure 5.10. Topics and events outlined may be modified based upon the availability of resources and specific learning objectives.

Event or Activity	Means of Instruction	Core and Supporting Values	Leader Learning Outcomes	Office(s) or Organization(s) Responsible
Cadet Transition Training				
Briefing: Overview of the Mission and Values of the College and the Cadet Honor System.	Lecture	Honor, Truth, (Selfless) Service, Integrity, Courage, Respect, Duty	Demonstrate Honor and Respect.	Office of the Commandant; The Dir. of the Center for Leadership; Cadet Honor Council.
Briefing: Academic Integrity	Lecture and video; Once completed, cadets conduct peer-lead platoon discussions.	Honor, Truth, Integrity	Demonstrate Honor and Respect; Obtain Knowledge; Demonstrate sound judgment.	Academic Dean
Briefing: Respect and Consideration for Others	Lecture and video; Once lecture is completed, peer-led platoon discussions.	Honor, Respect	Demonstrate Honor and Respect.	Cadet Honor Council and Cadet Leaders
Seminar: Personal Development	Lecture; Interactive dialogue lead by cadet facilitators	Honor, Truth, (Selfless) Service, Integrity, Personal Courage, Respect, Duty	Demonstrate Honor and Respect; Obtain Knowledge; Demonstrate Sound Judgment; Pursue Self-authorship.	Dir. of the Center for Leadership; facilitator support from faculty and staff
Freshman Year				
Briefing: Cadet Honor System	Cadet briefing followed by peer – led discussions, to include a question and answer session.	Honor, Truth, (Selfless) Service, Integrity, Personal Courage, Respect, Duty	Demonstrate Honor and Respect.	Cadet Honor Council and Cadet Leaders
Guest lecture: Integrity	Formal presentation	Honor, Integrity	Live a life of Honor and Respect; Obtain Knowledge; Demonstrate Sound judgment; Demonstrate Personal Courage;	Dir of the Center for Leadership
Small-group Dilemma Discussions: Subject: Academic Integrity	Video	Honor, Truth, Integrity	Demonstrate honor and respect; Obtain knowledge; Demonstrate sound Judgment	Office of the Commandant; Center for Leadership

Event or Activity	Means of Instruction	Core and Supporting Values	Leader Learning Outcomes	Office(s) or Organization(s) Responsible
Off-campus field study: Respect and Consideration for Others	Lectures, physical and geographical surroundings and artifacts are all incorporated into the learning process.	Honor, Truth, Integrity, Respect, Personal Courage	Demonstrate honor and respect	Office of the Commandant; Center for Leadership; Academic Dean
Guest speaker: Moral Courage – Honor vs. Peer Loyalty	Formal Presentation	Honor, Truth, Integrity, Respect, Personal Courage	Demonstrate Honor and Respect; Obtain Knowledge; Demonstrate Sound Judgment; Demonstrate Personal Courage; Pursue Self-Authorship	Office of the Commandant; Center for Leadership; Academic Dean
Annual College Leadership Symposium	Guest speakers and a panels address leadership issues (in support of a symposium)	Honor, Respect	Demonstrate Honor and Respect; Obtain Knowledge; Pursue Self-Authorship	Director of the Center for Leadership
Team-building seminar	Practical exercises utilizing adventure apparatus, such as a high-ropes course in order to advance small-unit cohesion.	Honor, (Selfless) Service, Integrity, Personal Courage, Respect, Duty	Obtain Knowledge; Demonstrate Sound Judgment; Demonstrate Personal Courage; Demonstrate Selfless Service Through Unity of Effort; Pursue Self-authorship	Director of the Center for Leadership; Office of the Commandant; Academic Dean
Sophomore year				
Corps leaders and members of the cadet honor council participate in a staff battle ride.	Lectures and studies pertaining to ethical leadership are discussed. Cadets analyze and reflect on ethical issues specific to the study and how those issues correlate to current leadership challenges in the corps of cadets.	Honor, Truth, (Selfless) Service, Integrity, Personal Courage, Respect, Duty	Demonstrate Honor and Respect; Obtain Knowledge; Demonstrate Sound Judgment; Pursue Self-Authorship	

Event or Activity	Means of Instruction	Core and Supporting Values	Leader Learning Outcomes	Office(s) or Organization(s) Responsible
Small-group Dilemma Discussion – Overcoming Adversity	Lecture and video followed by a peer-led discussion.	Honor, Personal Courage, Loyalty, Duty	Demonstrate Sound Judgment; Demonstrate Personal Courage; Pursue Self-Authorship	
Seminar: Professional Ethics or Moral Courage		Honor, Truth, Selfless Service, Integrity, Loyalty, Duty	Live a Life of Honor and Respect; Obtain Knowledge; Pursue Professional Excellence and Self-authorship.	
Dilemma Discussion Support to Freshman Cadets.	Selected sophomore cadets assist as peer instructors in support of the Freshman dilemma discussions.	To be determined	Live a Life of Honor and Respect; Obtain Knowledge; Demonstrate Sound Judgment and Decision-making; Demonstrate Personal; Pursue Professional Excellence and Self-Authorship	
Freshman and sophomore cadets attend all guest lectures, as well as the annual College Leadership Symposium.				

Figure 5.10. Program sequence for an honor education program at a military junior college. The suggested leadership seminars and key developmental events were provided in-part by Captain (Retired) Jim Campbell, Distinguished Professor of Leadership; Colonel (Retired) Art Athens, Director of the Stockdale Center for Ethical Leadership; and, Captain (Retired) Rick Rubel, Distinguished Professor of Military Ethics. These gentlemen are all currently serving at the United States Naval Academy. Those contributing from the United States Air Force Academy (USAFA) include Captain Chris Brown, (former chief of Honor Education) Colonel (Retired) Greg Tate, Ph.D., Director of the Academy Character and Enrichment Seminar; Ms. Tina Erzin, Director of the Leaders in Flight Today (team leadership) seminar; Chief Master Sergeant (Retired) Bob Vasquez, Director of the Freshman Developmental Program Vital Effective Character Through Observation and Reflection; and, Lieutenant Colonel Richard Ramsey (Ph.D.), Director of Leadership Programs in the Department of Behavioral Sciences. Additionally, comments obtained from Colonel Scot Halstead, Director of the Simon Center for the Professional Military Ethic, and Lieutenant Colonel (Retired) David Jones, Chair for Character Development at the Simon Center, United States Military Academy, contributed to the suggested sequence.

A Final Note Concerning Honor Education

The mastery and success of an honor education sequence is not in the quantity, but in the quality, of events conducted throughout the academic year. The timely and detailed integration and synchronization of the initiatives noted above provide a credible and relevant approach to leadership and character development. When conducted in concert with the leadership and ethics curricula, and reinforced by faculty and staff, it is anticipated that honor serves as the iconic value which will positively influence the entire campus community and synchronization of the initiatives noted above provide a credible and relevant approach to leadership and character development. When conducted in concert with the leadership and ethics curricula, and reinforced by faculty and staff, it is anticipated that honor serves as the iconic value which will positively influence the entire campus community.

Key developmental events, such as those noted above, will vary based upon the population and mission of the institution. For example, the cadet battle staff ride suggested for sophomores in Figure 5.10 is drawn from comments by members of the United States Military Academy and the United States Naval Academy. At the beginning of the fall and spring semesters, each Academy unilaterally conducts a cadet leaders' staff ride at Gettysburg National Battlefield and Cemetery. Members from both institutions tout this experience as one of the most developmental opportunities for those cadets and midshipmen fortunate enough to participate.

In the case of the United States Military Academy, the program is sponsored by the Simon Center for the Professional Military Ethic and incorporates staff and faculty from various Academic departments throughout the Academy. The military tactical department and the

history department at West Point provide the crux of the support. Colonel Halstead related the following:

We take the cadet chain of command to Gettysburg. It is a chance for them to meet each other and build their teams. Sometimes we underestimate how hard it is to build a team. We give them some opportunities to set goals for the Corps of Cadets during the academic year. And then, by walking the battlefield of Gettysburg, these are my words, we expose them to the enduring truths of that battle. We expose them to the decisions and actions of leaders, union and confederate. [Actions] that lead to what we like to call “saved the republic”....So we show them the enduring truths of those battlefields, and we help them to connect the dots. How can you learn from that [battle] to [advance] the execution of your duties here at West Point.

With participation from members of West Point’s history department, Colonel Halstead notes that “we can talk leadership and have faculty members leading that discussion” emphasizing that leadership is a “shared responsibility across West Point.”

Another key developmental activity that is incorporated into the sophomore class at the United States Military Academy is the Inspiration of Service Cemetery Tour. Colonel Halstead explained,

We do it every April...by company, the entire sophomore class will march to the cemetery, most of them have never been in a cemetery before....We will give them a broad overview of what they are about to see. There are 16 grave sites that have been identified. [For the 2016 sophomores], eight of them [grave sites] belong to the [West Point] class of 1968, this is their 50th year affiliation class, and eight of them belong to young men and women killed in Afghanistan and Iraq. And so, as they go through the cemetery, at each grave site you will have a platoon sergeant, a classmate, a widow, a son or daughter, who is going to talk about what this person meant in their life. It is incredible. The reason we do it late in the academic year for our sophomore class is really teaching them that selflessness is at the heart of the profession of arms. And not only selflessness, but sometimes with tremendous cost and sacrifice.

And so they are seeing, first-hand, what our profession is all about...When they come back for their junior year, they have to make a decision. If they go to class the first day of their junior year, we call that affirmation, they confirm their commitment to the profession of arms.

Theoretical processes must provide the foundation for moral and ethical reasoning and decision-making, in order to advance all aspects of honorable living. To link theory with

practice, however, key developmental events, such as those noted above, should be integrated into a well-resourced honor education program. The program is not simply a leadership program, but a leadership and honor education program. The value of honor cannot be reinforced or emphasized too frequently in today's society, especially as it applies to traditional college-age students (Smith et al., 2011).

While the two examples cited above are specific to the United States Military Academy, there are many agencies and organizations, especially in disciplines of public health, public service, public safety, and yes, even politics, that could provide a similar educational experience as those cited by Colonel Halstead. Finally, regardless of structure and content, if the educational initiatives are viewed as less than relevant and credible, the program in question will operate outside the margins of success.

Recommendations for Further Research

The recommendations for further research in support of this multiple case study specific to leadership and character development are as follows: *The establishment of a robust assessment program to gauge both operational and strategic outcomes.* Although challenging, embedded within the suggested curricula are several instruments to evaluate and assess leadership and character development. Personality profiles, character mapping, the mentor-mentee relationship, and student performance through experiential learning are just a few of the tools that may be utilized to evaluate operational outcomes in support of institutional effectiveness.

Another recommendation is to increase the sample population of the study. Due to operational and academic requirements, access to cadets and midshipmen, as well as faculty and

staff practitioners, may be limited; however, any effort to expand the sample population would certainly strengthen the reliability of the research.

Additionally, a recommendation to leverage the character development curricula as an instrument to support honor remediation or rehabilitation should be considered. For example, two senior cadet leaders, both seniors and officers within their honor organizations at different institutions, successfully completed a long and demanding remediation program early in their military higher education experience. Both cadet officers stated that the remediation experience program was one of the most influential experiences in their lives, and prompted both of them to service within their respective honor programs.

Moreover, an adaptation or modification of the Academy's detailed and rigorous, but extremely developmental processes concerning honor education, may benefit other institutions within military higher education. Furthermore, traditional colleges and universities faced with disciplinary issues surrounding issues of moral or ethical consequence may benefit, at least in part, from established remediation procedures implemented at selected service academies.

Yet another consideration involves traditional colleges and universities which provide leadership programs and training. These programs frequently focus on authentic, transformational, service learning, social change, and values-based leadership models. Each of these models has been discussed in detail, or at a minimum, identified as part of this study. While traditional colleges and universities lack the detailed organizational structure surrounding peer leadership, many of the concepts and strategies contained in the two-year model presented certainly merits considerations among traditional two-year, as well as four-year, leadership programs.

Conclusion

The findings and recommendations inclusive to this research provide structure and process in support of a comprehensive approach to military higher education. The units of analysis identified to guide research methodology include: theoretical models to support cadet (student) leadership and character development; academic curricula, honor and character education programs; and, the role of the practitioner, specifically that of the student development specialist). Information obtained specific to the units of analysis established the framework surrounding the findings and recommendations specific to this research.

Specifically, findings surrounding the strategic, as well as the operational, aspects of leadership and character development at all three institutions inclusive to this study were processed and analyzed. A detailed analysis of the findings provided the framework for a proposed leadership and character development sequence (program) specific to a military junior college. Both strategic and operational initiatives to advance leader development were considered, and core values and leader (learning) outcomes were identified. The values and leader (learning) outcomes, coupled with information gleaned from the on-site research, provided substance for a proposed leadership and character development program steeped in personal and professional identity development.

The conception of a six-phase Leadership Development Model (LDM), beginning with cadet transition training and concluding upon graduation, serves as a developmental continuum for the proposed 22-month leadership experience. Additionally, nested in the LDM are the core values of the institution, and how those values are prioritized and reinforced throughout the leadership experience. The Full Range Leadership Model (FRLM) is also depicted in the LDM. The transactional and transformational leadership specific to the FRLM supports the objectives

detailed in each of the six developmental phases. Finally, basic and advanced leadership curricula, an ethics course, and numerous initiatives to support honor education are all incorporated into the leadership development program.

The leader development program as outlined within this study is complex, resource intensive, and serves as a conceptual template to advance military higher education. Such a concept requires significant coordination and unity of effort from all members of the campus community. A phased approach to implementation is suggested. Many of the initiatives, ranging from the academic courses specific to leadership and ethics, to issues surrounding mentoring and counseling, may be introduced as unilateral initiatives to advance student leader and character development.

Traditional colleges and universities should not discount the various initiatives identified within the leadership sequence. Although military higher education provides a unique structure and culture to advance leadership and character development, traditional colleges and universities may benefit from specific initiatives identified in the study. Academic courses, peer leadership initiatives, personal and professional counseling, and key developmental initiatives surrounding honor education, are all tools to consider in support of a leadership or character development program.

The research concludes with a short passage from Lieutenant Colonel David Jones, United States Army (Retired), Distinguished Chair for Character at the Simon Center for the Professional Military Ethic, United States Military Academy. The words echoed by Lieutenant Colonel Jones in the development of leaders of character make no reference to financial funding or the necessity for extravagant resources. His words, however, communicate a selfless

commitment for all to heed in accepting the responsibility, as well as the privilege, in the development of leaders of character:

Your job at West Point is to develop leaders of character, you just happen to be a chemistry instructor, or an English instructor, you just happen to be on the staff. The focus is that we all develop leaders of character. First and foremost, as role models; secondly, in the questions we ask them and how we develop them; third, in [the] products and activities that we help create and supervise to maximize their development; and, then, fourth, really, the reflection that we walk them through as they're figuring out what this journey is all about. (April 19, 2016)

The research contained within this body of work is intended to support the charge provided by Lieutenant Colonel Jones and to offer another approach to consider in the development of leaders of character.

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APPENDIX A:

DEFINITION AND SUMMATION OF KEY TERMS

The following terms provide context to analyze and interpret information specific to this study (Merriam, 2009).

Assessment: Assessment is defined as the ongoing process of “systematically gathering, analyzing, and interpreting evidence to determine how well student learning” is occurring (Suskie, 2004, p. 3). It satisfies established learning objectives, generally recognized as student learning outcomes, and utilizes the evidence collected to facilitate and enhance student learning (Suskie). Assessment is categorized as both formal with intentional and well established learning outcomes, and informal, where any event in which learning occurs “whether or not that event was intentionally developed and designed as a learning experience by the institution” is considered significant (Keeling, Wall, Underhile, & Dungy, 2008, p. 10).

Character: Character is defined as the ability to realize, understand, embrace, and execute an established set of core values (Shambach & Jackson, 2010).

Culture: Uttal (1983) defines culture as a system of shared values and beliefs that interacts with team members, organizational structures, and control systems to produce behavioral norms that aid feelings of cooperation, trust, and security.

Ethical Leadership: Ethical leadership corresponds closely to that of values-based leadership (Bass, 1998; Burns, 1978). Ethical leaders follow a principled set of rules (personal and /or professional values) that guide the leader’s decision-making process concerning “right

from wrong” and “good from bad” in all facets of life, with the intent to elevate the ethical posture of both leader and follower (Burns; Ciulla, 1998; Northouse, 2010).

Leader Development: Researchers at the Center for Creative Leadership (CCL) define leader development as “the expansion of a person’s capacity to be effective in leadership roles and processes” (McCauley & Van Velsor, 2004, p. 4). “Leader development programs assume that people can expand their leadership competence and that the skills and knowledge they acquire will make them more effective in a wide variety of leadership situations” (Johnson, 2009, p. 50), regardless of the mission or complexity of the organization (McCauley & Van Velsor).

Leadership Development: The Center for Creative Leadership defines leadership development “as the expansion of a collective’s capacity to produce direction, alignment and commitment (in support of organizational goals or objectives). A collective is any group of people who share work” (McCauley, Velsor, & Ruderman, 2010, p. 20); for example, and specific to this study, the administration, faculty, staff, students, and other stakeholders who influence the mission, vision, and execution to promote leadership development at a specific institution of higher learning is considered a collective (McCauley, Velsor, & Ruderman).

Learning Outcomes: “Learning outcomes, also referred to as learning goals, are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2004, p. 75). Learning outcomes identify “what a student should be able to know, do, or value” (Keeling, Wall, Underhile, & Dungy, 2008, p. 13) upon completion of a specific engagement or activity.

Military Colleges and Academies: Military academies, colleges, and universities include the Federal Service Academies, the six (nationally recognized) senior military colleges (four-year institutions), and the five (nationally recognized) junior military colleges (two-year

institutions) (AMSCUS, n.d.). Federal Service Academies, identified by their chronological inception, include the: United States Military Academy at West Point, New York; the United States Naval Academy at Annapolis, Maryland; the United States Merchant Marine Academy at Kings Point, New York; the United States Air Force Academy at Colorado Springs, Colorado; and the United States Coast Guard Academy at New London, Connecticut. The six senior military colleges include Virginia Military Institute (VMI) located in Lexington, Virginia; Virginia Polytechnic Institute and State University (VA Tech) located in Blacksburg, Virginia; Norwich University in Northfield, Vermont; The Citadel in Charleston, South Carolina; North Georgia University in Dahlonega, Georgia; and Texas A&M University at College Station, Texas. Additionally, the five military junior colleges include Marion Military Institute (MMI) located in Marion, Alabama; New Mexico Military Institute (NMMI) in Roswell, New Mexico; Valley Forge Military College (VFMC) in Wayne, Pennsylvania; Wentworth Military Academy in Lexington, Missouri; and, Georgia Military College (GMC) in Milledgeville, Georgia.

Organizational Culture: Schein (1990, p. 111) defines organizational culture as “a pattern of basic assumptions, invented, discovered or developed by a given group, as it learns to cope with its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore is to be taught to new members as the correct (Schein, 1990) way to perceive, think, and feel in relation to those problems”.

Transactional leadership: An extremely hierarchical and authoritative leadership model, based upon an exchange agreement between the leader and the follower, where “the leader rewards or disciplines the follower depending on the adequacy of the follower’s performance” (Bass, 1998, p.6).

Transformational Leadership: Transformational leaders demonstrate charisma and inspire followers to commit to the achievement of shared goals that are values-based, mutually beneficial, and realized through a collaborative leader-follower relationship that promotes creativity, innovation, personal and professional development, and mission accomplishment. (Bass, 1998; Burns, 1974; Northouse, 2010; Rost, 1994) Transformational leadership is viewed as an extension of transactional leadership (Bass,1998; Northouse, 2010, Rost,1994). Transformational leadership is comprehensive and encompassing, and, incorporates the most positive attributes of many leadership models (Bass 1998; Cychota, Ferrante, Green, Heppard, & Karolick, 2011; Northouse, 2010).

Student (Cadet) Development: Rodgers (1990) defined student development “as the way that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education” (P. 27). Specific to military higher education, the United States Military Academy defines human (cadet) development as “the expansion of a person’s capacity to know oneself and to view the world through multiple lenses. Development involves the expansion of one’s capabilities, the accumulation of professional experiences and knowledge, and the competence that develops through intensive practice” (USMA, 2009, p. 23).

Values: Values are principles (beliefs) that one safeguards and defends (Blackwood & Mauser, 2012). Values serve as predictors for human behavior, and as an individual grows and matures, one’s value system is continually shaped and refined (Fairholm,1998). Values also delineate what is acceptable behavior within the composition of societal structure. Therefore, groups and organizations develop and reinforce values (beliefs) intended to serve and safeguard the established and accepted procedures inherent to an organization (Fairholm).

Values-Based Leadership: Values-based leadership is ‘intended to create a culture supportive of values that lead to mutual growth and enhanced self-determination’ (Fairholm, 1998, p. 69) among both leader and follower. Values-based leadership is encapsulated within the context of transformational leadership as defined and represented throughout this study.

APPENDIX B:

MILITARY HIGHER EDUCATION: AN INSTITUTION OF HONOR

Theoretical concepts pertaining to leadership and character development, along with a values-based approach to learning, provide numerous strategies to advance the personal and professional maturation of traditional college-age students (Evans et al., 2010). Specific to military higher education, theoretical concepts and initiatives pertaining to cadet education and training are grounded in the value of honor. Arguably, no institution within higher education remains more committed to instill and advance the values associated with honor than military academies and colleges (Chickering, 2010; Kellogg, 1996; MMI, 2009; Kellogg, 1996; Pappas, 1993; The Citadel Corps of Cadets, 2010; USAFA, n.d.; USMA, 2009; United States Naval Academy, n.d.).

The Evolution of the Military Honor System

Prompted by cadets at the United States Military Academy, the evolution of honor codes, councils, and, ultimately, disciplinary processes and procedures, served to shape the moral and ethical landscape within military higher education (Banning & Azoy, 1963; Pappas, 1993). In the latter half of the eighteenth-century, Academy cadets developed ad hoc processes, procedures, and standards to address infractions concerning honor as well as other acts of misconduct within West Point's Corps of Cadets. While inappropriate and unregulated with regard to due process and social justice, those most determined to safeguard and uphold the sanctity of honor, as well as other values associated with West Point and the profession of arms, became known as members of the Vigilance Committee (Banning & Azoy, 1963; Pappas, 1993).

In 1898, the legendary motto of “Duty, Honor, and Country” (Ellis & Moore, p. 41) was founded and imbedded as part of the United States Military Academy’s original coat of arms. Inspired by the iconic motto and with much self-determination, members of the Vigilance Committee continued to lobby for the establishment of a formal peer council to address issues of honor as well as other particularly heinous acts of misconduct (Papas, 1993). At the turn of the century, spearheaded by members of the Vigilance Committee, a more collaborative approach to address cadet conduct began to evolve. In 1923, “the first Honor Committee, appointed by cadets themselves” (Banning & Azoy, 1963, p. 84), received official recognition by West Point’s Commandant of Cadets, Brigadier General Douglas MacArthur (Banning & Azoy; Pappas). The first draft of a formal documented honor code was prepared in 1947 by General Maxwell Taylor, Superintendent of the Academy, and stated that “A cadet will not lie, cheat, or steal”. The codes non-toleration clause was added in 1970 and states: “or tolerate those who do” (USMA, 2014).

The non-toleration clause, by the letter of the honor code, directs that any cadet aware of an honor violation will report the incident as soon as possible, or face a possible honor code violation for toleration of misconduct (USMA, 2014). Currently, all five service academies, to include the United States Military Academy at West Point, the United States Naval Academy, the United States Air Force Academy, the United States Coast Guard Academy, and the United States Merchant Marine Academy espouse an honor code that states “A cadet will not lie, cheat, or steal” (Kellogg, 1996, p. 1). Additionally, the United States Military Academy and the United States Air Force Academy exercise the non-toleration clause of the code.

Unilaterally, the Corps of Cadets at all six Senior Military Colleges (SMCs), including Virginia Military Institute (VMI), Virginia Polytechnic Institute and State University (VA Tech), Norwich University, The Citadel, North Georgia College and State University, and Texas A&M

University, exercise a code which mirrors that of their academy counterparts (VMI, n.d.; Virginia Tech Corp of Cadets, 2011, p. 1-6; Norwich University, 2011; The Citadel Corps of Cadets, 2010; North Georgia College, 2012; "Ethics - Texas A&M University code of conduct aggie honor code", 2012). Moreover, all five Military Junior Colleges (MJC)s to include Marion Military Institute, Valley Forge Military College, Georgia Military College, Wentworth Military College, and New Mexico Military Institute also enforce a code commensurate with their four-year service academy and SMC counterparts (Marion Military Institute, 2009).

The Significance of Honor Codes and Systems within Military Higher Education

A similar code of honor, implemented and enforced by no less than 16 institutions within military higher education, demonstrates a comprehensive and unique commitment to leadership and character development. While the mission statements of such institutions differ, the precept of honor to advance the cadet's moral and ethical development remains constant (Kellogg (1996). Moreover, the significance of such a collaborative and well-structured system demonstrates a strategic as well as operational commitment to unilaterally advance the mission of the Institutions, as outlined below.

A commitment of honor to the nation. A formal, structured, and effective honor system reaffirms expectations that the nation's military academies and colleges are preparing young men and women of the strongest moral and ethical fiber (The Citadel Corps of Cadets, 2010; Virginia Military Institute, n.d.; USMA, 2009). While the nation struggles with extraordinary acts of unethical and immoral behavior, "the more important it becomes that military officers [and all graduates from institutions of military higher education] hold the line that our society has drawn for them, and not allow their moral flank to be turned" (Kellogg, 1996, p. 2).

A commitment of honor to the institution. Within each military institution of higher learning, a dedicated group of cadets accepts the challenge to instill, uphold, and promote the virtue of honor within the institution. Those who accept the charge serve as mentors, trainers, educators, and custodians to advance the moral and ethical development of their peers. Cadets selected to serve on such councils and committees, regardless of tasks and responsibilities, are expected to demonstrate impeccable character at all times and are placed on an elevated moral and ethical pedestal.

A commitment of honor to corps and one's self. In order to develop the individual, the honor code and specifically the non-toleration aspects of the code, albeit specified or implied, serve to continually challenge the moral and ethical reasoning and decision-making of all cadets (Trez, 2010; USMA, 2009; Bonadonna, 2010; USNA, n.d.). Frequently, a cadet's loyalty to peers, in contrast to loyalty to the organization and to honorable living, is tested (Bonadonna, 2010; Kellogg, 1996, ; Offenstein, Dufresne, & Childers, Jr., 2012;). In deep contrast to their traditional college counterparts, cadets, therefore, are expected to accept the challenge to police one another from a moral and ethical perspective. While it is anticipated that at least a small percentage of cadets will falter, the honor code continues to remain the most effective tool "for socializing our students [cadets] to the degree of moral responsibility that will be required [or anticipated] of them" (Kellogg, 1996, p.1) throughout their higher education experience and beyond.

Honor: A Transactional and Transformational Leadership Challenge

The execution of a credible and effective honor system and code is extremely consuming and all-encompassing, specifically given the degree of latitude generally afforded cadets to

influence the process. Through transformation and change, the honor system provides cadets the opportunity to exercise transactional and transformational leadership strategies, experience and/or apply elements of positional and personal power, and challenge and expand the moral and ethical decision-making of both the leader and the follower.

The challenge of the code. Through myth, tradition, miscommunication, and unfortunately, substantiated acts of inappropriate behavior, many cadets and midshipmen entering into military colleges and academies believe that the primary purpose of an honor code and honor system is to serve as a coercive leadership strategy. The comprehensive approach to educating and inculcating cadets to the virtues associated with honor and honorable living is frequently challenged. From an operational perspective, underclassmen often view the system as a transactional leadership exchange, validated and substantiated through positional power, where fear and coercion are perceived to dominate the operational landscape.

In sharp contrast, those most responsible for the indoctrination of cadets into the military culture, and specifically the honor system, view the process as motivational and transforming for those their junior. Theoretically, factors consistent with transactional as well as transformational leadership, and positional as well as personal power, serve to enhance virtues critical to cadet development such as duty, honor, respect, selfless service, and personal courage. Inappropriate, immoral, unethical, or distrustful conduct is considered acceptable, or, at the very least, tolerable behavior, commensurate with contemporary societal boundaries (Kegan, 1992, 1984; Kidder, 1995, 2005; USMA, 2009). Even though there are many challenges, honor systems, and specifically honor codes, provide the conceptual framework to guide both theory and practice of the most highly regarded and employed leadership and character development initiatives within military higher education.

The excerpt provided below by two former midshipmen at the United States Naval Academy addresses the on-going challenge to regulate and indoctrinate cadets toward a system of honor through the implementation of both transactional (exchange) and transformational (inspirational) leadership. Ostwind and Dunlap (1998) provide the following:

In 1953 Midshipman 1/C [First Class] H. Ross Perot [senior class president at the United States Naval Academy] completed his task of formulating an honor system that best reflected the ideals of the Brigade of Midshipmen....His outline defined many of the problems facing the academy at the time and continues to serve as the reference for our honor concept today....Central to the theme of an Honor Concept is the idea of doing what is right not out of fear but because it is the right thing to do. Perot addressed this when he wrote, A "defect of quite a few honor systems that seem to be working quite well to the casual observer is that the system is founded on fear. The persons' under this type of system keeps their standards high out of fear of dismissal, etc...Our committees are not founded on fear, nor is fear used at any time as an agent, because to make a man afraid to lie, cheat, or steal does not make him a better man. If he has these tendencies, he will give way to them again as soon as the source of fear is removed...."

It is not expected that all candidates enter the academy having been raised in the same manner or imbued with the same ethical principles....Midshipmen today often forget the military aspects of the academy and instead see themselves as college students in an institution with many restrictions....Often midshipmen can identify much better with their college age friends from home than they can with the soldier in the field or the sailor on the ship. They identify so well that frequently the principles of honor, courage, and commitment are replaced with societal standards that don't measure upHowever it is stated in our honor concept that "Midshipmen are persons of integrity. They stand for that which is right." By placing the emphasis on the positive aspects of midshipmen, the Honor Concept affirms the principle that midshipmen are honorable and encourages them to do what is ethically sound....

Our challenge is to produce a realistic system which encourages individuals to choose the harder right and provides retribution for those who do not....Through midshipmen ownership we have been able to create a foundation of trust on which our lives are based. We realize that trust blindly given leads to the breakdown of the established foundation and therefore we must encourage the honor concept through honor training and enforce it through honor boards....Our goal is to expose midshipmen to the standards expected and to challenge them to live up to them.

In the fall of 2014, more than 60 years after Ross Perot's efforts to formulate an honor system at the United States Naval Academy, Cadet Donald Hipps, the 2014-2015 Chairman of

the Honor Committee at The Citadel, communicated to the South Carolina Corps of Cadets the significance and responsibility levied upon all cadets to understand, embrace, and uphold the virtue of honor. The challenges noted by Oswind and Dunlap (1998), are remarkably similar to those communicated by Hipps (2014):

I commend each and every man and woman who has made the decision to join The Citadel's Corp of Cadets. There are many challenges that make life at this institution drastically different and more difficult than the lives that your peers at other colleges and universities are living...[H]owever, I can assure you that each change you are asked to make in the way that you live your life is designed for your own personal betterment. Nothing speaks to this fact more than does The Citadel's Honor Code.

What is Honor at The Citadel? Let us start with what it is not: it is not a set of rules laid down for you to follow while you are within the walls of this institution and to leave behind when you graduate. Indeed, you should not think of The Honor Code as a set of rules at all. To "follow rules" implies that one is acting in a certain way because he or she fears the repercussions of doing otherwise. The term "code" signifies something much greater - something that we do because we believe in it, something that we know is right, a bond that each of us share with fellow cadets and graduates alike. The words that make up this code are indicative of who a cadet is, not what is demanded of us. "A cadet DOES NOT lie, cheat, or steal, nor tolerate those who do"... "A cadet will be punished for lying, cheating, stealing, or tolerating those who do." To be a cadet is to BE an honorable person, not to act as one because you are forced to; it is part of what makes us cadets, and is in my opinion the single most important thing that you have the opportunity to take with you from these gates. That being said, you each must decide for yourself what the code means to you. I implore you each to treat it as a way of life, even beyond the gates of The Citadel.

According to both Perot in 1953, and Hipps in 2014, adherence to a code of honor is simply a way of life at their respective institutions, and fear and/or coercion is never intended to serve as the overarching instrument to sustain or enforce the honor process. As Hipps notes, "To be a cadet is to BE an honorable person"; however, through life's experiences, many cadets have acquired a very different understanding, appreciation, and application of honor than that imposed upon them by institutional norms and directives. As noted earlier, the overwhelming influence and commitment to peer loyalty, often viewed as an acceptable model for honorable living, provides an extraordinary challenge concerning the indoctrination of cadets as they transition

into military higher education in the twenty-first century (United States Military Academy, 2010; USAFA, 2014a).

Cadet Governance and Training in Support of the Honor System

The moral and ethical posture of both the individual and the organization within military higher education is regulated and governed through cadet honor councils, boards, courts, and/or committees. These cadets accept the challenge and responsibility to influence their counterparts toward a life of honor, and in so doing, remain determined to sustain the moral and ethical flanks of the nation's military colleges and academies (Kellogg, 1996). A brief overview of the composition, structure, and practice of honor programs is intended to provide familiarity and appreciation for the military higher education honor system as well as establish a foundation for the review of honor education initiatives specific to this research (MMI, n.d.-b; The Citadel Corps of Cadets, 2010; 2013; USMA, 2009).

Honor councils, courts, and committees. Honor councils, courts, and committees are generally composed of 7 to 15 cadets, usually upperclassmen, and include a chairman or president, vice or deputy, and administrative personnel such as a recorder and/or secretary. Members of such committees can serve in various positions dependent upon the responsibility established within the guidelines of the institution. Often council members are directed to investigate possible violations of the code or serve as a member of an honor court or board to adjudicate accusations of dishonor. The organization is generally supervised by a faculty or staff advisor, and administrative and legal directives dictate what additional resources, such as legal counsel, may be admissible to the process. In the most extreme cases, finality concerning cadet suspension or expulsion manifests with the Institution's superintendent or president.

Depending on the size of the institution, an honor council or committee may include honor representatives from various subcomponents of a corps or brigade. For example, The Citadel, VMI, and all the service academies include honor representatives at the company, battalion, and/or regimental level. Honor representatives not only facilitate reporting of possible honor violations, but also promote the concept of honor as an extremely visible and positive attribute for daily living.

Honor education: A collaborative approach. Cadets responsible for the education, training, and the indoctrination of their fellow classmates in the values of honor exercise a structured and straightforward approach. Typically, honor education and training includes lectures, presentations, skits or role-playing, guest speakers, and even remedial training to reinforce the system. The preparation for and implementation of such training varies greatly commensurate with the human and physical resources available to the institution. The cadet or midshipman responsible for the execution of the training is a senior cadet officer, and frequently, subordinate only to the corps or brigade cadet commander in rank, privilege, and responsibility.

Although the initial responsibility to conduct education and training rests with the cadets, the successful execution of honor systems and codes is a collaborative effort that is “embedded in a broader character development system” (Dufresne & Offstein, 2012, p. 577). Therefore, initial cadet training, focused on the essential elements of the honor code and system, serves as a preface for the implementation of a comprehensive character development system. As indicated throughout the context of this research, such a developmental system or framework incorporates the academic, physical, moral/ethical, and leadership components of the military higher education experience. Moreover, cadets, faculty, staff, and administrators are all charged with varying roles and responsibilities to support and advance the system. “Co-curricular education,

extracurricular activities, mentoring and advising, leadership development, orientation and socialization, faculty recruiting and selection, and deployment of physical structures” (Dufresne & Offstein, 2012, p. 577) are many of the considerations inclusive of a well-defined system.

Summation

The model initially conceived by Thayer in the 1820’s, advanced by cadets at the turn of the century, and sanctioned by West Point and numerous other military academies and colleges throughout the nineteenth century, underpins the current approach to character development through honor education. Identity development models such as Kegan’s (1994; 2010) Stages of Development, Kohlberg’s (1981; 1977) Theory of Moral Judgment, and Rest’s (1994) Four Component Model for Determining Moral behavior, and the seminal work of Chickering (1969), and the contributions of Chickering and Reisser (1993) as well as others, provide a theoretical construct to support a comprehensive process “embedded in a broader character development system” (Dufresne & Offstein, 2012, p. 577). Throughout the process, the honor system is reinforced through the application of transactional and transformational leadership strategies, the implementation of personal and positional power, and endorsed by the cooperation and support of the entire campus community.

APPENDIX C:

KEY COMPONENTS FOR THE ESTABLISHMENT OF A MILITARY HONOR PROGRAM

In October of 2015, a comprehensive review of the Naval Academy's Brigade Honor Program was completed. The review was chaired by Colonel Art Athens, Director of the Stockdale Center for Ethical Leadership. The honor review committee was composed of 12 personnel to include a midshipman, current faculty and staff, and distinguished leaders working within the department of defense. The review by the honor committee was not precipitated by any type of honor crisis. On the contrary, the senior leadership within the Academy directed the review in order to continuously advance the concept of the honor system and address on-going challenges.

The committee conducted personal interviews and focus groups with numerous organizations and individuals within the Academy, and data analysis. Once the data analysis was compiled, four recommendations emerged to improve, sustain or enhance the Academy's honor program. Details concerning the findings specific to the Naval Academy are not provided; however, a review of the four over-arching recommendations may serve as a template to guide any institution in the establishment, sustainment, or analysis of an honor program.

The four recommendations include communication, education, execution (process of the system), and organization:

Communication – Leaders must take every opportunity to communicate to faculty, staff, and midshipmen or cadets the importance of integration and synchronization of leadership, character, and honor. This may be accomplished through formal briefings and presentations,

social media, emails, and videos. Additionally, communication concerning leadership and honor must underscore “the why” of honor as it relates to trust, and how trust is essential for the establishment of positive leadership. As previously noted, it is imperative that honor is not communicated or recognized as another instrument of the disciplinary system. A cadet’s or midshipman’s introduction to the honor system should not surround a violation, but should be in concert with the honorable actions of moral exemplars. Finally, lines of communication with all personnel concerning individual and organizational roles and responsibilities providing information concerning honor proceedings and outcomes should be frequent.

Education – The development of a leader development master plan is suggested to guide the institution’s leader development efforts, and such a plan would incorporate all members of the components of the campus community. Additionally, all employees, to include those who support athletics, are presented with a briefing that addresses personal integrity, the honor program, and individual responsibilities that advance student development. In reinforcement of these initiatives, presentations and seminars intended to promote candid discussions among faculty, staff, and coaches concerning the virtue of honor are conducted.

Process – The process surrounds the investigation and adjudication of honor proceedings. While honor procedures are well established, one must ensure that minor acts or breeches of the honor system are adequately addressed and documented within the regulatory requirements of the institution. Improper counseling procedures can detract from individual and organizational accountability and impact on morale and good order and discipline. Moreover, when conducted professionally, the process serves as an example to enhance mutual respect and consideration, and promote a culture of honorable living.

Another concern is that of the composition and training of an honor board or honor court. The selection, preparation, and training of those selected must be an institutional priority. The charge imposed upon the counsel or court of one's peers cannot be understated.

Organization – From an institutional perspective, a unified voice among all who influence leadership and character development is essential in order to accomplish the following: provide a unified voice for leadership and character development; develop and maintain a master plan concerning leadership and character development; manage resources associated with initiatives to advance leadership and character development, and integrate assessment efforts.

In conclusion, the intent of this summary is to provide a framework in order to promote thought and stimulate dialogue concerning the challenges and opportunities specific to honor and honor education within military higher education. Consideration of the recommendations cited above would serve any institution well in the establishment or sustainment of an honor program.

APPENDIX D:

PROGRAM SEQUENCE FOR LEADERSHIP 110:
FOUNDATIONS OF LEADERSHIP

Figure D1 is a conceptual course outline for the execution of an introductory leadership course at either a two-year or four-year military college. Although not complete, the intent is to prompt reflection, analysis, and identify challenges and opportunities associated with the concept.

Figure D1. A Proposed Course Sequence for Leadership 110: Foundations of Leadership			
Course:	Foundations of Leadership: 110		
Week/ Class	Description	Tasks/Objectives/Notes	Coordination Required
Week I			
1	Introduction: overview of course material; The concept of leadership and why leadership matters	Review of course material and lecture by instructor	Cadets organize into squads for the duration of the semester (maintain cadet company organization).
2	Leadership as a process	U-tube video – John Maxwell, The 5 Levels of Leadership	
3	Leadership traits and attributes	Leadership defined	
Week II			
4	Understanding Others: Perceptions and Biases	Supplemental reading	
5	Critical Thinking	Analytic Thinking: How to Take Things Apart and What to Look for When You Do.	Pamphlet Produced by Dr. Richard Paul and Linda Elder.
6	Critical Thinking	Critical thinking exercise.	Utilizing the established format, cadets work in

			squads (small groups)
Week III			
7	Leadership defined, and an introduction to leadership traits and attributes.		Supplemental readings
8	Leadership attributes		
9	Introduction to the Myers-Briggs Type Indicator (MBTI). Understanding the challenges of self-assessment		Conduct supplemental reading
Week IV			
10	Conduct Myers-Briggs Type Indicator		
11	Discuss results of the MBTI	Cadets categorize and cross reference personality assessment.	.
12	Understanding one's personality	Cadets prepare summary of their personality MBTI	Cadets think critically in order to assess strengths and considerations as provided through the MBTI.
Week V			
13	Understanding one's personality:	Guest Speaker	
14	Cadet self-evaluations and introduction to values based-leadership		
15	Values-based leadership and an introduction to the Institute's character development model	Supplemental readings	
Week VI			
16	Values-based Leadership. Review and discussion of developmental workshop conducted during Cadet Transition Training (CTT)	Cadets are prepared to discuss institutional core or supporting value that was self-selected during the Cadet Transition Training workshop to advance individual character development.	Request that company officers attend this class session and serve as assistant instructors. Cadets are required to have the company officer and cadet leader provide feedback

17	Values – Based Leadership	Utilizing the critical thinking process established in lessons 5 and 6, class will evaluate positive and negative attributes of values from selected video clips.	Supplemental reading
18	Values-based leadership and understanding the cadet honor system	Read Chapters X-X in Cadet Handbook Read scenario and understand position that is assigned as a member of the Institute's cadet honor council Analyze in-class video clips and utilize the RPA format to participate in- class discussion	Institute's character development model is adapted from the United States Air Force Academy's character development framework
Week VII			
19	Creating a Culture of Honor: An overview of the cadet honor system		
20	The Cadet Honor System, does it work?	Cadets discuss the significance, as well as the concerns, surrounding the cadet honor system.	Cadets read chapter XX of the cadet handbook concerning the cadet honor code and honor system
21	Mid-term critique		
Week VIII			
22	A template for performance counseling	Cadets read chapter XX of the Cadet Handbook concerning the Institute's performance counseling program.	Coordinate with Commandant for Institutional counseling form.
23	Peer reviews	Each squad member will rank members of their squad	Class members engage with cadet leader and company officer for final counseling.

24	Guest speaker	Enhancing personal performance.	
Week IX			
25	Social power and influence	French and Ravens Power Taxonomy	Text and Supplemental Readings
26	Social power and influence and the Full Range Leadership Model	Case Study: Stanford prison experiment	Text, supplemental readings, View U-tube video of prison experiment.
27	Full Range Leadership Model		
Week X			
28	Leader – Follower Model and the interactional framework for analyzing leadership		
29	Emotional Intelligence		Text pp. 220 – 228; Harvard Business Review, What Makes a Leader, Daniel Goleman.
29	Toxic Leadership	Guest Speaker	Text – The dark side of leadership; supplemental reading
30	Peer Leadership: The challenges of influence and compliance	Peer Leadership	
Week XI			
31	Situational Leadership and the leader – follower; interactional framework for analyzing leadership		Readings from Text
32	Situational Leadership and the leader – follower interactional framework for analyzing leadership		Readings from Text
33	Servant Leadership Model		Reading from Text
Week XII			
34	Servant leadership model and the leader -follower interaction for analyzing leadership		
35	Team Building and Leadership development of groups	Class discussion Forming, storming,	Text pages 394 – 408.

		norming, performing; view and discuss video clips from “Remember the Titans”	
36	Final Peer Review		
Week XIII			
37	Leadership traits and attributes of an exceptional squad leader	In-class discussion and squad presentations.	
38	Course conclusion and critique		
39			

Figure D1. A proposed concept for Leadership 110: Foundations of leadership. The information was conceived through personal communications with Commander Kevin Mullaney and Commander Kevin Haney, United States Naval Academy; Lieutenant Colonel James Dobbs and Lieutenant Colonel Rick Ramsey, United States Air Force Academy; Lieutenant Colonel Daniel Smith and Lieutenant Colonel David Jones, United States Military Academy.

APPENDIX E:

PROGRAM SEQUENCE FOR LEADERSHIP 210:

ADVANCED LEADERSHIP CONCEPTS AND THEORIES

Below is a conceptual course outline for the execution of an advanced leadership course at either a two-year or four-year military college. Although not complete, the intent is to prompt reflection, analysis, and identify challenges and opportunities associated with the outline listed below.

A proposed course sequence for Leadership 210: Advanced Leadership Concepts and Theories			
Course:	Leadership 210: Advanced Leadership Concepts and Theories		
Week/ Class	Description	Tasks/Objectives/Notes	Coordination Required
Week I			
1	Introduction and overview of course material; Discuss mentorship objectives	Cadets will be required to identify a staff or faculty member, other than their company officers, to serve as a mentor throughout the course.	Proposed Text: <i>Leadership: Enhancing the Lessons of Experience</i> (Hughes, Ginnett, Curphy, 2015) Cadets organize into squads for the duration of the semester (maintain cadet company organization).
2	Framing and communicating leadership and performance objectives within the framework of the Institute's leader development system	Review of the Institute's: leader growth model; character development model; learning outcomes; core values; and the Institute's honor code and honor system.	Supplemental readings

3	Introduction to Leadership	Cadets provide definition of leadership to be discussed in class	Cadets discuss and formulates a definition of leadership to guide class initiatives based upon class discussion, readings from the text, and the mission of the Institute.
Week II			
4	The evolution of leadership in the United States in the 20 th Century.	Class views PBS presentation, <i>The Decade of the 60s.</i>	Supplemental readings
5	Critical thinking: a review	<i>Analytic Thinking: How to Take Things Apart and What to Look for When You Do.</i>	Pamphlet Produced by Dr. Richard Paul and Linda Elder.
6	Emotional Intelligence: a review		To be determined
Week III			
7	OCEAN Model of Personality also recognized as the International Personality Item Pool (IPIP)	Cadets complete the IPIP OCEAN Model or IPIP Personality	
8	Review personality scores from IPIP Model of Personality		
9	Leadership and Organizational Culture - Simon Sinek: <i>Why Leaders Eat Last</i>	U-tube Video presentation	Presentation corresponds with the book
Week IV			
10	Leadership and Organizational Culture	Guest speaker	
11	Leadership and Organizational Culture: Focus on the Leader	Textbook readings and situational exercises specific to leadership within the Corps of Cadets	
12	Leadership and Organizational Culture: Focus on the Leader		
Week V			
13	Leadership and Organizational Culture Focus on the follower		Text and supplemental readings
14	Leader and Organizational Culture: Focus on the Follower	Guest speaker	
15	Toxic Leadership		
Week VI			

16	Overview of the Full Range Leadership model (FRLM) and a review of the Interactional Framework for Analyzing Leadership	Class readings and discussion	Text and supplemental readings
17	FRLM - Individualized Consideration and Intellectual Stimulation	Class discussion, situational exercises, and video clips	Supplemental reading
18	FRLM - Idealized Influence and Inspirational Motivation	Class discussions, situational exercises, video clips	
Week VII			
19	Multi-factor Leadership Questionnaire The Interactional Framework for Analyzing Leadership	Cadets conduct the MLQ as part of the FRLM leadership training.	
20	Cadet Peer Reviews (evaluations)	Each squad member will rank members of their squad.	Class members engage with cadet leader and company officer for final counseling.
21	Mid-term critique		
Week VIII			
22	Situational Leadership	Class discussion	Text and supplemental readings
23	Situational Leadership	Each squad member	Situational exercises
24	Guest speaker	Enhancing personal performance	
Week IX			
25	Team building and leadership development of groups	Class discussion: Forming, storming, norming, performing;	Text pages 394 – 408.
26	Servant (Authentic) Leadership		
27	Prepare for Organizational/Operational mission planning. Review key components of the FRLM, situational, and service (authentic) leadership.	Cadets maintain squad integrity for accountability and counseling, but organize into a cadet headquarters staff.	supplemental readings provided by instructor
Week X			
28	The mission planning process.		Instruction on the organizational planning process to

			be used in execution of the up-coming service learning mission
29	Mission Planning Process: --Receipt of mission (to organize and execute a service learning project) Conduct a mission analysis	Brief Mission Analysis to Instructor. Provide revised mission statement	
30			
Week XI			
31	Mission Planning Process: --Develop Courses of Action --Wargame or compare and contrast courses of actions (options) for mission execution.	Conduct course of action brief to instructor and guest administrator (dean, president, commandant, Ex vice president, etc.)	
32			
33			
	Conduct the Mission	Cadets conduct service learning missions within the vicinity of the Institute with representative	
34	Conduct after action review	Cadets will conduct an After Action report (AAR) of the service learning project	
35	Final Peer Review		
36	Counseling and Conflict Resolution		
Week XIII			
37	Leadership Traits and Attributes of an exceptional squad leader	In-class discussion and squad presentations.	
38	Course conclusion and critique		

Figure E1. A proposed concept for Leadership 110: Foundations of leadership. The information was conceived through personal communications with Commander Kevin Mullaney and Commander Kevin Haney, United States Naval Academy; Lieutenant Colonel James Dobbs and Lieutenant Colonel Rick Ramsey, United States Air Force Academy; Lieutenant Colonel Daniel Smith and Lieutenant Colonel David Jones, United States Military Academy.

APPENDIX F:

INTERVIEW PROTOCOL

As referenced in Chapter III, the semi-structured interview is intended to serve as the primary research strategy for this study. The interviews are intended to validate current information gleaned from the review of literature and satisfy research requirements associated with the numerous units of analysis enveloped in this multiple case study. The interview protocol will consist of various questions to address specific samples of the research population. Specific interview protocols, therefore, have been developed for the sample populations and include senior administrators, primarily the institution's commandant of cadets or his or her representative; directors of the various centers for leadership; academic and military instructors, professors, and scholars who prepare and/or participate in formal leadership and character development programs and curriculums; military training officers; and, a senior cadet leader as well as cadets responsible for their respective institution's honor education program. The interview protocol is addressed below. All interviews will include specific data concerning the individuals work experience with the institution in question.

Interview Protocol for the Senior Military Administrator

For the purpose of this research, the senior administrator most accessible and competent to address the research protocol is the Commandant of Cadets. The Commandant is responsible for the welfare and development of all cadets with an emphasis on leadership and character development. The research questions for the Commandant of Cadets follows:

- 1) How do you see your role as it pertains to the leadership and character development within the (state the institution) Corps of Cadets or Brigade of Midshipmen?
- 2) What do you believe is the biggest challenge to transition high-school graduates into high-functioning, selfless, leaders of character?
- 3) Leadership and character development are key components to the developmental system employed at (state the institution). Please provide an overview of the training and or education initiatives that you believe best support the development of leaders of character? (Such as the Cadet Leader Development System at the United States Military Academy. With each case, the system and institution will be substituted as applicable).
- 4) Since the developmental system here at (state the institution) is so expansive, what do you consider to be the most productive or significant attributes of the developmental system?
- 5) Within the developmental system, what might you modify or implement with the current education and training program to enhance a cadet's leadership and character development education and training?
- 6) Would you specifically comment on the Professional Military Ethics Education (PME2) program at West Point? (substitute institution and program as applicable). Other than the program director, is there anyone else you suggest I speak to concerning the program?

- 7) Based upon the leadership and character development program at your institution, if you were to implement such a program in the two-year military junior college model, what would be your priorities to “jump start” such a program?
- 8) Honor is the value or virtue that underpins the organizational culture within military higher education. What do you believe is the most important character attribute or initiative to successfully transition high school seniors into military cadets who understand and uphold the Honor system?
- 9) From a theoretical as well as operational perspective, the framework to guide and analyze this research effort is based upon Bernard Bass’s Full Range Leadership Model. Are you familiar with the model? If yes, please discuss your understanding of the model.
- 10) Are you familiar with any of the theoretical models to advance leadership and character development currently implemented at (state the institution)?
- 11) Can you provide any additional information to assist in this research effort to advance leadership and character education, training, and development?

Interview Protocol for Directors of Centers for Leadership

- 1) Would you please provide an overview of the organizational structure and day to day activities of the Center?
- 2) As the Director of the Center, how do you view your role as it relates directly to the leadership and character development of the Corps of Cadets at the United States Military Academy (or state the institution)?
- 3) Leadership and character development are obviously key components to the developmental system employed at the United States Air Force Academy (or state the institution). Please provide an overview of the mandatory academic courses and initiatives required of all cadets (midshipmen) pertaining to leadership and character development offered by the Center.
- 4) What mandatory leadership or character development course or initiative (such as a workshop or seminar) do you believe is most well-received and embraced by the Corps of Cadets (or Brigade of Midshipmen)? Why?
- 5) All institutions specific to this study employ a formal cadet development system with the intent to graduate cadets who are leaders of character. Aside from the academic classes and formal initiative required of all cadets, what other measures does the Center employ to support the Academy’s (or College’s) systematic approach to cadet development system?
- 6) Since the developmental system here at (state the institution) is so expansive, what do you consider to be the most productive or significant attributes of the developmental system? Why?
- 7) Within the developmental system, what might you modify or implement with the current education and training program to enhance a cadet’s leadership and character development education and training? Why?
- 8) Honor is the value or virtue that underpins the organizational culture within military higher education. Please explain the role that the Center plays in support to the Cadet Honor Code and Honor System.
- 9) From a theoretical as well as operational perspective, the framework to guide and analyze the research effort is based upon Bernard Bass’s Full Range Leadership Model. Are you familiar with the model? If yes, please explain your understanding of the model.
- 10) Would you please review the theoretical framework(s) utilized to advance leadership and character development within the Center for Leadership at (state the institution)?

11) Based upon the leadership and character development program at your institution, if you were to implement such a system in the two-year military junior college model, what would be your priorities to “jump start” such a program?

12) Can you provide any additional information to assist in this research effort to advance leadership and character education, training, and development?

Interview Protocol for Military Tactical Officers

1) Would you please provide an overview of your day to day duties and responsibilities?

2) As a trainer and advisor, how do you view your role as it relates directly to the leadership and character development of Cadets at the United States Military Academy (or stated institution)?

3) Leadership and character development are obviously key components to the developmental system employed at the United States Air Force Academy (or stated institution). Would you please provide an overview of the role you play to coordinate and execute mandatory education and training required of all cadets (midshipmen) pertaining to leadership and character development?

4) What mandatory leadership or character development course or initiative (such as a workshop or seminar) do you believe is most well-received and embraced by the Corps of Cadets (or Brigade of Midshipmen)? Why?

5) What recommendations might you make to enhance the leadership and character development training and/or education at (state the institution)?

6) As a trainer and advisor, what do you believe is the greatest contribution you make to the leadership and character development of cadets?

7) All institutions specific to this study employ a formal cadet development system with the resolve to graduate cadets who are leaders of character. Aside from the academic classes and formal initiative required of all cadets, what other measures might the Academy (or College) consider to advance cadet leadership and character development?

8) Honor is the value or virtue that underpins the organizational culture within military higher education. Please explain the role that you play in support to the Cadet Honor Code and Honor System.

9) Do cadets view the code as a coercive form of discipline or as a cultural norm to be embraced?

10) What recommendations do you have to promote the honor code and honor system through either formal or informal training and education?

11) From a theoretical as well as operational perspective, the framework to guide and analyze the research effort for this study is based upon Bernard Bass’s Full Range Leadership Model. Are you familiar with the model? If yes, please explain your understanding of the model.

12) Would you please review the theoretical framework(s) utilized to advance leadership and character development within the Center for Leadership at (state the institution)?

13) Based upon the leadership and character development program at your institution, if you were to implement such a system in the two-year military junior college model, what would be your priorities to “jump start” such a program?

Interview Protocol for Academic Professors and Instructors

1) Please describe the role of your department as it relates to leadership and character education and training for the Corps of Cadets (or Brigade of Midshipmen).

2) Although I am somewhat familiar with the mandatory courses offered by your department to promote leadership and character development, would you please provide an overview of these courses? (Any documents you may be willing to provide pertaining to course content would support my research efforts).

3) What course or program within your department do you believe is most well received by the cadets (or midshipmen)? Why?

4) What course or program within your department do you believe to be most beneficial to advance the leadership and character development of cadets (or midshipmen)?

5) What recommendations would you offer to enhance your current curricula?

6) Honor is the value or virtue that underpins the organizational culture within military higher education. Please explain the role that your department plays in support to the Cadet Honor Code and Honor System?

8) What type of operational support does your department provide to the Academy's or (College's) Center for Leadership?

9) From a theoretical as well as operational perspective, the framework to guide and analyze the research effort for this study is based upon Bernard Bass's Full Range Leadership Model. Are you familiar with the model? If yes, please explain your understanding of the model.

10) Would you please identify the theoretical framework(s) or concept(s) utilized to advance leadership and character development within your department? How do these models support or compliment the leadership and character development initiatives implemented through the Academy's Center for Leadership?

11) Based upon the leadership and character development program at your institution, if you were to implement such a system in the two-year military junior college model, what would be your priorities to "jump start" such a program?

Interview Protocol for Officers and Scholars Responsible for the Cadet Honor System.

1) Would you please provide an overview of your daily duties and responsibilities?

2) Honor is the value or virtue that underpins the organizational culture within military higher education. Please explain the role that you play in support to the Cadet Honor Code and Honor System.

3) Leadership and character development are obviously key components to the developmental system employed at the (state the institution). Would you please provide an overview of the role you play to coordinate and execute mandatory education and training required of all cadets (midshipmen) pertaining to honor education and training?

4) What leadership or character development initiative, such as a cadet workshop, seminar, or honor education do you believe to be most effective to advance the virtue of honor at (state the institution)?

5) What leadership or character development program or initiative is most well-received by the Corps of Cadets or Brigade of Midshipmen as it relates specifically to the virtue of honor? Why?

6) As an officer and/or scholar, what do you believe is the greatest contribution you make to advance the value of honor among individual Cadets (or Midshipmen)?

7) What recommendations might you make to enhance the leadership and character development training and/or education at (state the institution)?

8) All institutions specific to this study employ a formal cadet development system with the resolve to graduate cadets who are leaders of character. Aside from the academic classes and

formal initiative required of all cadets, what other measures might the Academy (or College) consider to advance cadet leadership, character development, and the virtue of honor?

9) From your personal experience, do you believe cadets view the honor and honor system as a coercive form of discipline or as a cultural norm that is embraced and respected?

10) From a theoretical as well as operational perspective, the framework to guide and analyze the research efforts for this study is based upon Bernard Bass's Full Range Leadership Model. Are you familiar with the model? If yes, please explain your understanding of the model.

Interview Protocol for Cadets and Midshipmen Honor Representatives

1) Would you please provide an overview of your daily duties and responsibilities?

2) Honor is the value or virtue that underpins the organizational culture within military higher education. Please explain the role that you play in support to the honor code and honor system.

3) Leadership and character development are obviously key components to the developmental system employed at (state the institution). Would you please provide an overview of the role you play to coordinate and execute mandatory education and training required of all cadets (midshipmen) pertaining to honor education and training?

4) During your academy (or college) 47-month experience, did you find the honor education program or the education and training to promote the value of honor as effective?

5) During your cadet (or Midshipman) career, what specific leadership or character development program or initiative, such as a cadet workshop, seminar, or dilemma discussion, do you believe to be most effective to advance the virtue of honor among the Corps of Cadets (or Brigade of Midshipmen).

6) What leadership or character development program or initiative do you believe to be most well-received by the Corps of Cadets (or Brigade of Midshipmen), as it relates specifically to the virtue of honor? Why?

7) As a cadet officer, what do you believe is the greatest contribution you make to advance the value of honor among individual Cadets (or Midshipmen)? How do you go about accomplishing such a task?

8) What recommendations might you make to enhance the leadership and character development training and/or education at (state the institution)?

9) All institutions specific to this study employ a formal cadet development system with the resolve to graduate cadets who are leaders of character. Aside from the academic classes and formal initiative required of all cadets, what other measures might the Academy (or College) consider to advance cadet leadership, character development, and the virtue of honor?

10) From your personal experience, do you believe cadets view the honor code and honor system as a coercive form of discipline or as a cultural norm that is embraced and respected?

11) From a theoretical as well as operational perspective, the framework to guide and analyze the research efforts for this study is based upon Bernard Bass's Full Range Leadership Model. Are you familiar with the model? If yes, please explain your understanding of the model?

APPENDIX G:
INSTITUTIONAL REVIEW BOARD APPROVAL



April 26, 2016

Thomas Tate
Department of ELPTS
College of Education
Box # 870231

Re: IRB # 16-OR-087 (Revision 2) "An Approach to Leadership and Character Development in Military Higher Education"

Dear Mr. Tate:

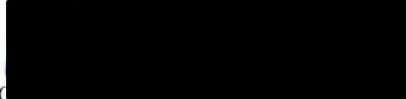
The University of Alabama Institutional Review Board has reviewed the revision to your previously approved expedited protocol. The board has approved the change in your protocol.

Please remember that your approval period expires one year from the date of your original approval, 02/20/2016 not the date of this revision approval.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. **Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants.**

Good luck with your research.

Sincerely,


Catherine F. Ivrycs, MSW, CVM, CIP
Director & Research Compliance Officer

Letter of Consent

You are being asked to participate in a study. The study will attempt to identify different programs. These programs are intended to improve student leadership and character development. The information you provide will add to research regarding this study.

This letter contains questions and answers about the study. These questions and answers contain important information. The questions will help you to understand your rights about the study.

Study title: An Approach to Leadership and Character Development Within Military Higher Education

Investigator: Thomas L. Tate, Doctoral Student, University of Alabama College of Education

What is this study about? What is the investigator trying to learn?

First, the study will review practices in leadership and character development programs. Information obtained will be used to assist students to be better leaders. In addition, the information will also help us to understand leadership and character development.

Why have I been asked to participate in this study?

You have been asked to participate in this study due to your experience and current position.

How many people will be in this study?

A maximum of 35 people may participate in this study. Participants will include scholars, practitioners, military professionals.

What will I be asked to do in this study?

You will be asked to participate in an interview. The interview will be audio-recorded. If permitted, you may also be asked to provide course descriptions, handbooks, or other such resources. This information will assist with the research process.

How much time will I spend with this study?

The interview process should not last longer than 60-75 minutes. Any efforts to obtain documents should also not exceed more than 60-75 minutes. Your total participation should not exceed two and one-half hours.

Will being in this study cost me anything?

There is no cost to participate in this study. The only cost to you is your time.

Will I be compensated for being in this study?

No one will be compensated for participating in this study.

Can the investigator take me out of this study?

The investigator may take you out of the study if he feels that the study is upsetting or frustrating to you.

What are the risks (dangers or harms) to me if I am in this study?

There is little to no risk associated with this study. Any concerns related to this study will be addressed with you immediately.

Is there medical care for research related injuries? Though no research-related injuries are anticipated, medical care is provided for all DOD personnel at the research sites. No medical expenses will be paid by the researcher to participants who may be injured in the process of this research.

Are there precautions to be observed by the subject before or after the study? There are no precautions to be anticipated by subjects before or after the study.

What are the benefits (good things) that may happen if I am in this study?

Your participation is intended to help us learn more about leadership and character development.

What are the benefits to science or society?

It is possible that information gained from this study will assist college students across the country.

How will my privacy be protected?

Your privacy is extremely important. Interviews and other forms of contact will be conducted in a location comfortable to you. Any issues concerning your privacy will be addressed immediately.

How will my confidentiality be protected?

Your confidentiality will be protected through the following procedures:

- All interviews will be audio recorded and maintained by the researcher. All information will be on a portable thumb drive. No information will be stored on a public computer network system.
- The portable thumb drive will be in the possession of the investigator. The thumb drive will be under lock and key when not being used.
- You will not be identified in the study by position or title without your permission. Any information which you do not approve for public knowledge, will not be utilized.
- The use of ID numbers will be used for all participants in order to protect confidentiality for all participants.

What are the alternatives to being in this study? Do I have other choices?

“The alternative to being in this study is not to participate.” Once again, participation is not required.

What are my rights as a participant in this study?

Taking part in this study is voluntary. It is your free choice. You may refuse to participate in any or all parts of the study. If you start the study, you can stop at any time. There will be no effect on your relationship with the interviewer or the University of Alabama.

Important to note that The University of Alabama Institutional Research Board (“the IRB”) is the committee that protects the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned. There will be no effect on your relationship with the interviewer, the University of Alabama, or the military institution with which you are affiliated.

Who do I call if I have questions or problems concerning this study?

If you have questions or concerns about the study, please call or ask me. If you have questions about the study later on, you can reach me at (334) 224-6475 (cell).

If you have questions about your rights as a person in this research study, you may contact Ms. Tanta Myles. Ms. Myles is the Research Compliance Officer for the University of Alabama. Her telephone number is 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email the Research Compliance office at participantoutreach@bama.ua.edu.

After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website. You may also ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0127.

For medical related issues, medical facilities at the United States Military Academy and the United States Air Force Academy will be utilized.

Note: The Department of Defense (DOD) is supporting this research and may access records to ensure subject protection.

I have read this consent form. I have had a chance to ask questions.

- I agree to take part in this research study.....YES _____ NO _____ (initial please)
- I agree to be identified in this study (if identified, participants will be noted by position)YES _____ NO _____ (initial please)
- I agree to be audio-recorded in this study.....YES _____ NO _____ (initial please)

Signature of Research Participant

Date

Name: Please Print _____

Signature of Investigator/Witness

Date

Thomas L. Tate

My signature as witness certifies that the subject signed this consent form in my presence as his/her voluntary act/deed.

APPENDIX H:

COPYRIGHT PERMISSIONS

Proprietor of copyrighted information	Description, location, and source, of material documented in the original source	License Number and/or Approval Letter copyright authority holder	Location and description of reprinted or adapted material as documented in the manuscript
Marion Military Institute	Marion Military Institute Cadet Handbook 2016	ProQuest Form Letter attached from Institutional Representative.	Ch. 1
Sage College Copyright Clearance House – RightsLink	The Additive Effects of Transformational Leadership Ch 8 – Page 170, Figure 8.3	4057910158976	Ch. 2
	Factors of Transformational, Transactional, and Laissez-Faire Leadership. Ch 8 – Page 167, Figure 8.1	4057910158976	Ch. 2
Book: <i>Leadership: Theory and Practice</i>	Full Range of Leadership Model	4057910158976	Ch. 2
Taylor and Francis Group. Copyright Clearance Center	<i>Book: Transformational Leadership</i> The Measurement of Transformational Leadership Ch. 2 – Page 21, Table 2.1	4052081002896 Sample Items from the MLQ	Ch. 2
Sage College	<i>The Nature of Leadership</i> Ch. 1 – Page 7, Figure 1.1	4061400885645	Ch. 2
McGraw Hill	Book: <i>Forging the Warrior Character: Moral Precepts from the Cadet Prayer</i> West Point’s Character Development Model Page		Ch. 2
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