

UNITED STATES MILITARY ACADEMY

BUILDING CAPACITY TO LEAD

THE WEST POINT SYSTEM
FOR LEADER DEVELOPMENT



DUTY

HONOR

COUNTRY

CADET LEADER DEVELOPMENT SYSTEM

UNITED STATES MILITARY ACADEMY WEST POINT, NEW YORK



West Point is responsible for the development of leaders who, as commissioned officers, are prepared for a career of professional service to the Army. The Cadet Leader Development System (CLDS), the framework we use to achieve West Point's mission, represents a transformational change in the culture of education at the Military Academy. Philosophically, CLDS is influenced by the strategic environment into which our graduates are launched, the social environment from which our students are drawn, and higher educational accreditation standards and practices. As such, leader development at West Point is an evolving system of planned and integrated educational experiences, which both guide curriculum development and structures mechanisms to assess the product of that system—the commissioned officer.

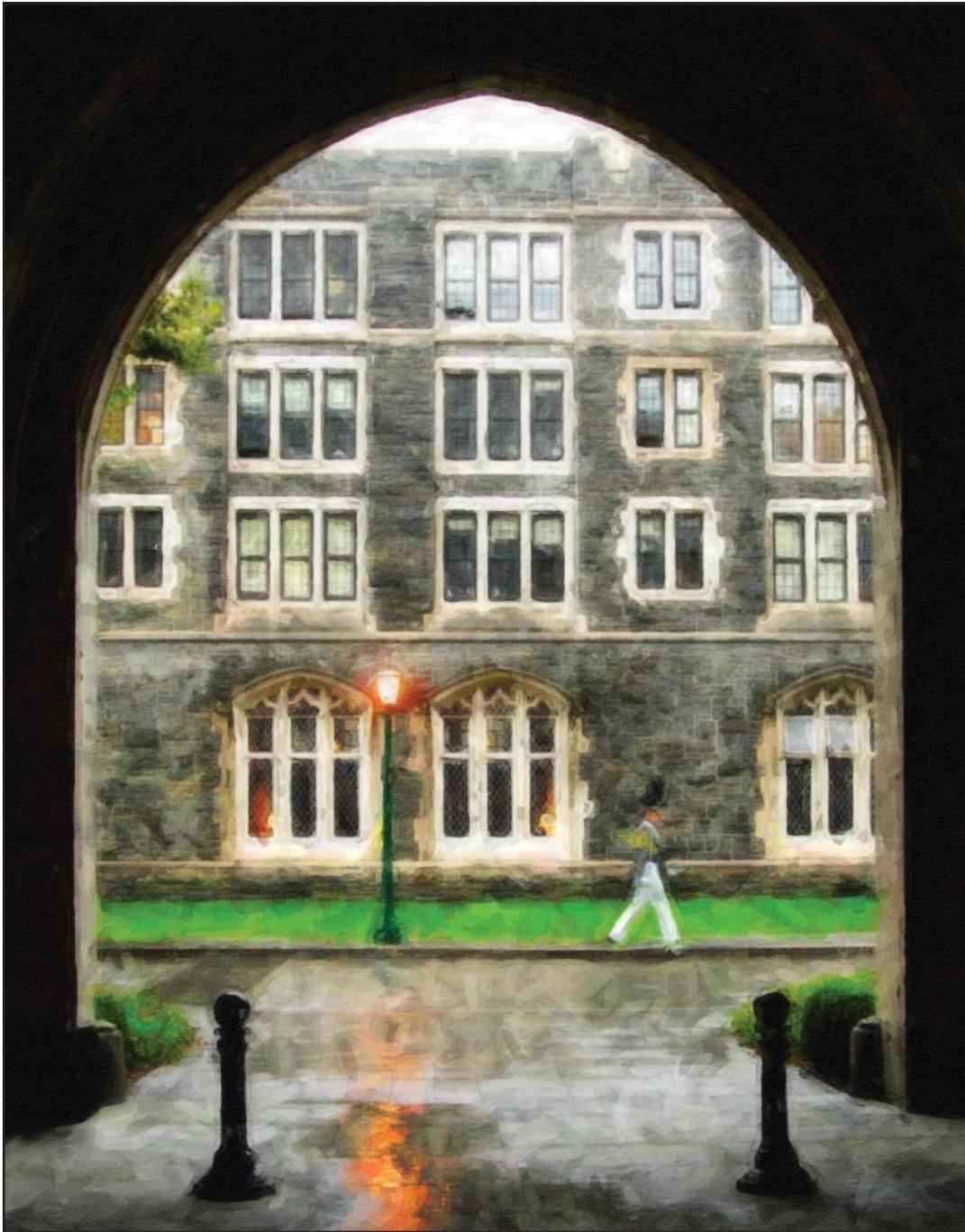
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UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK

• *DUTY, HONOR, COUNTRY* •



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WEST POINT'S LEADER DEVELOPMENT SYSTEM



West Point is about leader development for the Army. The curriculum in place at West Point is intentionally coordinated and integrated to achieve the overarching goal for our graduates: to be commissioned officers who are warrior-leaders prepared for intellectual, ethical, social, and

physical demands across the broad spectrum of challenges in professional military service.

Following the terrorist attacks on 11 September 2001, our national leaders called on the Army to take a leading role in several complex, long-term missions. The American commitments in Afghanistan and Iraq have demonstrated in dramatic ways that officers at all levels of responsibility must be prepared to confront diverse missions that range from conventional combat to counterinsurgency operations--from the political, economic, and security dimensions of postwar stability assistance to physical reconstruction efforts.

As the Army looks to the future, it must be prepared to respond effectively to the diverse challenges likely to accompany changes in the international environment. Great power rivalries have not yet vanished as security challenges in the international system; regional trouble spots will continue to demand American attention for the foreseeable future. There is also the problem of failing and failed states worldwide; ungoverned spaces created within these states are characterized by a lack of effective governance and human security challenges such as intrastate violence and extreme poverty. These changes in the international strategic environment, when coupled with U.S. interests, demand an Army and an officer corps able to meet a diverse set of security needs. Given the complexity and uncertainty of the strategic environment in the 21st Century, the competence and character requirements of Officership have never been greater.

Every member of the Military Academy is critical to the Cadet Leader Development System (CLDS). This system describes our graduates: who they must Be, what they must Know, and what they can Do. Our

theory of leader development is intentionally linked to our educational and training activities to ensure our cadets can apply their knowledge in real and practical ways. Within this curricular context, CLDS provides a framework for our system: standards based, individually focused, and developmental. CLDS provides clear guidance to the Staff, Faculty, and Corps of Cadets on their responsibilities in the execution of our Leader Development System.

CLDS guides our faculty in the implementation of West Point's strategic concept for leader development. Our vision for cadet leader development draws from the Army's needs and is consistent with standards in higher education.

CLDS has been developed by the Military Academy's faculty and staff, past and present, and stands as a testament to their commitment and dedication to service and their steadfast development of cadets.

West Point is recognized for excellence throughout the Nation and around the world. To remain the pre-eminent leader development institution for the Army, we must ensure the institution grows and adapts to changes in the environment. Furthermore, we must grow as one holistic program of leader development rather than as a set of independent programs. The Cadet Leader Development System provides an integrated system of experiences that prepare our graduates for the uncertainties of a changing world. It is our means of ensuring that our graduates are smart, aware, capable leaders who can lead units at every level of the Army to success; it is also our means of ensuring that West Point's staff and faculty are unified in their effort to produce leaders of character who can successfully lead our Army in peacetime and in war.

Army Strong!

F. L. HAGENBECK
Lieutenant General, US Army
Superintendent



MISSION OF THE UNITED STATES MILITARY ACADEMY



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.

MANAGING A SYSTEM FOR LEADER DEVELOPMENT



West Point is responsible for the development of leaders who, as commissioned officers, are prepared for a career of professional service to the Army. The Cadet Leader Development System (CLDS), the framework we use to achieve West Point's mission, represents a transformational change in the culture of education at the Military Academy. Philosophically, CLDS is influenced by the strategic environment into which our graduates are launched, the social environment from which our students are drawn, and higher educational accreditation standards and practices. As such, leader development at West Point is an evolving system of planned and integrated educational experiences, which both guide curriculum development and structures mechanisms to assess the product of that system—the commissioned officer.

Our faculty and staff, collectively, own and continuously improve CLDS. To ensure that CLDS is current with the Army's needs, our staff and faculty must be cognizant of the strategic environment in which our graduates work, the social environment from which our students are drawn, and a higher educational environment that ensures that cadets are achieving learning outcomes essential to their future roles as commissioned officers. The CLDS framework empowers cadets to own and assume responsibility for their development. The faculty and staff are primarily responsible for facilitating cadet development. This document, written by the faculty, staff, and cadets provides a rationale and justification for CLDS and a

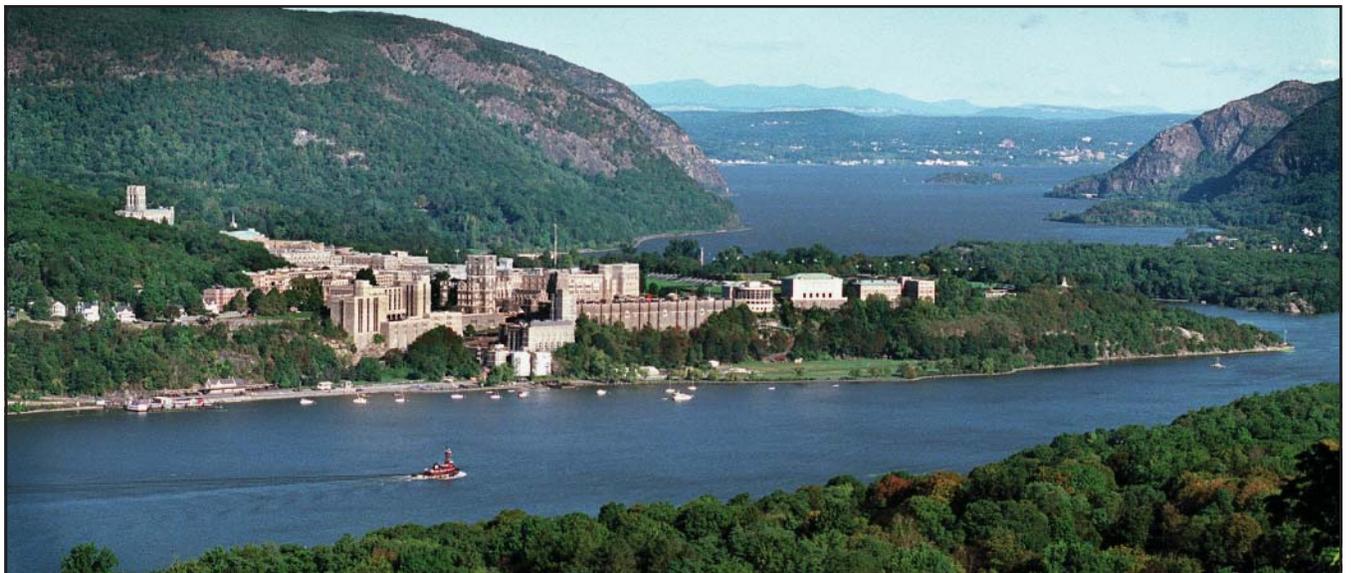
description of how all components of the West Point community contribute to the development of cadets during their 47 month experience.

This booklet delineates the operational concept for leader development at West Point. Our mission to produce commissioned leaders of character for a career as professional Army officers and a lifetime of service to the Nation demands that we possess a clear, synchronized approach to leader development. Each of the chapters in this booklet describes aspects of our leader development system. We begin with a description of the influences that impact upon leader development and their subsequent incorporation into a theoretical framework that guides curricular experiences. We then discuss the structure of the West Point curriculum and our efforts to align and integrate the various components of that structure into a holistic experience.

1.1 INFLUENCES ON LEADER DEVELOPMENT

The Strategic Environment

Insofar as the strategic environment is ever changing, the geopolitical, social, and economic conditions of the world dictate what we must prepare our cadets to face. The impact of globalization and the interconnectedness of competing nations create worldwide tensions and opportunities. The Army must be prepared to respond to a broad set of operations and contingencies to ensure the nation's success within



this environment. Officers must still be competent in the fundamentals of conventional land warfare, but they must be equally adept in a full range of operations from counterinsurgency, to peacekeeping, to nation building. From the onset of the Cold War through the current Global War on Terror, the Army has operated in an uncertain and complex strategic environment. This environment will only continue to become more complex and require an agile and adaptable officer.

The development of such officers demands that greater emphasis be placed on intellectual development versus training--that is, on the importance of knowing how to think versus what to think. Our graduates will need to understand how to acquire knowledge and develop information in a variety of operating environments as opposed to being prepared to serve in a specific region or mission. Contrary to our Cold War experience, the Army now places increased importance on the ability to work with people of different cultures. This operational environment requires our officers to exercise a greater degree of empathy with the local populations, coupled with the ability to

negotiate rather than dictate. As in previous lower intensity conflicts (e.g., our Indian Wars, the Philippine Insurrection, Vietnam, and the Balkans), our graduates now have great responsibilities and autonomy, since these types of conflicts are more commonly influenced by small-unit leaders. The Military Academy must ensure that the curriculum reflects both the current and future environmental needs of our Army.

The Social Environment

The environment from which our students are drawn is constantly changing. Values reinforced by society influence the expectations and attitudes of students toward their educational experiences. Consumer oriented students tend to view education as a commodity, which may have an impact on our ability to prepare them for self-directed lifelong learning. Greater variation in students' preparation for collegiate work may affect the quality and number of available candidates and influence the level of remediation required upon matriculation to the United States Military Academy (USMA). Consistently, changes in the way students learn and apply disciplinary content may create a need for additional pedagogical strategies to develop students uniformly toward desired outcomes. Additionally, the disciplinary interests of prospective cadets impacts directly upon the future of the Army's resources. As a result, West Point must continuously assess cadets' orientations toward education and the environments from which they are drawn to consistently prepare our graduates to meet the technical and human resource needs of the Army.

Higher Education

A broad-based knowledge of the sciences and the humanities, practical and intellectual skills, a sense of personal and social responsibility, and the ability to apply learning to complex problems serves strategic leaders in and out of the Army. Our education must embrace these four essential learning outcomes, which are reinforced by the vision of the American Association of Colleges and Universities.

The accreditation process ensures that West Point focuses its academic program to meet these learning outcomes. Accreditation is our mechanism for self-regulation and peer review, and it ensures that the institution is appropriately resourced and organizationally aligned with its mission. The Middle States Commission on Higher Education (MSCHE) accredits USMA, while ABET Inc. accredits its engineering and technology programs. The accreditation process requires demonstrable adherence to a set of higher educational standards, which are developed and maintained by the educational community. Likewise,





MSCHE requires that each member institution have a mission appropriate to higher education, a corresponding set of goals, organizational structure, allocation of resources, and governance and planning process to guide decisions on institutional priorities. Required assessment mechanisms evaluate both institutional effectiveness and student-learning outcomes. ABET Inc. requires compliance with regional accreditation standards and engineering practices.

While MSCHE does not dictate specific course content, programmatic structures, or educational processes, it does require that all member institutions adhere to a set of higher educational standards to ensure alignment of demonstrable student outcomes with the stated mission. Consequently, structures, processes, and content become visible artifacts of accreditation self-studies. Furthermore, higher educational practices have gravitated toward a stronger emphasis on the assessment of student outcomes and purposefully integrated curricular offerings.

1.2 OFFICERSHIP AND PERSPECTIVE: OUR TARGETS FOR LEADER DEVELOPMENT

The West Point experience is designed to imbue our graduates with tough mindedness, tireless motiva-

tion, and a “never-quit” attitude. As commissioned officers, our graduates accept a moral obligation to “support and defend the Constitution of the United States.” In this capacity, they must continuously hone their intellectual capabilities so they can adapt to the dynamic nature of the battlefield or the world. They must maintain physical fitness to meet the physical and mental demands of leading in combat. Their strength of will to persevere and prevail to accomplish the mission and meet responsibilities in a moral and ethical manner is a testament to their character. Their core values and beliefs assist them in determining truths about the world regarding right and wrong, making moral judgments, creating intentions to behave in accordance with personal values, and the administration of moral and ethical action.

The 47-month West Point experience focuses on developing in cadets’ the unique professional identity of Officership while broadening their perspectives. The identity of Officership consists of four facets: warrior, leader of character, servant of the Nation, and member of the profession of arms. Cadets’ perspectives are broadened by participation in experiences that challenge their current views and exposure to different views of the world.

Leaders' 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 sense of self (See Figure 1.1). Identity is one aspect of character that provides cadets with a sense of self over time and across situations. The other aspect of character is the integration of core values and beliefs into one's identity. The more central core values and beliefs are to cadets' identities, the greater the consistency in their moral and ethical judgments and behavior.¹ Thus, 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. Perspective or worldview entails an individual's collection of beliefs or philosophy about life, which influences how s/he interprets the world. To use a computer analogy, identity, character, and perspective (worldview) form a leader's internal operating system or the essence of the person. West Point adopted this model from the conceptualization of the domain of the human spirit because it portrays the targets for holistic leader development, which are applicable to all the CLDS domains. The model provides West Point with a common understanding, language, and targets to tailor and synchronize its leader development efforts to forge each cadet's unique identity and perspective to produce leaders of character committed to living

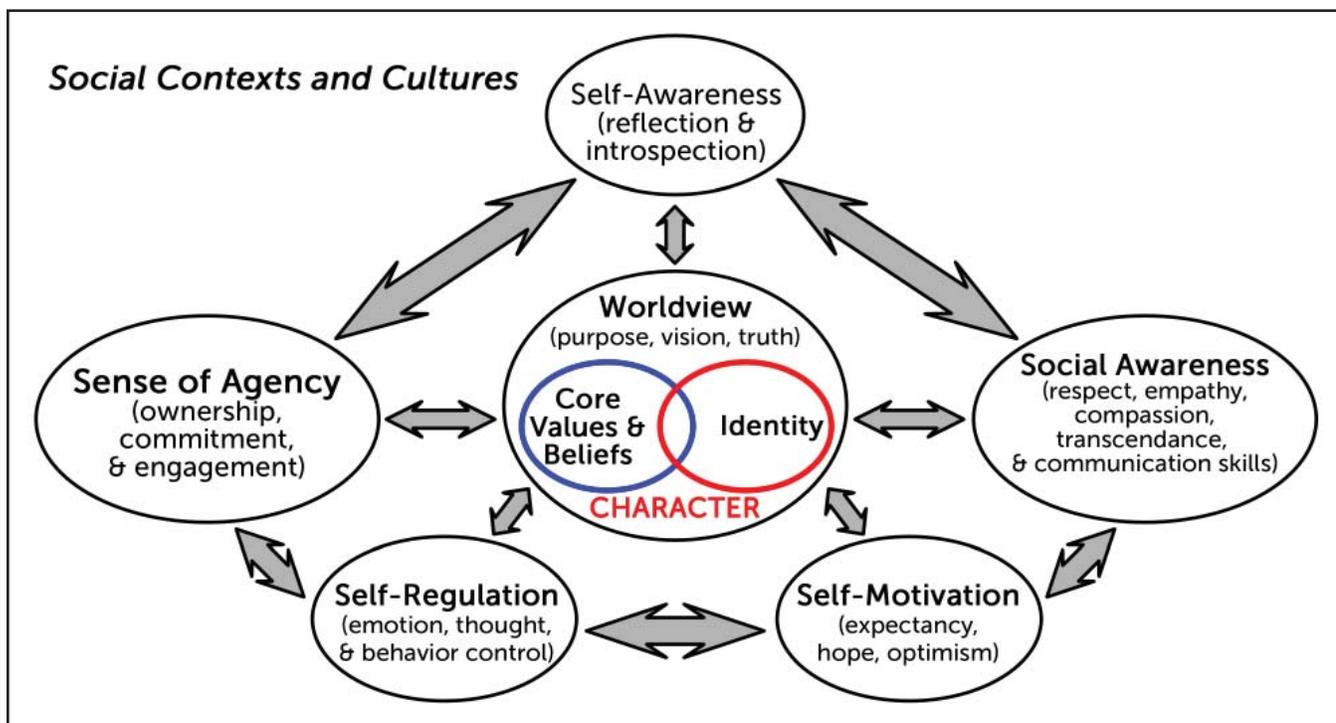
by the values of Duty, Honor, and Country.

Various character strengths support the development, sustainment, and expression of a leader's identity, character, and worldview, as depicted in Figure 1.1.² First, leaders use self-awareness to discover their core values, shape their identities, strengthen their character, and create more complex perspectives to understand their experiences and the world. Second, agency empowers cadets with ownership for their development. Cadets' sense of responsibility for their development promotes both engagement in and a commitment to the pursuit of challenging developmental opportunities and self-reflection for further growth. Agency also provides leaders with the autonomy to self-author their values and belief systems, shape their identities, and construct more complex perspectives. Third, self-regulation provides cadets with the ability to understand and control their thoughts, emotions, and behavior, which greatly bolsters leaders' sense of agency and their management of anxiety. Self-regulation empowers cadets to become active authors of their individual journeys. Fourth, self-motivation entails leaders' expectancy, optimism, and hope; through practice, leaders gain an appreciation that living by their values, actively seeking developmental opportunities, consistently engaging in reflection, and continuously working to

1 Anne Colby & William Damon (1993). The uniting of self and morality in the development of extraordinary moral commitment. In Gill Noam & Thomas Wren (Eds.), *The Moral Self* (pp. 99-122). Cambridge, MA: MIT Press.

2 Figure 1.1 is adopted from Patrick Sweeney, Sean Hannah, & Don Snider (2008). Domain of the Human Spirit. In Don Snider (PM) and Lloyd Matthews (Ed.), *Forging the Warrior Character* (pp. 23-50). Boston, MA: McGraw Hill.

Figure 1.1: West Point's Leader Development Model



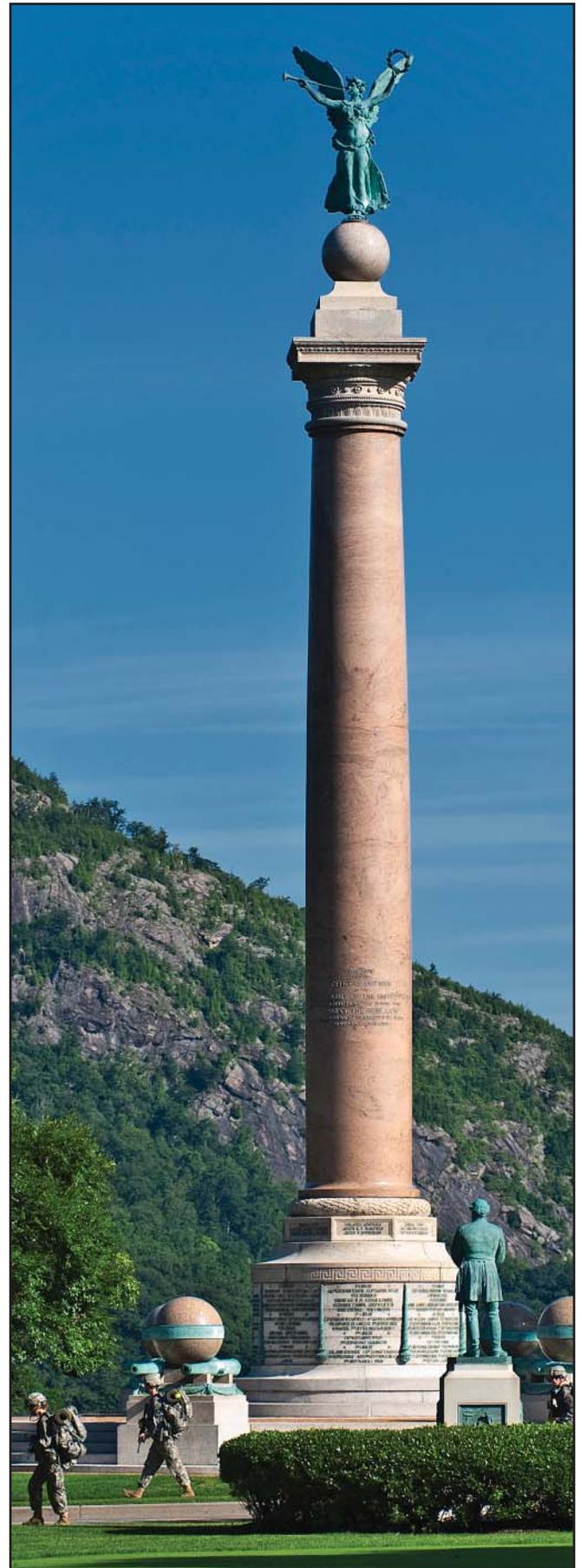
manage their emotions, actions, and anxieties, will develop them into officers worthy and capable of leading soldiers in combat. Fifth, social awareness provides cadets with the ability to form positive, cooperative relationships with others. Relationships are critical to leader development because they provide insights into oneself about self-awareness, character, and perspective.

Throughout the West Point leader development experience, cadets are embedded in multiple social networks and cultures that influence their development. Social contexts and cultures, including community and society, families, philosophical and faith groups, schools, clubs, and teams significantly influence the shaping of each cadet's core values and beliefs, identity, and perspective or worldview. At West Point, leaders leverage unit, team, club, and classroom cultures to positively influence cadets' development. Cadet, faculty, and staff leaders model the Military Academy's and Army's values, discuss how the organization's activities support the development of the unique professional identity of Officership, reinforce core values, and challenge existing perspectives. Leaders encourage cadets to reflect on their experiences, and engage cadets in discussions regarding significant events to understand and challenge their perspectives. The result is a positive learning environment that facilitates leader development.

1.3 FRAMING LEADER DEVELOPMENT

The Military Academy's curriculum is grounded in a developmental framework that draws heavily on theories of human development, leadership, and organizational behavior. Leader development requires the ability to comprehend and integrate complexity in a manner that supports one's capacity to anticipate and respond effectively to the uncertainties of a changing environment. While such development involves the expansion of a person's capabilities through the accumulation of knowledge, experience, and competence, it also requires a fundamental transformation of personal identity. Development occurs when persons encounter increasingly complex problems and modify their current perspectives to better understand themselves and the environment in which they are operating.

Like most college students, prospective cadets typically enter West Point with the ability to take the perspective of another, but are only able to view that perspective in terms of how it contributes to their own needs or interests. CLDS purposefully embeds cadets in a developmental process whereby they encounter complex, increasingly ambiguous, and rapidly-changing situations that characterize the Army's



operating environment. Throughout the 47-month experience, a cadet's identity is transformed from one of self-interest to a perspective oriented toward a self-authored standard or code of conduct that provides the basis for informed, responsible, self-directed decision making. Transitions through this process are enabled via friction, or the realization that one's current capacity does not meet the demands of the situation confronted.

During the entirety of the 47-month experience, the USMA Curriculum is intentionally structured to provide cadets with the foundation for continued growth and development throughout their lives. The USMA admissions process identifies candidates with the potential to meet the demands of the developmental experience within the parameters of a 47-month interval. We expect cadets to graduate not as fully formed leaders of character, but as young leaders with the foundation and capacity to reach their po-

tential when integrated into a rapidly changing environment where they are directly responsible for their subordinates.

1.4 OUR LEARNING MODEL FOR LEADER DEVELOPMENT

Our system for leader development is intended to develop cadets to meet the challenges and uncertainties they will encounter as Army officers in the world. The West Point curriculum is structured to ensure our graduates possess strength of character grounded in the seven Army Values. Our graduates are therefore capable of tempering their attitudes and behaviors with empathy and compassion for their soldiers, allies, and local populations as they find themselves in a multitude of cultures and circumstances. They are imbued with the Warrior Ethos, and they possess the confidence and competence to make rational decisions under pressure; when circumstances are un-



clear, they are willing to stand by those decisions.

West Point's curriculum develops officers with the presence and physical fitness to command immediate respect and attention from others. They look and act like professionals—from their posture, to their personal attention to standards of uniform, to their personal appearance—they create an immediate impression of a person of character and confidence. This presence is reinforced by an ability to communicate clearly and effectively in any environment with anyone.

Given the uncertainties and ambiguities of the 21st Century, USMA develops in its graduates the intellect, judgment, interpersonal tact, and innovation necessary to execute military operations in any situation. This outcome requires that they are both well-prepared by a broad and continuing educational and training experience, and seasoned by a range of operational experiences to give them the depth of knowledge upon which they can draw to anticipate future needs, respond in unexpected environments and situations, and be sufficiently agile to change focus quickly. They understand the intricacies of cultural differences and their influence upon operations, communications, and leadership styles and possess the social skills to influence others to execute their orders and desired actions. Finally, they are grounded in the full spectrum of military skills, which underscore their operational needs from disaster support to counter-insurgency, to conventional warfare.

West Point uses six domains to shape cadets' unique identities of Officership and broaden their perspectives to produce commissioned leaders of character commitment to the values of Duty, Honor, and Country. . The Human Spirit, Moral-Ethical, and Social Domains focus on establishing the foundations of cadets' identities, bolstering their character, and expanding their perspectives. The Intellectual, Military, and Physical domains focus on developing in cadets the knowledge, skills, and competencies critical for establishing the professional foundation of the identity of Officership and to foster continued growth as a strategic thinker and leader. The Intellectual Domain ensures our graduates can anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic environment. The Military Domain provides the doctrinal foundations for commissioned service. The Physical Domain develops aspects of mental and physical fitness.

1.5 ASSIGNING RESPONSIBILITY FOR LEADER DEVELOPMENT

Inherent in every assignment to USMA is an explicit understanding that the primary responsibility is the development of cadets into commissioned leaders of character. Faculty and staff are expected to exemplify professionalism and a devotion to duty. They recognize and enforce professional standards, and they are committed to lifelong intellectual and professional development so that they may be of the greatest service to the Nation. While members of the institution have jobs with unique roles and responsibilities related to cadet development, all are expected to set the example and demonstrate support outside of their normal duties.

1.6 ASSESSING LEADER DEVELOPMENT

Goals and objectives for each of the domains are assessed annually through systematic mechanisms for gathering, analyzing, and reporting on evidence in order to implement change as necessary. Accordingly, multiple indicators are selected for assessments that minimize disruption to cadets' experiences. For example, domain teams comprised of faculty who represent subject-matter expertise are established to develop written, clearly articulated standards that describe expectations for cadets upon graduation. Goals and measureable objectives are drawn directly from each of these standards. Within these domains, goal teams describe how cadets achieve each of the domain goals through the curriculum, identifying developmental outcomes throughout the 47-month experience. Indicators, embedded strategically within the curriculum, are selected for purposes of assessment, while product-specific rubrics are developed to align the indicator with the corresponding goal. These indicators may include exams, papers, or projects within courses. Additionally, surveys are provided to cadets to assess their confidence in their ability to achieve the goals of each standard during their Plebe (freshman) and Firstie (senior) years—as well as three years after graduation. The survey items are carefully aligned with the corresponding goals and analyzed in terms of their potential methodological biases and substantive meaning. Three years after graduation, external validations of these results are obtained via surveys of graduates' supervisors (typically a company commander or equivalent) and focus-group interviews with former battalion commanders. These indicators suggest whether our educational program is effective and identify areas where we must refine our approach.



OFFICERSHIP & PERSPECTIVE: OUR TARGETS FOR LEADER DEVELOPMENT



Officership is the practice of being an Army officer. Commissioned officers are leaders in the Army who are inspired by a unique professional identity. This identity is not only shaped by what they KNOW and DO, but most importantly, by a deeply held personal understanding and acceptance of what it means to BE a commissioned officer. Officership is based on a self-concept that consists of four interrelated facets: *warrior, leader of character, servant of the Nation, and member of the profession of arms*. Cadets must adopt all four facets of Officership in order to construct a professional identity that is sufficiently robust to meet the complex demands of the 21st Century. The ultimate goal of CLDS is to assist cadets in the development of their self-concept of what it means to BE a commissioned leader of character.

WARRIOR

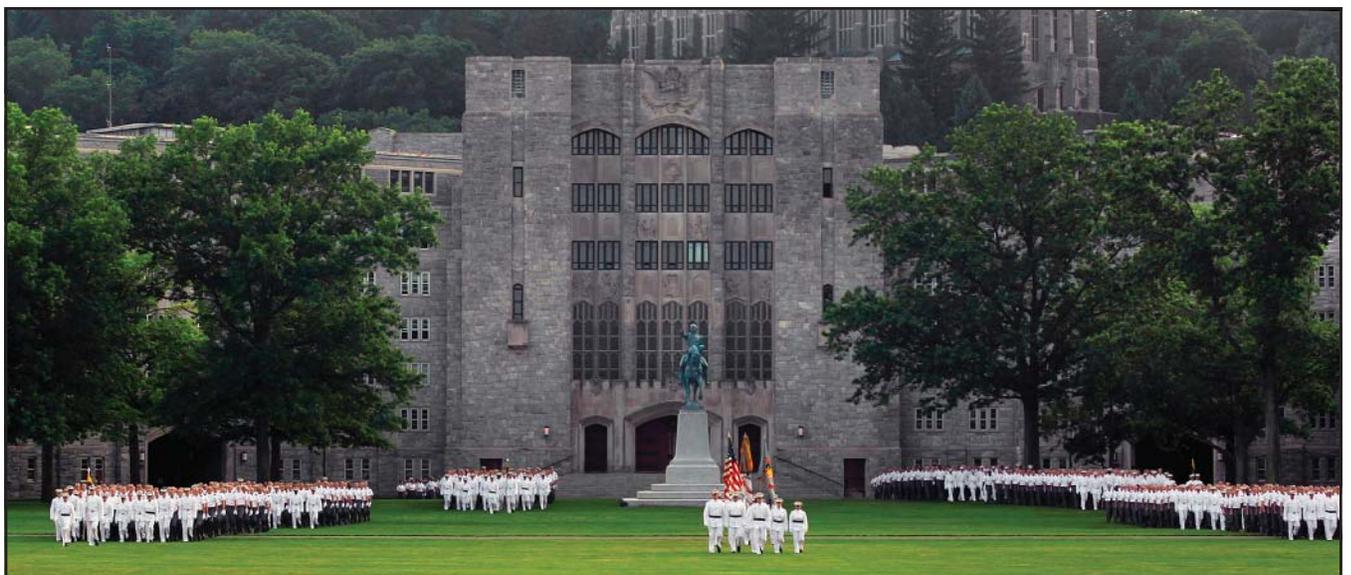
Army officers swear an oath to “support and defend the Constitution of the United States against all enemies foreign and domestic.” While our country often calls upon the Army and its officers to serve in other capacities, warfighting and its corollary (the prevention of war) is the functional imperative that distinguishes Army officers from all other professions. Army officers must know how to fight and win because the very nature of our country depends on it. Thus, being a warrior is both a state of mind and a way of life.

Unique expertise. Army officers develop and maintain the expertise to apply lethal force to support and defend the Constitution of the United States. Warriors accept the responsibility of fighting to win the Nation’s wars. They continuously develop their warfighting skills, resiliency and state of mind to persevere and prevail; to accomplish the mission and meet responsibilities regardless of the circumstances. The warrior spirit carries over into all aspects of officers’ life.

Competence is a moral obligation for officers because soldiers’ lives depend on their professional expertise. Officers work continuously to improve their technical and tactical proficiency through self-study, discussions with knowledgeable leaders and soldiers, and experiences that challenge their views and skills. Competence enhances leaders’ decision-making abilities and helps to manage stress, both their own and that of those around them. In combat, leaders’ competence is the most important factor for earning the trust of soldiers; it leads to mission accomplishment with minimal risk to the lives of others.¹

Warrior ethos. The entire West Point experience is designed to imbue our graduates with tough mindedness, tireless motivation, and a “never-quit” attitude. This attitude—the warrior ethos—defines the resilient state of mind and character required of an officer. As

¹ Patrick Sweeney, VaidaThompson, & Hart Blanton, (2009). Trust and influence in combat: An interdependence model. *Journal of Applied Social Psychology*, 39(1), 235-264.





warriors, officers place the mission first, never accept defeat, never quit, and never leave a fallen comrade.² Soldiers fight to win. They serve as role models and sources of strength and optimism during adversity. Officers understand the enormous consequences of failure.

Intellectual capability. Warriors need to continuously hone their intellectual capabilities so they can adapt to the dynamic nature of the battlefield or the world. The warrior must be an informed, responsible, self-directed learner. The purpose of a broad liberal arts education at West Point is to instill in graduates the ability to anticipate and respond effectively to changing social, political, economic, and technological environments. Officers' broad intellectual breadth and openness to learning provides them with the perspective and flexibility to generate solutions to complex problems in dynamic situations. The primary weapon system of the Officer-Warrior is their mind. Soldiers depend on their officers to make timely and effective decisions to accomplish the mission with the least risk to their lives. Thus, officers should ap-

² Department of the Army (2006). *Army leadership: Competent, confident, and agile*, Field Manual 6-22. Washington, DC: Department of the Army.

proach their intellectual development as a moral obligation to demonstrate the highest form of caring and as a means to earn their soldiers' respect.³

Physical stamina. Warriors maintain physical fitness to meet the physical and mental demands of leading in combat. Physical fitness influences an officer's will and courage to fight. Physical fitness enhances an officer's ability to make decisions, to manage stress, and to maintain the stamina, optimism, and courage necessary to meet the responsibilities of being a leader. Physical conditioning also assists in maintaining good health by boosting the immune system. Thus, physical fitness is essential to warriors because it provides them with the means to apply their unique professional competence, fuels the intellect to make good decisions, and bolsters the strength of will to succeed.

LEADER OF CHARACTER

A leader of character is one who seeks to discover the truth, decide what is right, and demonstrate the courage to act accordingly. Character is the essential facet of Officership that allows officers' to earn their soldiers' trust and to exercise influence both within and outside an organization. Personal character ensures that one's subordinates will assume with confidence that their officers' will always act in a moral and just manner that promotes the welfare of individuals, the unit, and the community. In all situations, especially in combat, leaders of character clearly establish moral and ethical boundaries and use their strength of will to ensure that the unit's operations are carried out within these boundaries. Officers who conduct operations in a moral and ethical manner preserve soldiers' moral justification for fighting, which allows them to understand and make meaning out of their combat experiences.⁴

The character depicted by officers influences the development of their soldiers' character along with the unit's moral and ethical culture.⁵ Through their day-to-day actions, leaders communicate symbolically to subordinates about who they are as individuals and what the organization represents in terms of its values and purpose. Leaders of character establish a climate where moral and ethical behavior is expected, encouraged, and rewarded. This positive climate creates a community committed to working and living in a moral and ethical manner, thereby establishing the conditions for character development through-

³ Patrick Sweeney, (2007). Trust the key to combat leadership. In Doug Crandall (Ed.), *Leadership lessons from West Point* (pp. 252-277). San Francisco, CA: John Wiley & Sons.

⁴ Patrick Sweeney, & Sean Hannah,(2008). High-impact military leadership: The positive effects of authentic moral leadership on followers. In Don. Snider (PD) & Lloyd. Matthews (Ed.), *Forging the Warrior's Character: Moral Precepts from the Cadet Prayer* (pp.91-116). Boston, MA: McGraw Hill.

⁵ Bernie Bass, & Paul Steidlmeier, (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10 (2), 181-217.

out the unit.⁶

Character is also the source of officers' warrior ethos—their strength of will to persevere and prevail to accomplish the mission and meet responsibilities in a moral and ethical manner. In times of adversity or periods of low motivation, officers use their character to find purpose and meaning necessary to bolster their strength of will to continue onward toward mission accomplishment. Leaders also use their character to recover and bounce back from adversity such as a death of soldier in the unit. Character provides leaders with meaning and purpose and a sense of hope for the future.⁷

A leader's self-identity is a critical factor in character development. The more central one's values and beliefs are to one's self-identity, the greater the consistency of moral and ethical behavior.⁸ The centrality of values and beliefs to leaders' identities creates powerful internal motivational forces for them to behave in a manner consistent with their self-concept. Thus, the integration of leaders' values and beliefs systems

⁶ Department of the Army, (2006).

⁷ Christopher Peterson, & Martin Seligman, M. (2004). *Character Strengths and Virtues: A Handbook and Classification*. New York: Oxford University Press.

⁸ Anne Colby, & William Damon, (1993). The uniting of self and morality in the development of extraordinary moral commitment. In G. Noam & T. Wren (Eds.), *The Moral Self* (pp. 99-122). Cambridge, MA: The MIT Press.

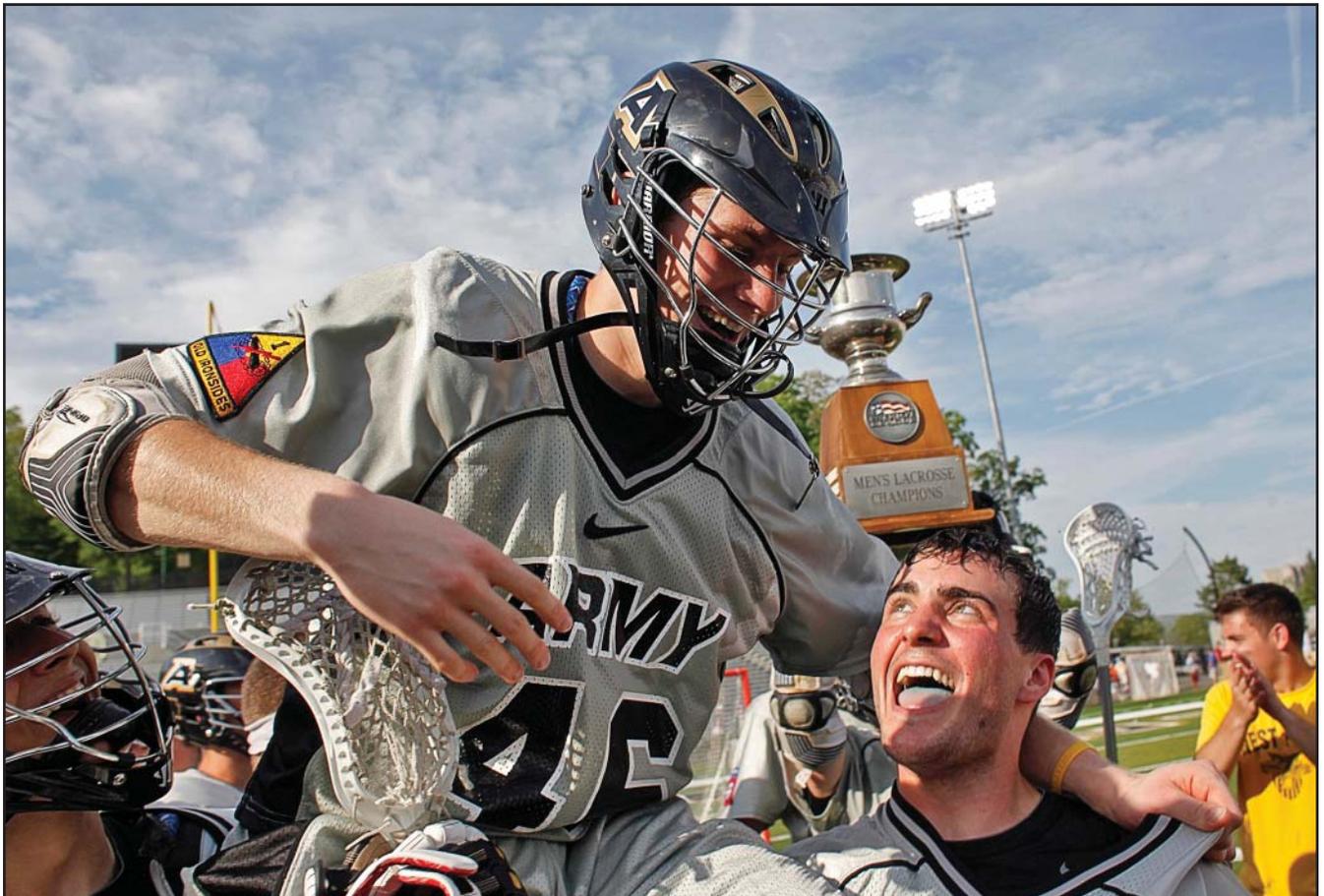
with their identities shifts the motivation to behave in a moral and ethical manner from an external to internal stimulus, which tends to close the gap between intentions and actions.⁹

SERVANT OF THE NATION

United States Army officers serve the American people. Their self-concept must be that of "servant," one with specific duties. Officers provide for society that which society cannot provide for itself—security of our democratic Nation, its way of life, and its values. This unique relationship establishes in an officer a moral obligation to serve effectively and a sense of duty and commitment with unlimited liability. The relationship between an officer and society implies a lifetime of selfless service, initially in uniform and then more broadly following retirement.

This bond is established in the Commissioning Oath. An officer's commission is a warrant from the American people to act on their behalf. The Oath of Office formally establishes the moral obligation for officers, acting as agents of the Nation, to "support and defend the Constitution of the United States against all enemies, foreign and domestic. . . ." This oath serves

⁹ William Damon, (1984). Self-understanding and moral development in childhood and adolescence. In W. Kurtines & J. Gewirtz (Eds.), *Morality, Moral Behavior, and Moral development* (pp. 109-127). New York: Wiley.



several purposes. First, it officially establishes the moral foundation for officers' individual duty and accountability to the Nation. Second, it strengthens the claim of the military profession on the affections and support of the American people. Thus, the relationship between the servant (officer) and the Nation is a two-way relationship. This bond implies a lifetime of selfless service, initially in uniform, and then in other capacities as the Nation requires. Third, it reinforces officers' commitment to the principle of military subordination to civilian control.

The West Point Experience prepares cadets to understand and incorporate this servant dimension of their self-concept. Core academic and military science courses educate cadets about the constitutional foundation for the military within the United States, the democratic processes that determine national security policy, the appropriate dynamics of civil-military relations, the moral basis for war, and the composition of the Nation they will serve. Beyond coursework, the diverse demographic composition of the Corps of Cadets contributes further to cadets' appreciation for the richness of American society. In addition, by serving at West Point, staff and faculty continuously model this servant role in the classrooms, in the field, in the barracks, at chapel, and in their personal lives. Finally, through first-hand experience, often organized by cadets themselves, community outreach and service projects help to internalize this servant dimension of their professional and personal identity.

MEMBER OF THE PROFESSION OF ARMS

The self-concept of Officership has no meaning in American society absent its context within the military profession. With its unique expertise and distinct, ethically based culture, the profession of arms is positioned to provide the Nation with security of our democratic Nation, its way of life, and its values.

Unique expertise. Officers practice their profession by abstracting from a body of expert knowledge and applying that specific portion of their expertise to new and often unforeseen situations. Both the acquisition of this dynamic knowledge and the ability to apply it successfully across a wide range of situations requires extensive and continuous education and training. Thus, officers must dedicate themselves to a lifetime of study and learning. To the extent that Army officers are able to adapt this expertise to meet various needs of the Nation, society grants them limited autonomy and the legitimacy to apply that expertise within selected jurisdictions.

When the Constitution was written, our Founding Fathers had several foundational principles in mind; one of these principles made the military subordinate to the state, its elected and appointed civilian officials, and ultimately to the people themselves. When the members of the Army officer corps lift their right hands and take the Commissioning Oath, they declare their loyalty to support and defend the Constitution. They, in essence, become commissioned





agents of the government. Authority from the people “to provide for the common defense” is delegated, as prescribed in the Constitution, to both the Congress and the President. The military departments reside in the executive branch of government headed by the President, who serves as Commander-in-Chief of the armed forces. An officer’s authority stems from his Commission; as a direct delegation of executive authority granted indirectly through the people, execution of that authority is on behalf of, and for the welfare of, the people.

Distinct culture. The military profession has developed its own unique culture, distinct from, but not superior to, that of the American society it protects. To the extent that this culture supports professional effectiveness, society grants the military an unusual amount of freedom to be different. Because of the lethal and chaotic nature of warfare, good order and discipline are vital. Thus, the military culture embodies a strong, self-policing, regulative code of ethics. To the extent that the officer corps willingly adheres to and enforces its own professional ethic, the profession will maintain the trust of the American people. Over the years, unique customs and courtesies have evolved as part of the Army’s culture. They help soldiers make sense of the violence and illogic nature of war. Traditions, heritage, and *esprit de corps* also contribute to the professional ethos, uniting officers with a common bond and providing the basis for cohesion, trust, and confidence within the Army, in general, and the officer corps, in particular.

Ethically based. As members of a profession, officers have their own self-policing ethic that acts as a very powerful form of social control. The professional military ethic is a shared understanding of the standards of personal and professional conduct that officers demonstrate every day, in every duty, in peace and in war. It is influenced by the functional requirements of warfighting, global traditions, laws of land warfare, and America’s own national culture. Its components are complex and interdependent. It is intentionally not codified in any single source, but can be found in many. West Point’s motto of “Duty, Honor, Country” is perhaps the most succinct example. It is also seen in the seven Army Values, in our Constitutional law, and even in the Army’s readiness. The ethic and its dynamic strongly influence the attitudes and actions of the Army officer corps; and that officer corps is professional only to the extent that its members educate, believe in, adhere to, and enforce their own ethic.

Service as an Army officer is more than a job; it is a life-long calling. Officers are not mercenaries. They do not work for monetary gain, but rather for love of craft and the intrinsic satisfaction derived from serv-



ing. They do not work a standard workday, they work until the job is done. They do not have unions, but rather camaraderie. They do not join because they must, but rather out of a deeply rooted desire to serve others. West Point develops cadets as members of a profession to adopt the military ethic through both the substantive content of the West Point Experience and through the daily experiences that confront them. The high standards and intense preparation required to succeed through the 47-month experience that is CLDS provides cadets with the knowledge, skills, and expertise that represent the necessary foundation of a unique profession. West Point develops cadets' emotional bond to the profession through important rituals, ceremonies, and traditions that convey the Army's heritage and esprit de corps. Events such as daily retreat formations, parades, promotion ceremonies, taps vigils, company dinners, and special class events serve to link cadets to each other, to the Army, and to the officer corps as leaders of one of America's most vital and dynamic professions.

Shaping the unique professional identity of Officer-ship is the target for cadet leader development at West Point. Cadets facilitate the development of their professional identity through reflection, seeking experiences that move them out of their comfort zone,

self-study, discussions with role models and mentors, and, most importantly, by acting as a warrior, leader of character, member of the professions of arms, and servant of the Nation. West Point's focus on developing cadets' professional identities serves to integrate the activities of all agencies and provides faculty and staff with common a purpose and focus.



FRAMING LEADER DEVELOPMENT



Framing leader development is a necessary condition for the design and implementation of a curriculum capable of developing cadets into leaders of character. The United States Military Academy's theory of leader development is based on literature from three academic fields: adult development theory (how people develop identity), leadership theory (how leaders develop), and organization theory (organizational and environmental impacts on individual development). The synthesis and coordination of ideas and concepts from these three fields provides a comprehensive framework that guides the implementation and integration of CLDS.

3.1. DEVELOPMENT DEFINED

Human development is 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 experience and knowledge, and the competence that develops through intensive practice.

3.2. WHAT DEVELOPS?

Preparing officers for the Army can be understood as part of the much larger process of human development. Being human is about making sense of our experiences. What really changes throughout one's life is the frame one uses to construct perspectives about the self, relationships with others, and the world. These evolving perspectives organize our experienc-

es through the way we think, feel, and act.

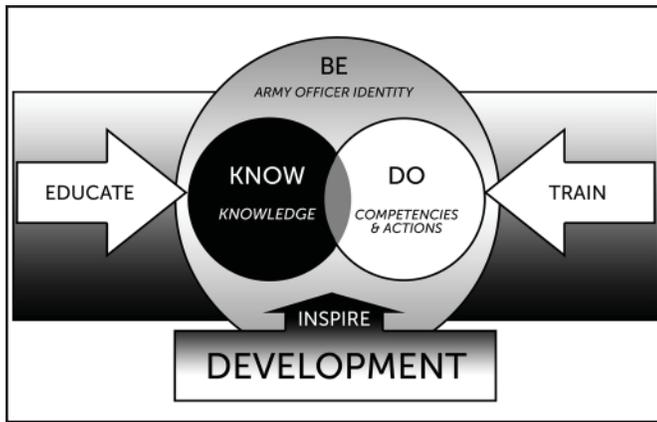
Expertise and competence are clearly important components of officer professionalism. The Army's leadership manual explains that "to be a competent leader there are certain things that you must BE, KNOW, and DO." While what we KNOW and what we DO make up a significant part of who we are, there is more to our professional identities than our knowledge and skills. To prepare commissioned leaders of character for our Nation, we must not only educate and train cadets in relevant professional knowledge and skills; we must also facilitate the development of their identity as mature, professional adults.

Increasing cadets' knowledge and sharpening their skills is central to West Point's mission to prepare commissioned officers for our Nation. But we are equally concerned about developing cadets' self concept—their identity. West Point's long tradition of education and training establishes the rationale for our curriculum and corresponding pedagogy. Our theory of leader development incorporates the BE component into this framework—how we help cadets develop a professional identity while simultaneously acquiring professional knowledge and skills.

3.3. ASSUMPTIONS ABOUT LEADER DEVELOPMENT.

1. West Point builds a foundation for leader development rather than a finished product. Cadets graduate from the Military Academy at various





levels of capacity and capability; a USMA graduate therefore is “a work in progress.” We embrace the idea that potential will be realized when future situations “call them out.”

2. Leaders are born and made. Leaders emerge from the confluence of genetic predispositions (basic traits associated with intellect and personality) and contextual experiences, unique childhood perspectives, various family situations, and different early leadership opportunities.
3. All people can develop an improved capacity for leadership. Leader development increases one’s capacity to understand the world, especially, other human beings in social situations.
4. Development occurs in stages. Developing college-aged students involves many of the same processes as those employed to develop more experienced adults, albeit at a potentially different stage of development where values, experiences, and even roles are viewed differently. Each class of cadets is likely to include members in many different developmental levels.
5. Experiences are necessary but not sufficient for developmental learning to occur. Differences in capability, level of challenge, readiness to learn, and prior related experience will influence each cadet’s learning.
6. The environment impacts upon one’s development. People develop other people, but the systems, cultures, rules, codes, and policies independently influence both the pace and path of development and the type of leader that develops. In effect, leaders meet the demands of the task and social environment.
7. A combination of education, training, and development is required to produce leaders of character. Although training, education and development are not synonymous with one another, the

capacity for training and educational experiences to influence development is contingent upon how each is structured and implemented.

8. Leader development requires meaningful interaction.

3.4. DEVELOPING AN OFFICER’S IDENTITY

Our theory of cadet development originates in literature on adult development, primarily from research conducted with college students. Most theories of college student development focus on identity formation as the critical goal of education¹. There is considerable consensus that development during these years is facilitated by stressors that promote new ways of thinking and perceiving.² While the generation of competencies and skills is a critical facet of professional or vocational development, the research shows consistently that identity is the most salient and central focus of development.

Kegan, in expanding upon the work of Erikson and Sanford, describes the identity-building process.³ Individuals “take in” reality and construct their own perspectives on their experience. The perception of reality is not the same for all people.

Development relates to increasing one’s ability to comprehend complexity in the environment and to integrate this complexity in a way that allows one to take action. Kegan’s model suggests that people evolve in three phases: from a “self-oriented” perspective: to one that is “other-oriented;” and finally to a “self-authoring” perspective based on the formation of personal standards and principles. Kegan’s basic propositions are as follows:⁴

1. People actively and continuously construct ways of understanding and making sense of themselves and the world.
2. There are identifiable patterns of “meaning-making” that people share with one another; these are referred to as “stages of development.”

1 See, for example, Erikson, Erik H. 1959. *Identity and the Life Cycle. Selected Papers*. New York: International Universities Press, Inc.; Perry, William G. 1968. *Forms of Intellectual and Ethical Development in the College Years*. New York: Holt, Rhinehart and Winston; Kohlberg, Lawrence. 1972. “A Cognitive Development Approach to Moral Education.” *Humanist*, 6: 13-16; Marcia, James E. 1966. “Development and Validation of Ego-Status.” *Journal of Personality and Social Psychology*, 3: 51-558; Sanford, Nevitt. 1966. *Self and Society*. New York: Atherton Press.

2 Erikson, 1968; Sanford 1966.

3 Kegan, Robert. 1982. *The Evolving Self*. Cambridge, MA: Harvard University Press.

4 Adapted from Van Velsor Ellen., & McCauley, Cynthia. D. 2004. “Our View of Leadership Development.” In Cynthia D. McCauley, & Ellen. Van Velsor (Eds.), *Handbook of Leadership Development* (2nd Ed.). San Francisco, CA: Jossey-Bass.



3. Stages of development unfold in a specific sequence, with each successive stage transcending and including the previous stage.
4. Typically, people do not regress; once a stage has been reached, the previous stage loses primacy, but remains as a perspective.
5. Because subsequent stages include all earlier stages, latter stages are more complex, and support a more sophisticated understanding than former stages.
6. Developmental movement from one stage to the next is driven by limitations in the current way of understanding or making meaning. When faced with challenges that require a more complex way of understanding themselves and their environment, development is possible; challenge therefore enables development.
7. One's stage of development influences what one notices or can become aware of and, therefore, what they can describe, reflect on, and change.

3.5. STAGES OF DEVELOPMENT

Research on cadets at USMA has demonstrated that most cadets function within Kegan's stages two through four. Kegan's theory operates on the basis of what he calls a subject-object distinction. Kegan uses this term to describe one's increasing ability to take more sophisticated perspectives on one's own thinking. As one moves through stages of development, one can become more objective about former perceptions, feelings, or attitudes that had been more subjective in nature. Subject-object relations involve the interplay between what we can understand and

how we understand it.⁵ Developmental progression for leaders relates to being able to take a more objective perspective on the ways they interpret themselves and their interactions with others.⁶

Stage 2 – The Imperial Self

Cadets at this stage are likely to define their interpersonal relationships in terms of reciprocal exchange and fairness.⁷ Stage 2 individuals have clearly defined interests and agendas and see relationships as an alliance where each participant is able to extract something of value. Cadets at this level can take another's perspective, yet only view that other perspective in terms of what it contributes to their needs or interests. Stage 2 describes individuals who follow the rules and perform to obtain rewards and avoid punishment. Cadets in Stage 2 will want to be told what they need to do to make a grade of "A" and will be oriented toward performance goals more than learning goals. They will see staff and faculty as purveyors of rewards and punishments rather than those with whom they could build professional relationships or learn. In Stage 2, self-esteem is built through conforming to structured rules and externally-imposed standards.

Stage 3 – The Interpersonal Self

Cadets at this stage are able to identify with how others view them. Stage 3 individuals achieve self-esteem through the positive regard of others- rather than solely through performance expectations and meeting others' demands. What matters most to Stage 3 individuals is a sense of belonging and the ability to command the respect and admiration of others. The individual's sense of self is directly related to his ability to understand how others view and value him. Cadets at this stage are better able to reflect on "who they are" rather than merely reflecting "what they do." Instead of defining themselves by how they perform, Stage 3 individuals are able to see how their performance contributes to the larger effort, and are able to define themselves through their membership to the group, seeking relationships rather than reciprocity.

Stage 4 – Self-Authored Identity

Cadets (very few) at this stage are able to distinguish themselves from their relationships and memberships to "self-author," or individually construct their values,

⁵ Lewis, Phil, George B. Forsythe, Patrick Sweeney, Paul Bartone, Craig Bullis, and Scott Snook. 2005. "Identity Development During the College Years: Findings From the West Point Longitudinal Study." *Journal of College Student Development*. 46 (4): 357-373.

⁶ Kegan acknowledges the presence of three stages that we omit from this document. *Stage 0* refers to the infant who can not yet recognize him/herself as an individual. *Stage 1* is a pre-operational position where one recognizes the self as an individual but is wholly self-interested. *Stage 5* is an advanced meta-level stage beyond the self-authoring position.

⁷ Lewis, et al., 2005.



beliefs, and standards. Where a Stage 2 cadet might follow the rules to avoid punishment, and a Stage 3 cadet might want to avoid angering other members of the team, a Stage 4 cadet would avoid breaking the rules because doing so would violate a personal “self-authored” standard or code of conduct. The Stage 4 cadet is less likely to be influenced by social pressures and expectations and is better able to make decisions and commitments based upon internal principles and values. Progressing to Stage 4 indicates an ability to exercise sound, independent judgment in the face of complex, ambiguous, and rapidly changing situations.⁸ While research conducted on USMA cadets indicates that most cadets are either in Stage 2-3 transition, or are in Stage 3, most of our aspects of an officer’s identity assume Stage 4 understanding.⁹

3.6. IMPLICATIONS FOR HOW WE DEVELOP CADETS

Insofar as Stage 4 is characteristic of the Army’s operating environment, our mission as developers of smart, “self-authored” leaders involves the transition of cadets from lower stages of development toward self-authorship and introspection. This effort requires us to provide experiences that “stretch” or challenge cadet’s current ways of handling tasks and relationships. We must meet cadets where they are at and nudge them beyond their comfort zones.

As undergraduate students, cadets are constantly in transition. As a result, for many cadets, the “BE” appears very different than it does for more experienced, mature professionals. Cadets, in their transition from student to “becoming” an officer, are likely to express or demonstrate the eight principles of officership quite differently at various stages of development (as represented in Table 3.1).

TABLE 3.1 OFFICERSHIP & DEVELOPMENT

8 PRINCIPLES	KEGAN STAGE 2	KEGAN STAGE 3	KEGAN STAGE 4
DUTY	As an exchange; something that must be done; fairness is a key measure of performance	Part of teamwork; if each does his duty, the team prevails and avoids conflict	Accept full responsibility for mission/unit; must be done the right way
HONOR	Honor as something imposed; compliance for fear of losing opportunity or reputation	Owed to the group; as the basis for trust	Honor is personally defined; manifested in all roles
LOYALTY	Loyalty to individuals for loyalty in return	Loyalty to the group and to higher principles can be in conflict	To the Constitution and chain of command; loyalty as a basis for trust
SERVICE	Service in exchange for education; service for pride in oneself; “doing the right thing”	Service as a prerequisite to membership in profession; as a collaborative effort	Service as something given to the Nation without conditions; “giving back”
COMPETENCE	To prove oneself; to demonstrate achievement for recognition	Allows others to count on you; you’re an integral part of the team	Continuous pursuit of improvement and mastery in order to fulfill calling of service
TEAMWORK	As reciprocity; “cooperate and graduate”; teamwork as a means to benefit oneself	Social cohesion; expectations of individual defined by group; look to group for value and recognition	Respect for others; genuine concern for other’s growth and development; group as interdependent
SUBORDINATION	To rules and systems; compliance to obtain freedom and discretion	To the will of the group; subordinate self interest to fit in	To one’s personally authored principles and standards of conduct, ideals, and values
LEADERSHIP	As a series of transactions; leaders and followers exchange value, work for reward; compliance for approval	As building relationships, sharing values goals, and experiences; leadership defined by culture	As transforming organizations and people, leading to serve a higher purpose or vision

3.7. INSTITUTIONAL CHALLENGES

Facilitating cadet development is challenging work that often requires striking a fine balance among several competing objectives: tailoring experiences to cadets’ needs and abilities, encouraging cadet own-

⁸ Lewis, et al., 2005.
⁹ Lewis, et al., 2005.

ership, and creating situations in which cadets can learn from both success and failure.

1. Development is not training. Training, with its focus on what to think, is central to Army operations, producing a tendency to form pedagogies that are training-based rather than developmentally-based. However, the widespread incorporation of training-based practices can limit our ability to develop cadets.
2. We must respond to individual differences. Every cadet is at a different place with regard to his or her ability to internalize the essentials of officer-ship. Depending on their personal backgrounds, their length of time at West Point, and their general level of motivation and maturity, individual differences between cadet leaders can be significant. The staff and faculty recognize these differences and tailor their approach to individual cadets in their efforts to aid in the cadet's development.
3. We must help cadets take ownership of their development, and the development of their subordinates. To a great extent, it is cadets themselves who construct their experience and determine
4. We must help cadets develop from success and failure. West Point's developmental perspective means that while we will never accept failure or lower our standards, we acknowledge that some cadets will fail. Indeed, insofar as the six domains of West Point's curriculum will challenge cadets to perform across a variety of activities, all cadets are likely to experience some failures within their 47-month experience. In many cases, failure in-and-of-itself is not fatal; it is critical, since it allows cadets to understand how to overcome adversity.

what is meaningful. While USMA can provide the opportunities and structures to support growth, success will ultimately depend on the extent to which cadets "buy in" to their development as Army officers. Operationally, the Tactical Officer/NCO assigned to cadet companies monitors and assists each cadet in taking ownership of this transformation. To the extent that cadets feel like they own their experiences, the likelihood of personal development increases.



3.8. COMPONENTS OF DEVELOPMENT

There are five key components to West Point's model of cadet development: readiness, developmental experience, reflection, new capacities and knowledge, and time. These features of West Point's developmental model provide broad direction and guidance for the design and implementation of experiences within each of the six CLDS domains.

1. **READINESS.** The West Point experience is ripe with developmental opportunities. However, unless cadets are ready to learn from these experiences--in terms of motivation and competence, unless they are coachable, open to being influenced--they can have the experience but miss the meaning. Cadets can easily find themselves moving rapidly from one event to another with little preparation for--or meaningful integration of--these experiences. The staff and faculty must help cadets prepare for a developmental experience, remind them how it fits into their overall progression as an officer apprentice, and later help them make sense of that experience.
2. **DEVELOPMENTAL EXPERIENCES.** 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 occasion 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 boxing or the chemistry lab; for others, it is calculus or patrolling at Camp Buckner. For others, motivating a cadet company to prepare for an inspection or simply following regulations provide enough challenge to generate self-examination.

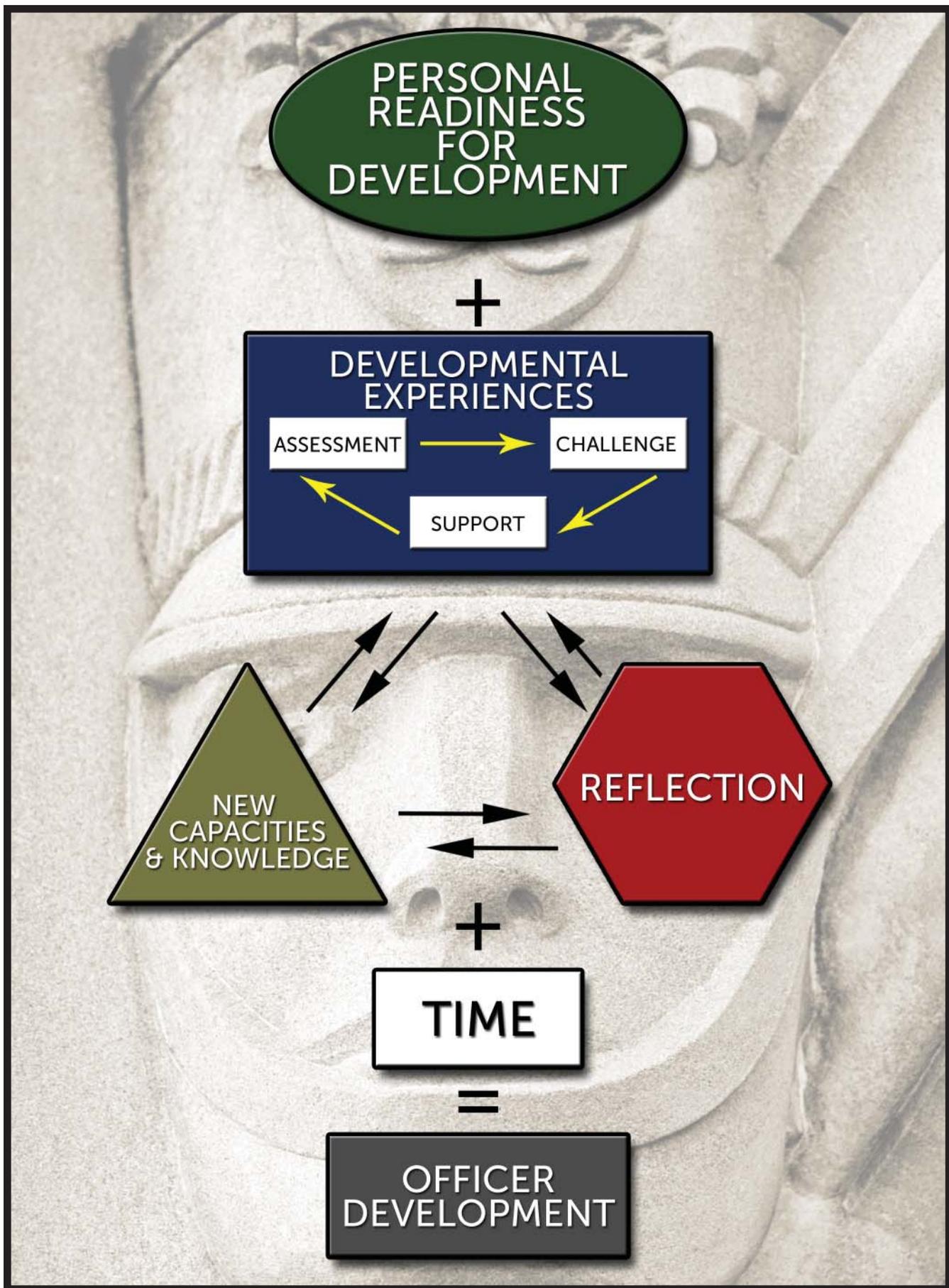
The USMA Curriculum weaves these opportunities together so that over time, cadets understand their development holistically rather than as a series of discrete events.

(a) *Assessment:* For feedback to be consistent and meaningful, cadets must perceive the source as credible and the insights as relevant. West Point provides cadets with multiple formal and informal sources of systematic feedback throughout their entire 47 months. CLDS includes multiple methods (practical exercises, psychological instruments, formal performance ratings, and standardized tests) from multiple sources (including mentors, peers, superiors, subordinates, coaches, teachers, and trainers) at critical points in time and it allows cadets to gain in awareness of themselves, their peers, and their superiors. This self-awareness is critical to being a commissioned leader of character. To the extent that cadets graduate with a better sense of their strengths, their weaknesses, their biases and tendencies, they better understand who they are; this ingredient of development will contribute to the development of self-aware leaders.

(b) *Challenge:* Developmental Friction. While cadets must be stretched to confront personal limitations and accept challenges beyond what they think they can handle, they must feel safe enough to take risks and make significant decisions on their own. Experiences that generate tension, imbalance, and an optimal level of stress set the conditions for growth because they force cadets out of their comfort zones. Failures and loss can be particularly powerful opportunities for development. Some of the most powerful opportunities to influence cadets are unplanned — a failed exam, the loss of a loved one, a significant injury, or even a significant conduct violation; all are significant events that "prepare the ground" for fundamental change. Yet, experiences alone are not enough; without the necessary assessment, challenge, and support, cadets' 47-month experience could potentially be a schedule full of planned activities that contribute little to personal growth and development.

(c) *Support:* Coaching, mentoring, and resourcing. West Point allows cadets the opportunity to make significant choices and then holds them accountable for the consequences, and it provides a supportive organizational context that facilitates growth. Support means asking





the hard questions, and maintaining a professional conversation about experiences, escalating commitment, and conflicting attitudes and values. A supportive environment allows cadets to question themselves, their purpose, the profession, and the institution in a healthy way. Support also includes setting aside time and opportunity for reflection.

3. **REFLECTION.** Growth is not automatic. Reflection, both introspective and guided, is essential to personal development. For most of us, the process of systematically reflecting on our life experiences does not come naturally; it has to be facilitated. The staff and faculty must encourage cadets to make the most out of their West Point experiences by systematically planning for and assisting in structured reflection at critical points throughout their development. Periodically, staff and faculty should assist cadets in understanding their experiences by exploring such questions as: What does my action say about me as a developing officer? What have I learned about officership and leadership from this experience? What did this experience reveal about my strengths and weaknesses? What do I need to do in the future to further my development? Essentially, during this process, cadets unpack, examine, reorganize, and repack the experience. Feedback and reflection inform cadet performance for deeper development during subsequent experiences. The lesson here is that cadets don't necessarily learn from

their experiences, and even when they do, they don't always get it right; they need help.

4. **NEW CAPACITIES AND KNOWLEDGE.** The combination of developmental experiences and disciplined reflection produces new perspectives, understandings, and skills for developing leaders. This body of knowledge and new perspective is then applied in subsequent experiences and situations. Effective coaching and mentoring allow the developing leader to make sense of the developmental experience .
5. **TIME.** Knowledge and skills are largely perishable; teaching and training are relatively short-term interventions; development takes a long time. Every year, USMA receives more than a thousand of our country's best and brightest youth. Their West Point experience is 47 months long, 24 hours a day. West Point is a "total institution"; while cadets are in our care, the staff and faculty influence almost every aspect of their daily lives. The West Point experience 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. For Army officers, professional development is a lifelong endeavor. When cadets graduate, their development is by no means complete; their long journey of service will have just begun.



OUR LEARNING MODEL FOR LEADER DEVELOPMENT



To enhance capacity in humans, i.e., to effectively move cadets into higher levels of development, we must design curricular experiences that reinforce and challenge their own experiences. Cadets will value learning over grades and pursue self-directed learning when their environment supports--indeed demands--such outcomes. Transitions are enabled through the creation of friction points, experiences in which cadets realize that their current capacity does not meet the demands of the reality they confront. If we structure a cadet's reality such that no developmental friction is created, we are failing them and our mission.

West Point's 47-month experience introduces and reinforces many activities within a compressed time interval. Specific events within the environment that cause friction serve as a catalyst for personal growth. For example, many of the summer military experiences introduce stress in controlled environments to assess how cadets respond can inspire cadets' progression in the stages of self-authorship and introspection. Similarly, uncertainties caused by challenges embedded in academic courses, when combined with limitations on response time, create stressors that allows for growth potential.

However, creating developmental friction increases the discomfort of both cadets and faculty members. On many occasions, cadets provide negative feedback to those who create discomfort for them and this causes faculty stress. Faculty also fall victim

to feeling a need to "take care" of cadets by sending them e-mail reminders, reducing their academic loads, and intervening in a multitude of other ways. Such actions, while appearing to assist cadets, may potentially "stunt their growth" by eliminating necessary friction. This hinders cadets' ability to anticipate and respond effectively to the demands of multiple competing responsibilities.

Our curriculum is designed to offer cadets an opportunity to overcome a series of developmental moments. It begins with a learning model, which represents a description of the conditions by which students learn and develop in accordance with our institutional mission. The learning model serves as a blueprint of the curriculum and provides a conceptual foundation to guide our selection and arrangement of cadets' experiences. The structure of learning experiences represents the domain of student inquiry, which elucidates the areas of study and ties to other curricular goals. The process of learning experiences represents the activities students engage in to achieve the goal. The content of experiences represents the substance of activities in which students will engage.

4.1. STRUCTURE OF CADET EXPERIENCES

West Point's curriculum is designed to intentionally provide meaningful preparation for the rigors of Officership. Accordingly, the curriculum represents the planned experiences that challenge cadets' patterns of thinking and their limits of understanding. Such



intentional experiences generate the friction necessary for cadets to grow in a manner consistent with our theory of leader development. Framed by a set of six domains, the curriculum is structured to provide pathways for the achievement of competencies and the formation of the professional identity of Officership: warrior, leader of character, servant of the Nation, and member of the profession of arms. The learning models, and the depictions of how developmental experiences are structured and sequentially ordered, integrate each domain's developmental goals with the curriculum. Each learning model explicitly states the structure, process, and content of the curriculum that promote opportunities for cadet achievement of each domain goal.

The developmental outcomes and corresponding processes are organized into two areas of development: character and competence. The line between the two is fine, and the overlaps are considerable, but this distinction is important for ease of goal development and assessment. The first two domains—Human Spirit and Moral-Ethical—focus on developing the character and professional identities of an officer. These domains build the foundations of an officer's self-awareness, character, and identity. The other four domains—Intellectual, Military, Physical, and Social—focus on developing competencies--knowledge and

skills--critical for professional service and continued growth as strategic leaders.

The following sections provide a detailed outline of each domain's contribution to the development of commissioned leaders of character.

DOMAIN OF THE HUMAN SPIRIT

(1) The Overarching Goal:

Graduates understand and continuously develop their human spirit to have the strength of character and worldview to adapt effectively to combat and the uncertainties of a changing world.

(2) Rationale and Amplification

The foundation of a leader's character rests in the Domain of the Human Spirit. The human spirit encompasses the essence of a leader: his or her core values and beliefs; purpose in life; strength of will to live according to convictions and to meet duties and responsibilities; life philosophy that allows the leader to determine truth and make meaning out of experiences (worldview); and the autonomy to take responsibility for realizing one's full potential. Thus, the Human Spirit Domain encapsulates a person's identity, core values and beliefs, and perspective on how one views the world (worldview); it influences what leaders attend to, how they think and feel, and, most importantly, how they act. The human spirit is developed and sustained by the following character strengths: self-awareness, agency, self-regulation, self-motivation, and social awareness. See Figure 1.1 for the conceptualization of the Domain of the Human Spirit.

To develop as a leader imbued with the strength of will and character to fight and win the Nation's wars requires a capacity to persevere in times of crisis. During the Battle of the Bulge, for example, the Army produced victory in battle under the most daunting and demoralizing circumstances. Officers and soldiers who have strong, indomitable spirits are better able to face the dangers, losses, and hardships in combat, and persevere to complete the mission. A leader's spirit imbues in his and her soldiers the purpose, direction, will, and courage to do the right thing in the very complex and chaotic environment of combat, where life, death, and strategic interests of the country hinge on the leader's decisions. Leaders who nurture both their own and their soldiers' spirits are preparing themselves and their soldiers to meet the harsh rigors and stresses of combat, thereby enhancing the capabilities of their unit, promoting the growth of their followers as humans, and helping to



protect soldiers from battle-induced pathologies.

There are many different paths for developing the human spirit and each individual must create his or her own path. Some rely on the truths found in the great philosophical and religious traditions; others turn to the worlds of literature, art, music, and various forms of creative expression; still others use a combination of these approaches. While there is not a single right way to develop the spirit, it is nonetheless critical that the spirit be developed to build capacities capable of expanding beyond the confines of a single perspective.

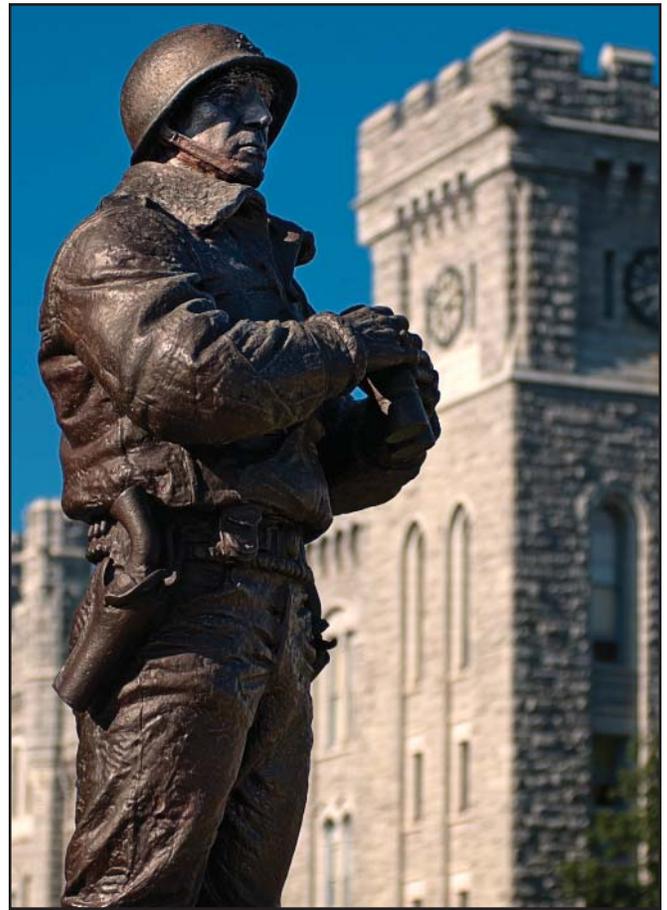
(3) What Graduates Can Do

Graduates assume ownership of the lifelong quest to develop their spirit and realize their full potential. They actively develop a coherent and principled worldview (life philosophy) centered on their most fundamental values and beliefs and maintain a high state of self-awareness by consistently engaging in self-reflection and introspection. They understand their purpose in life and how their identities as officers in the Army, contribute to this purpose. While they accept the life and death implications of military service, graduates continuously seek out positive relationships, new experiences, and knowledge to enlighten their worldviews. They understand, appreciate, and respect diverse points of view. Graduates have the strength of spirit to live by their convictions, to meet their duties and responsibilities, and to persevere when faced with challenges.

(4) The Human Spirit Domain Outcomes:

Graduates who:

- Actively develop and behave in accordance with a coherent and principled worldview that frames their most fundamental values and beliefs;
- Design their journey to develop their human spirit and full potential;
- Evaluate and accept the life and death implications of military service;
- Consider the role of service in their own life purpose and within the contexts of the Army Profession, the Nation, and the world community;
- Are resilient and have the strength of spirit to persevere and prevail when faced with significant challenges ; and
- Develop and nurture relationships that lead to



growth and fulfillment.

THE MORAL-ETHICAL DOMAIN

(1) The Overarching Goal:

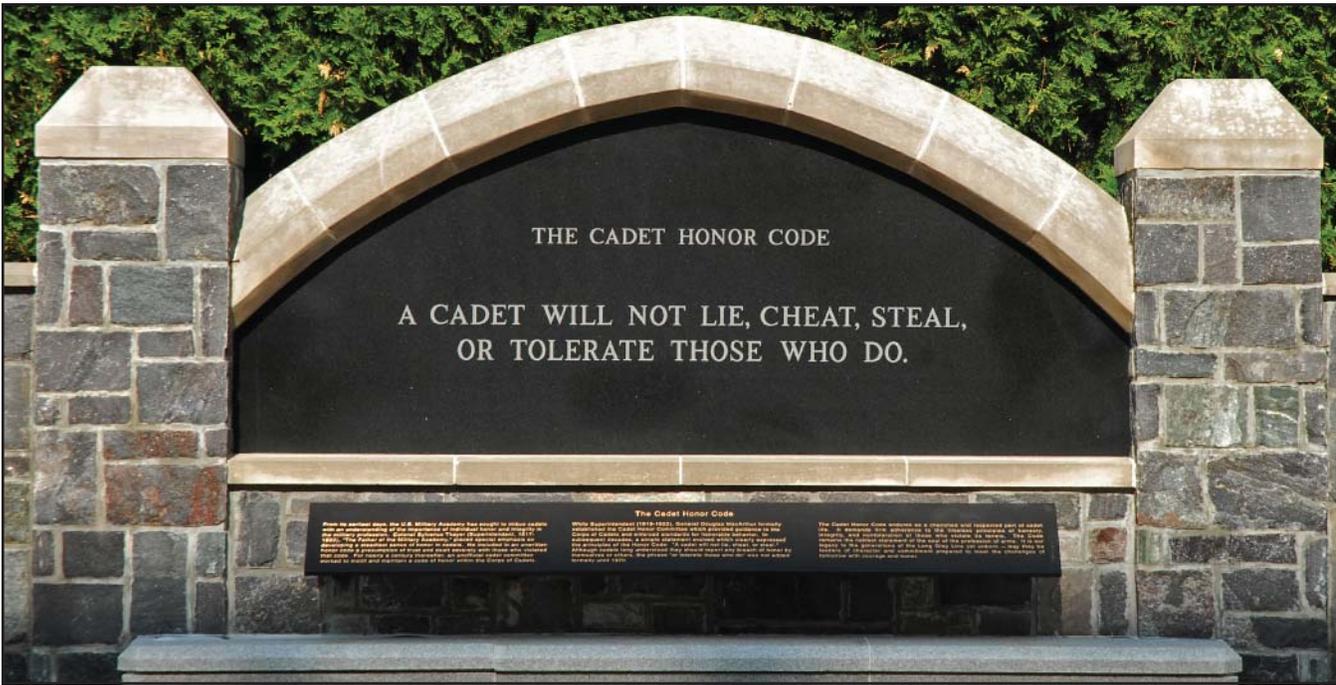
Graduates who live the Professional Military Ethic develop morally, identify moral and ethical issues, discern what is right, make proper decisions, and take appropriate action.

(2) Rationale and Amplification

The purpose of the Moral-Ethical Domain is to develop in cadets a moral and ethical foundation essential for commissioned officers. As leaders in the United States Army, Commissioned Officers must continuously develop their Competence and Character. Competence enables officers to perform their duties "well." Character demands that officers accomplish the mission in the "right" way.

Competence and Character are developed through a process that includes:

- Instruction, Study, and Reflection, providing



knowledge and understanding;

- Practice, enabling Adherence and Discipline;
- Assessment, supporting Belief and Commitment; and
- Experience, enhancing Leadership and Wisdom.

(3) What Graduates Can Do

Graduates act morally and ethically in ordinary and fast moving, fluid, emotional, and complex situations. They discover the right thing to do and act accordingly. Graduates' decisions and actions will reflect consideration for and adherence to the Professional Military Ethic and Army Values. Graduates recognize the moral and ethical issues in their units, help soldiers to recognize and understand these issues, and draw upon a sound moral and ethical foundation in deciding the right way to act.

(4) Moral-Ethical Domain Outcomes:

Graduates who:

- Understand, adhere to, and profess the Professional Military Ethic (e.g., Army Values)
- Recognize moral issues and apply ethical considerations in decision-making
- Contribute to the moral and ethical development of others

THE INTELLECTUAL DOMAIN

(1) The Overarching Goal:

Graduates anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world.

(2) Rationale and Amplification

The contemporary world, increasingly characterized by technological, social, political, and economic change, is dynamic and complex. Uncertainty and change are constants of our world and of the military profession. Army officers will confront situations that may have multiple issues at stake; each situation will require an effective response. Within the context of this dynamic environment, future officers must provide intellectual and ethical leadership for the Army.

The intellectual development of cadets remains paramount to realizing the Military Academy's mission. We cannot train cadets for every situation they will encounter as officers. Rather, we must educate them broadly so that they have the foundation for sound decision making. CLDS specifies what, in general terms, a broad liberal education ought to accomplish, and it applies this framework to the education of cadets in a military context: to develop versatile, creative, and critical thinkers who can craft effective and ethical responses to the challenges that will confront them throughout their careers. The educational experience at West Point provides an intellectual foundation for developing strategic leaders.

(3) What Graduates Can Do

Graduates anticipate and respond effectively to the uncertainties of a changing world they will encounter as Army officers. They meet challenges, problems, opportunities, and military threats with confidence in their abilities to accomplish their assigned missions.

Anticipation

Graduates can examine the social, political, economic, and technological environment to identify new ideas and trends and imagine possible outcomes. To prepare for the future, graduates will be aware of the breadth, depth, and limits of their own understanding and abilities, and they will be self-directed, independent learners with the competence and confidence to try new activities and engage new ideas. They can effectively communicate new ideas and insights, generalize or infer new principles about the world, and apply these inferences appropriately. Graduates recognize and appreciate diverse perspectives on complex situations, and they employ interdisciplinary approaches to an understanding of the challenges they face and the consequences of their actions.

To Respond Effectively

Graduates will respond, either independently or as part of a group, applying adaptive, reasoned judgment and integrity to determine appropriate courses of action and implement them. Throughout this process, graduates formulate goals, generate solutions, communicate effectively, and lead soldiers and units to accomplish their missions. The development of critical thinking, a hallmark of an educated officer, is embedded in all features of CLDS. Graduates can frame a question or problem from multiple perspectives, identify underlying assumptions, understand central concepts relevant to the situation, use evidence to make well-reasoned decisions, understand the consequences of their decisions and actions, and communicate their decisions clearly.

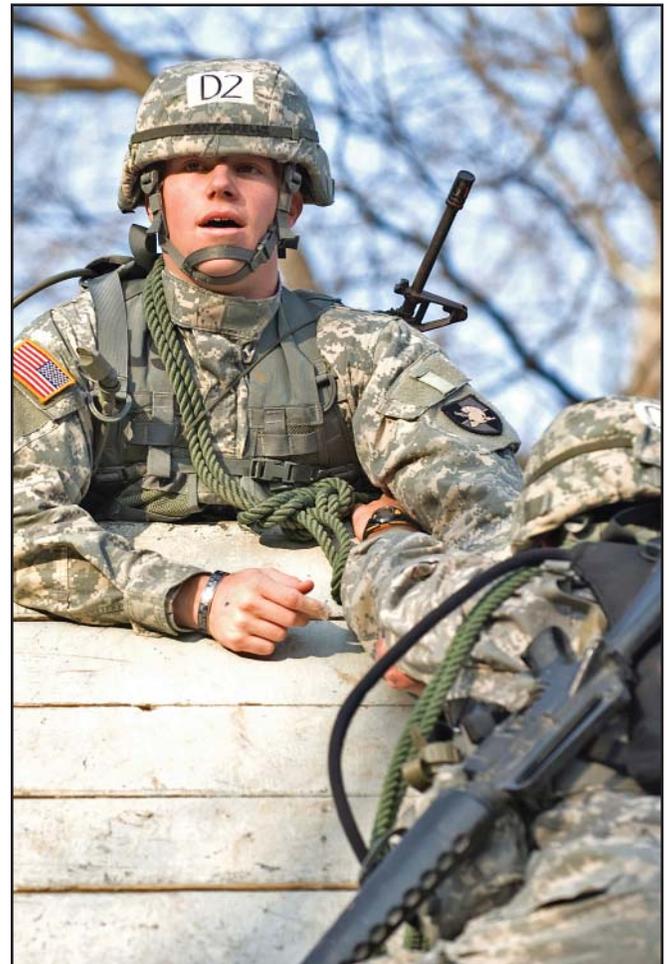
The overarching goal is supported by nine complementary learning outcomes:

(4) Intellectual Domain Outcomes:

- Graduates are scientifically literate and are capable of applying scientific, mathematical, and computational modes of thought to the solution of complex problems.
- Graduates apply mathematics, science, technology, and the engineering design process to devise technological problem solutions that are effective and adaptable.
- Graduates understand and apply Information

Technology concepts to acquire, manage, communicate and defend information, solve problems, and adapt to technological change.

- Graduates draw from an appreciation of culture to understand in a global context human behavior, achievement, and ideas.
- Graduates draw on an appreciation of history to understand in a global context human behavior, achievement, and ideas.
- Graduates understand patterns of human behavior, particularly how individuals, organizations, and societies pursue social, political and economic goals.
- Graduates listen, read, speak, and write effectively.
- Graduates think and act creatively.
- Graduates demonstrate the capability and desire to pursue progressive and continued intellectual development.



THE MILITARY DOMAIN

(1) Overarching Goal:

Graduates anticipate a range of military challenges and possess the requisite warrior ethos, leadership perspectives, and military skills to respond effectively in combat and a wide range of complex situations.

(2) Rationale and Amplification

The contemporary spectrum of military operations is characterized by an array of symmetric and asymmetric challenges in diverse geographic, cultural, dangerous environments. Army officers will be confronted with complex and dynamic situations in which ambiguity, uncertainty, and rapid change are constants and no clear best course of action exists. Officers must be able to respond effectively within these parameters to achieve goals and objectives that support mission accomplishment. Toward that end, they will need to apply their military training, informed by a continually developing leadership perspective and backed by a physically and mentally tough warrior ethos.

Graduates must possess the mature judgment, adaptability, tactical skills, and mental toughness to win the Nation's wars. The military development of cadets requires a foundation for continued learning underscored by a mindset that is versatile, imaginative, and critical. To succeed in critical mission tasks, they must be particularly adept at war-fighting skills.

(3) What Graduates Can Do

Graduates can anticipate and respond effectively to the array of symmetric and asymmetric military challenges posed by a changing world. Graduates are prepared to lead as agile decision makers able to act quickly, competently, and with confidence to complete their assigned missions.

To Anticipate:

Graduates can understand current and historical military operations and can anticipate the future threats. They are doctrinally grounded and able to communicate intelligently with both subordinates and superiors using the language of our profession. They are able to evaluate current training levels and requirements of their units, predict future requirements, and develop and resource effective training plans. Graduates can anticipate requirements and develop creative tactical courses of action to accomplish the mission consistent with the commander's intent. They expect and prepare for changes to unit missions and Army organizational structure. They recognize and prudently manage both tactical and accidental risk.



To Respond Effectively:

Graduates are flexible, creative, adaptive, and intuitive leaders capable of quickly assimilating and leading their units in a variety of cultural contexts. They are full-spectrum war-fighters prepared to exercise sound judgment, address complex military issues, and execute training and combat missions in dynamic and chaotic environments. They possess the military skills commensurate with their rank and leverage their abilities to ensure successful completion of unit missions. Graduates understand their roles as leaders and team-builders. They form cohesive units based on mutual trust and confidence, and take the initiative to develop themselves and their subordinates through professional relationships.

(4) Military Domain Outcomes:

- Graduates understand operational concepts of war.
- Graduates understand precepts of military law.
- Graduates demonstrate the core leader competencies.
- Graduates demonstrate proficiency in the basic military skills required of an officer (BOLC 1 tasks).
- Graduates demonstrate superior performance in marksmanship, land navigation, and preparation and delivery of small unit operations orders (BOLC 1 tasks).

- Graduates demonstrate the capacity to solve military issues during periods of high stress.

THE PHYSICAL DOMAIN

(1) The Overarching Goal:

Graduates are warrior leaders of character who are physically fit, mentally strong, and prepared to confront the physical challenges inherent in world-wide military operations and the duties required of a commissioned officer in the U.S. Army.

(2) Rationale and Amplification

The requirements of Officership are inherently physical. Twenty-first century leaders must possess the physical and mental courage needed to meet the diverse challenges of leading soldiers in today's dynamic and fluid environment. Leaders must be physically ready and capable of leading from the front at all times. To that end, successful leaders must confront challenges, overcome fear, negotiate obstacles to victory, and demonstrate an enduring will to win.

In addition to demonstrating high levels of physical fitness and an unyielding mental toughness, Army officers must live an active and healthy lifestyle for their soldiers to emulate. Achieving personal and professional balance, as well as being able to overcome adversity are the hallmarks of successful leaders and

contribute immeasurably to mission accomplishment.

The physical development program exposes cadets to challenges that demand physical and mental toughness; they offer these emerging leaders' opportunities to learn the principles, develop the skills, and adopt the behaviors necessary to ensure success on the battlefield.

(3) What Graduates Can Do

Graduates understand physical fitness development and apply fitness and wellness principles to plan, organize, execute, and assess scientifically-based personal and unit fitness programs. Graduates develop and maintain high levels of the health-related components of physical fitness: muscular strength and endurance, cardiovascular endurance, flexibility, and body composition. Equally important, graduates are capable of applying the skill-related components of physical fitness, which include agility, balance, coordination, power, and speed, to meet the demands of leadership and military service. West Point provides cadets with formal educational opportunities, competitive sport opportunities, physical fitness testing, wellness instruction, and consistent evaluation and feedback. Through this broad spectrum of developmental experiences, graduates emerge as warrior leaders of character who are physically fit, mentally tough, and fully prepared to lead soldiers from the



front.

(4) Physical Domain Outcomes:

Graduates who:

- Demonstrate the knowledge, skills and abilities to promote and maintain personal and unit fitness for themselves and their Soldiers.
- Demonstrate the courage needed to accomplish challenging physical tasks.
- Demonstrate a personal and professional commitment to participation in sports and physical activity.
- Live a balanced and healthy lifestyle.
- Recognize the impact of adversity and implement measures to reduce stress.

THE SOCIAL DOMAIN

(1) Overarching Goal:

Graduates interact appropriately with others in a wide range of cultural, social and professional settings displaying proper etiquette and dress, consideration for others, and respect for social and professional conventions and traditions.

(2) Rationale and Amplification:

Modern life places graduates in various social and cultural settings throughout the world. Graduates will interact with persons different from themselves; they will also routinely interact with superiors, subordinates, and peers who are both military and civilian



and U.S. and foreign. In these diverse situations, good manners and consideration for others facilitate the interaction and effectiveness of groups and the success of missions. Army officers must demonstrate maturity in their bearing and self-control in their conduct both on and off duty. They must understand that, as graduates and officers, they represent the United States of America, the Army, and West Point in all their interactions. In all of their roles, they must interact comfortably and effectively with a broad range of groups.

The social development of cadets prepares them for entry into the Army officer corps. Graduates are confident in their bearing and are aware of their status as social and professional role-models to other service members and society at large. Graduates demonstrate consideration for others, which includes respectful treatment of others' opinions and feelings.

(3) What Graduates Can Do:

Graduates are able to interact appropriately in the variety of professional and social settings, formal and informal, encountered over the course of their Army careers.

Graduates demonstrate respect for their professional roles by their conduct, on duty and off and thereby enhance the reputation of the United States Military Academy, their fellow soldiers, and their status as commissioned officers in the U.S. Army.

Graduates communicate comfortably and effectively with a broad range of groups.

Graduates demonstrate consideration for others in a caring and compassionate manner at all times.

(4) Social Domain Outcomes:

- Graduates represent (and reflect distinct credit upon) themselves, their units, the Army, and the Nation continually.
- Graduates demonstrate maturity, discipline, and sound judgment in their interactions with and obligations to others.
- Graduates interact comfortably and effectively with persons from a broad range of backgrounds.
- Graduates demonstrate care and compassion for others.

4.2. PROCESS OF CADET EXPERIENCES

West Point's faculty and staff are facilitators in cadet development. They guide, assist, and mentor cadets



in their journey to become self-directed learners. In the first years of cadet development, the staff and faculty are largely responsible for guiding the cadets through their development. Detailed instructions, oversight, and continuous feedback are critical for cadets in their first year at West Point. Staff and faculty serve as coaches, mentors, and facilitators during this time, providing the motivation, advice, and supervision to see cadets succeed. At the same time, the staff and faculty provide the cadets with tools necessary to build requisite competencies and capacities for leaders. Increasingly, the staff and faculty intentionally shift onto cadets the responsibility for their own development. The instruction from the staff and faculty becomes less prescriptive and goal-oriented. The staff and faculty increasingly facilitate self-development rather than direct it, providing fewer answers, and guiding cadets toward their own solutions and an objective understanding of their developmental experiences. During these later years, staff and faculty seek to develop cadet relationships that are more indicative of senior cadet members of the profession, creating a sense of professional identity and inspiration for cadets' development as officers. By graduation, cadets are on a trajectory to accept responsibility for their own continued development.

The process of leader development is coordinated and increasingly integrated to develop cadets holistically toward the achievement of the domain goals. Required core experiences are generally front-loaded in the curriculum to provide a common foundation for subsequent learning. The core curriculum—our general education component—serves as the basis of cadets' professional major. In-depth experiences in the completion of a major build on the core experiences and provide more complex applications of foundational material team teaching opportunities

build synergy in cadet learning Integrating classroom education with out-of-classroom experiences (e.g., field training, Cadet Troop Leadership Training, Academic Individual Advanced Development)-- coupled with guided reflection-- is the next level of intentional integration providing the greatest opportunity to assimilate fully what cadets learn.

In each of these instances, faculty and staff are responsible for providing cadets with the structure, process, and content of experiences intended to challenge them to better understand themselves and others through the lenses of multiple perspectives. These experiences provide cadets with a full range of opportunities to build and expand their capacities of thought, action, and interaction. Insofar as reflection is a critical component of any developmental process, curricular experiences and events are loosely, but intentionally connected in ways that provide cadets with opportunities to reflect back upon and integrate thoughts and feedback into subsequent experiences. The intent is to ensure that cadets are looking both forward and back upon their developmental trajectories to become increasingly aware of themselves and others in the formation of their individual identities.

4.3. CONTENT OF CADET EXPERIENCES

West Point's curriculum provides a liberal education with experiences specifically designed to produce an adaptable Army officer who is ready for continued growth as a strategic thinker and leader.

Each of the curricular domains introduces stressors into a controlled and supportive environment. In the initial years of the cadet's education, the USMA curriculum is designed with an assumption that most cadets perceive the world through the prism of their own personal intentions and goals (Imperial Self) or as reflected by how others view them (Interpersonal Self). In these early years, West Point's curriculum provides experiences that challenge their current system of understanding the world. These challenges push cadets to develop more complex cognitive systems for evaluating their subsequent experiences. Cadets' capacity to handle increased complexity and to perceive more objectively is gained through self-reflection and feedback from peers and mentors. Purposefully involving cadets in developmental experiences that challenge their ways of thinking and their limits of understanding is intended to foster continuous development toward the internalization of a professional identity.

Curricular content is designed to ensure that all cadets have the basic communication, information technol-

ogy, and mathematical skills necessary to complete their undergraduate work. Early on, the curriculum provides an introduction to human behaviors, insight into which they will need as they begin leadership experiences and continue to develop social skills. Here also they begin the study of applied science, assimilating the scientific method of problem-solving to build the capacity to sort through information, formulate a problem, and develop solutions. Initial military development focuses on becoming soldiers with a solid understanding of basic soldier skills: the ability to move, shoot, and communicate. These military skills, when coordinated with studies of geography, history, and foreign language, provide cadets with a foundations and appreciation of cultures through structured military field experiences. By the end of the initial phase of their intellectual development, cadets are comfortable with the application of basic principles of perceiving and solving real-life issues in an academic environment.

Cadets will learn to face significant physical and mental challenges intended to test both physical and moral strength. Their immediate exposure to a highly structured and stressful military life will develop time-management and coping skills. They will learn fundamentals of fitness that can be applied to a lifetime of physical development. They will acquire the basic physical skills needed by the warrior leader: combatives, agility, flexibility, and movement techniques. All of these skills and knowledge are utilized during the summer military training periods in field environments.

Cadets internalize the values of an officer, including the Army Values and the Honor Code and systems as they progress through the developmental steps. Practical exercises and extensive opportunities for open discussion of these topics develop cadets' ability to recognize, analyze, and address ethical dilemmas. They must analyze real-life moral issues and formulate an opinion of guilt or innocence based on facts. They experience the difficult task of holding someone

accountable for failure to live according to the Army values. Like most college students, cadets then examine how they view themselves and the world. They begin to refine their own core values and develop the strength to live up to their duties and responsibilities.

Throughout the 47-month experience, cadets continuously work on the social skills they will need to adeptly manage interactions throughout their careers as Army officers. As they learn and negotiate the customs, courtesies, and traditions of West Point, they deepen their insight into other professional relationships.

The second half of the West Point curriculum builds on foundations of the first two years and initiates the transition to Stage 3 of their development, where cadets begin to view themselves more in the context of their chosen profession. This developmental stage is geared toward the application of knowledge in complex environments. The content of the curriculum is intentionally articulated across developmental programs; lines separating domain objectives are systematically erased. Responsibility for their development and for knowing and meeting standards shifts from the staff and faculty to the cadets themselves as they assume responsibility for their own lifelong development. Moreover, increased leadership in the Corps requires cadets to accept ownership for the mission, the values, and the ethos of the Military Academy; they begin to internalize the roles of Officership.

Within this structure, the content of the curriculum is designed to challenge cadets where they are and move them progressively toward informed, responsible, self-directed learners. Military development moves from the individual to the collective level, from basic familiarity with to mastery of critical skills and knowledge. Cadets will encounter more complex military problems under conditions of greater stress, induced precisely to prepare them to solve problems under adverse conditions. Academic activities expand beyond the classroom to advanced development opportunities and cadet summer training events, in which cadets apply their knowledge in practical settings. Capstone courses integrate foundational material within the context of complex problem-solving challenges involving creative thinking and critical analysis. Throughout the Corps, cadets assume increased leadership responsibilities, requiring of them an awareness and management of organizational climate and teamwork. As leaders of the Corps, cadets are responsible for ethical decision making. They serve on honor boards where they analyze behavior and make decisions that can carry lifelong implications for others. These activities prepare cadets to model and enforce the Army's standards.



ASSIGNING RESPONSIBILITY FOR LEADER DEVELOPMENT



5.1. INTRODUCTION

Developing cadets into commissioned leaders of character is the responsibility of every person assigned to West Point. Although cadets own the journey, faculty and staff must seek opportunities to assist cadets in their growth. Cadet development is intended to be holistic with a focus on shaping cadets' identities as officers and worldviews (See Figure 1.1) While cadets will not graduate as finished products in their 47-month journey through West Point, the role of the faculty and staff is to meet cadets where we find them and develop them in ways that help them to reach their potential.

5.2 GENERAL RESPONSIBILITIES

Every member of West Point's staff and faculty is a role model, an exemplar of professional behavior. Regardless of duty position—whether an officer or sergeant, military or civilian, professor, coach, staff officer, or administrator—personal conduct must model the Army values.

Since a major aspect of development is to provide challenging experiences that take cadets out of their comfort zone and assist them in stretching their capabilities, staff and faculty must consciously work to create conditions where appropriate developmental friction might result in cadet growth.

5.3. SPECIFIC RESPONSIBILITIES

The leader development system at West Point is structured so that every member of the staff and faculty have the opportunity to serve as mentors, facilitators, and integrators of cadets' 47-month journey through West Point. Where possible, we ought to use the cadets' personal experiences to help them refine their understanding of their core values and beliefs and worldview, which becomes, through reflection and introspection, a defining feature of one's self-identity, character, and foundation for leadership

All faculty and staff serve as mentors, facilitators, and integrators of cadets' 47-month experience at West Point. As mentors, the faculty and staff participate with and guide cadets through the challenges of their developmental experiences. Mentors are both counselors and partners, assisting cadets to evaluate growth in areas associated with self and social awareness, motivation, self-regulation, and a sense of ownership, commitment, and engagement in their own development. As facilitators, staff and faculty must understand the structure and process of CLDS so that they can assist cadets in navigating through the framework. Facilitators ought to assist cadets in the selection of experiences that will enhance their growth and potential and also help cadets to make sense out of their experiences. As integrators, faculty and staff seek to identify activities throughout the 47-month experience that sit at the intersection of several CLDS' domains, encouraging cadets to partic-



ipate in order to maximize their potential for growth. To be successful, CLDS must develop cadets holistically. The faculty and staff at West Point must find ways to help cadets draw meaningful connections between otherwise disparate foci (domains) so that the cadets maximize their potential to understand themselves and those with whom they interact within varied social contexts.

1. TACTICAL OFFICERS. The Tactical Officers (TACs) and Tactical Non-commissioned officers (TAC NCOs) comprise the Tactical Department for each of the 32 standard cadet companies, equally distributed into four regiments and under one brigade. The TACs serves as the commanders and legal authorities of the cadet companies. Regimental TACs (RTOs) and the Brigade TAC (BTO) perform the same functions at their respective levels of authority. The company TAC and NCO—the TAC team—serve as coaches, teachers, and mentors to each cadet in the company, and assess their performance throughout their 47-month experience at West Point. The TAC Team develops and assesses tailored opportunities that support each cadet’s personal and professional growth in the six developmental domains. TAC Teams develop cadets in the following ways:

(a) **LEADER DEVELOPER AND INTEGRATOR.** The TAC Team first establishes a positive command climate by setting the example, empowering cadets, and using all experiences, to include mistakes, to promote development. They assess each cadet’s development, providing balanced feedback on his or her progress at West Point. The TAC Team encourages cadets to take ownership of their development by bringing them in as partners in tailoring development plans. The TAC Team encourages cadets to engage in self-reflection to harvest insights about themselves in terms strengths, areas needing improvement, identity, and perspective on leadership. In addition, through discussions, the TAC team assists cadets in making meaning of the development experiences. In serving as role models, the TAC Team plays a pivotal role in shaping cadets’ identities of Officership and perspectives. The TAC Team is responsible for empowering cadets to actively participate in tailoring their development plan, encouraging cadets to engage in self-reflection, and actively assisting in shaping cadets’ meaning-making—i.e., to make sense of one’s experiences. Meaning-making, which involves interpretation, analysis, reflection, and contemplation of one’s experiences, is the basis of individual growth toward the development of self-identity .



(b) **COUNSELOR.** The TAC Team formally and individually counsels each cadet on a recurring basis during their 47-month experience at West Point to provide each with an on-going, tailored assessment of their growth in each of the program areas—Academic, Military, and Physical—in attaining the goals articulated in CLDS for each of the developmental domains. The intent of the counseling is to provide cadets with candid feedback to spur self-reflection, shape meaning, and to refine future development plans.

(c) **COACH, TEACHER, MENTOR.** TAC Teams empower and mentor the cadet chains of command, rather than run the companies themselves. They devote equal time, energy and resources to providing direction and encouragement as well as sharing best practices based on their experiences. They allow the cadet leaders to grapple with leadership challenges and use mistakes as opportuni-

ties for development.

(d) **ROLE MODEL.** TAC Teams, just as all members of the USMA staff and faculty, are example-setters. They live the Army values on and off duty, in and out of uniform, at and away from the Academy.

(e) **COLLABORATOR.** TAC Teams assist cadets in the identification and management of curricular and co-curricular relationships between a cadet and his or her staff and faculty in order to further enhance the integration and assessment of the cadet's 47-month experience. When TAC Teams establish an open dialogue with the cadet's staff and faculty, they intentionally facilitate the connection and integration of experiences. The interaction between TAC Teams and the staff and faculty is reciprocal and interdependent. TAC teams also leverage faculty and staff to assist them in shaping cadets' meaning of key events or experiences.

(f) **LEGAL COMMANDER.** Consistent with U.S. Army regulations and U.S. Code, the TAC officer serves as the legal commander for the cadet company.

2. **FACULTY.** USMA faculty members have varied and demanding responsibilities drawn from the special requirements of the Military Academy's pur-

pose and mission and their academic rank. Like all comparable academic institutions, USMA's faculty is involved deeply in teaching, scholarship, and service. Additionally, all faculty participate in fostering cadet development beyond formal academic courses in such areas as extracurricular trips, athletics and clubs. Moreover, with the large number of rotating military, faculty are responsible for developing and supporting junior colleagues as effective teachers, guiding them in scholarly pursuits, and mentoring them in their professional development.

The USMA Faculty Manual and DPOM 5-3 provide guidance on the faculty's roles and responsibilities both within the context of the CLDS domains and in the five areas associated with teaching, service, scholarship, cadet development, and faculty development. Demonstrable excellence in each of these areas strengthens the intellectual vitality of the faculty and promotes activities that enhance the quality of cadet education.

(a) **TEACHING.** Teaching affects cadets directly in the development of their intellectual capacities and the modeling of appropriate professional behavior and relationships. Responsibilities associated with teaching include the design of courses, preparation of teaching materials, preparation and teaching classes, providing feedback to and evaluating students. Instructors and professors



leverage classroom discussions to challenge cadets' perspectives and reinforce the development of the four facets of Officership.

(b) **CADET DEVELOPMENT.** Cadet development requires faculty participation in cadets' voluntary curricular and academic extracurricular activities, the military or physical development programs, and community activities contributing to their development. This activity provides cadets with ongoing mentoring and support by the faculty in aspects of CLDS that extend beyond the classroom. In addition, faculty should view every meeting with a cadet as a developmental opportunity to reinforce the identity of Officership and assist in broadening one's worldview. Serving as role models is one of the most powerful ways faculty can support cadet development.

(c) **SERVICE.** Service contributes directly to CLDS beyond professional outreach and administrative governance. In order to maintain and improve CLDS, faculty must continuously assess cadets' outcomes and the integration of the CLDS framework. Faculty serve on important institutional committees directly involved in curricular assessments and renewal. These committees include CLDS, corresponding domain and goal teams,

the Curriculum Committee, along with the General Committee, Academic Board, and the policy boards. Additionally, assessment of faculty development and growth is maintained by the Promotion and Credentials Committee. Through service, faculty and staff provide for the continued facilitation and integration of CLDS.

(d) **SCHOLARSHIP.** Scholarship involves the active engagement, participation, and growth in an academic discipline. Quality scholarship yields in-depth disciplinary knowledge that is shared with and evaluated by other scholars. Scholarship enhances the quality of education, keeping the faculty engaged as learners in their disciplines. Additionally, with our focus on leader development, faculty participate in the scholarship of teaching and learning with an eye toward systematically analyzing ways to improve upon student development. Publication of analyses underscoring what students learn and the manner through which they learn reinforces CLDS through an ever-more realistic and nuanced grasp of student development.

(e) **FACULTY DEVELOPMENT.** Faculty development encourages continual improvements in teaching and academic growth of other faculty. Through professional mentoring senior faculty establish the foundation for accomplishing outcome goals stated in CLDS.



3. **COACHES.** ODIA Coaches at the Military Academy have a unique role among Division 1 Athletic Coaches. Like other college coaches, they recruit and coach student athletes to produce winning teams. But unlike other coaches, their primary mission is the same as any other member of the Staff and Faculty: to produce leaders of character and inspire them to a career of service as officers in the Army. Coaches must know the CLDS manual, the developmental requirements of their cadet-athletes, and the unique West Point environment. They are responsible for monitoring their cadet-athletes for balanced development in all domains. Across the Academy, they maintain open dialogue with others who develop their cadets, especially tactical officers and instructors. They develop cadet athletes in a way that helps them achieve the Military Academy's outcome goals and objectives. They do this by establishing a team culture that supports CLDS and the Academy values.

4. **TEAM OR/OIC.** Officer Representatives (ORs) have a vital role in representing the Military Academy and the Superintendent, Dean, Commandant, and Athletic Director. With the Faculty Athletics Representative (FAR), these official institutional representatives and senior officer role models, who consist of both military officers and civilians, articulate institutional integration of the athletic program into the overall cadet-leader development experience (academic, military, physical, and moral-ethical). The ORs monitor individual player's performances in every developmental domain and support cadet-athletes' personal discipline and balance of activities and guide them as leaders of team units. By understanding the rules and regulations of the various athletic commissions, ORs also assist in ensuring compliance. Besides guiding cadets, they advise the coaching staff on issues of the cadet environment and monitor team culture to ensure it supports CLDS and Academy values.

5. **SPONSORS.** Cadet sponsors enhance learning opportunities for cadets, while concurrently providing them with an informal environment in which to relax outside of the classroom. The program is voluntary, with the major objective being to allow cadets an opportunity to interact informally in a family atmosphere with staff and faculty. The program is structured to serve Plebe cadets during their first year at West Point, but in most cases it continues, less formally, even up to graduation



and beyond. Sponsors reinforce professional and social standards while providing a more relaxed environment for cadets to reflect on their experiences. A sponsor should help guide a cadet in self-reflection. Sponsors can help cadets define, explain and digest many aspects of their experience. The sponsors serve as a sounding board that can help cadets interpret their experiences and examine their development across the domains.

6. **CADET/PEERS.** Ideally, cadets would assume full responsibility for their own development. However, based on their experience, we find that most cadets, particularly early in the 47-month experience, struggle with this responsibility of being self-directed learners. Over time, cadets recognized and adhere to professional standards of behavior and decorum. Increasingly, upper class cadets support the development of more junior cadets, assisting them in understanding CLDS.

5.4. TIPS FOR THE STAFF AND FACULTY

a. Listen to cadets carefully, so you can meet them where they are.

b. Be careful not to draw conclusions about cadets' motivations. Cadets often see things differently than staff and faculty.

c. Optimize cadets' experiences by determining which ones provide them with the opportunity both to analyze and to evaluate their world.

d. Avoid the trap of spending time on perfecting an already adequate curriculum and training program.

e. Increase opportunities for cadets to make real choices with real consequences.

f. Build reflection into the West Point experience.

g. Support cadets' efforts to resolve problems rather than solve the problem yourself.

h. Help cadets recognize in them an opportunity for self-assessment and change.

i. Increase cadets' self-awareness of their strengths, weaknesses, talents and biases by the time they graduate.



ASSESSING LEADER DEVELOPMENT



6.1. PURPOSE

Leader development requires the intentional and systematic assessment of cadets' learning in accordance with our desired outcomes. Through assessment, CLDS remains relevant and current to the Army and higher education. Evidence generated through our assessment of CLDS enables us to renew the curriculum as well as respond to inquiries from external agencies including the Department of the Army, the Department of Defense, the United States Congress, the Middle States Commission on Higher Education, and ABET Inc., the Accreditation Board for Engineering and Technology.

Our assessment of leader development outcomes is structured hierarchically. Domain teams, consisting of staff and faculty—our subject matter experts, meet regularly to assess cadet performance against the goals corresponding to each of the six domains. Within domains, smaller teams are often established for the purpose of assessing specific goals within the purview of the domain. Chairpersons of the domains serve on a CLDS Assessment Steering Committee for the purpose of reviewing our leader development system holistically. Each domain team completes an annual report, the set of which is compiled as an overall annual assessment of CLDS for distribution and discussion throughout the Military Academy.

6.2. PRINCIPLES

Several principles guide our assessment activities. First, our assessment system must be useful. Results of our evaluations ought to be of sufficient value and clarity that a decision maker will understand what the results mean with regard to a program decision so that he or she may alter a course, add a new activity, or provide additional resources. In this regard, assessment is about program development. Second, assessment is about process. The results of assessments ought to facilitate conversations about what works and doesn't work throughout the curriculum. Third, assessments reflect snapshots of a learning process. While most of our assessments of performance outcomes will reflect cross-sectional observations, success can only be seen through a cumulative understanding of many measures taken over time. Our assessments must include multiple measures from multiple sources to ensure the accuracy and validity of the data. These longitudinal insights will be integrated and evaluated over time to provide the most accurate view of the efficacy of our developmental programs and activities. Fourth, our success depends on broad participation across West Point in order to develop a holistic understanding of our collective efforts at leader development. Furthermore, broad participation will improve the institutional acceptance of the assessment results and the likelihood that such results address shortfalls identified by those assessments. Fifth, assessments reflect multiple, sometimes competing purposes. Assessments can be used to further develop individual



cadet's achievement of goals (formative assessment) as well as to identify programmatic strengths and weaknesses of the curriculum (an aggregated form of summative assessment).

6.3. DESIGN

Assessment is a fundamental part of CLDS. Our assessment system both informs, and is informed by, decisions regarding other curricular functions. Assessment outcomes support decisions regarding curriculum structure, course design, and course integration. Similarly, results offer input into decisions about the content and sequencing of faculty development activities that focus on creating and maintaining a cadet-centered learning environment. The assessment results inform us on our success in developing leaders of character and direct attention to potentially problematic areas.

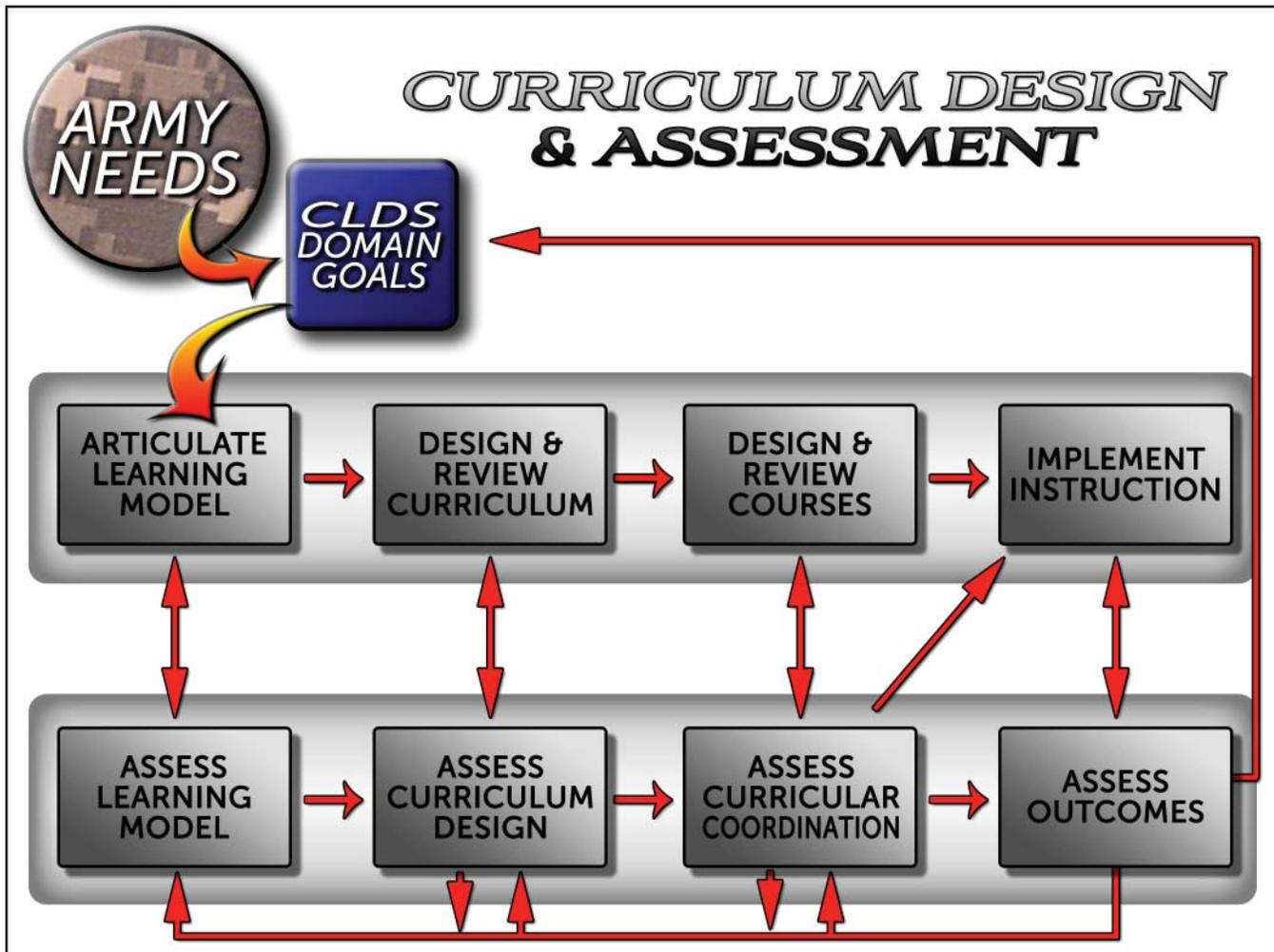
Assessment at West Point has four distinct processes that, when taken together, integrate curriculum, instruction, and cadet achievement into a conceptual framework. These four processes are: assessment of the learning model, evaluation of curricular design,

assessment of curricular coordination and assessment of cadets' goal achievement. Additionally, the presence of a feedback loop is critical to ensure that the assessment system is dynamic and not deterministic.

ASSESS LEARNING MODEL: Curriculum design proceeds from a learning model for each of the domain's goals. This learning model represents a theory about how cadets learn and develop with respect to particular types of learning outcomes. These assessment efforts provide a test of the model.

ASSESS CURRICULUM DESIGN: The curriculum associated with any aspect of our leader development system should conform to the articulated learning model. Assessment of the curriculum incorporates a periodic peer review process to determine if a cluster of courses, or program threads, satisfies one or more of the CLDS goals.

ASSESS CURRICULAR COORDINATION: Course design and delivery of instruction follow logically from curriculum design. Course design includes the specification of course goals and objectives, the selection





and sequencing of course content, the selection or preparation of instructional materials, the design of tests and other student evaluation instruments, and the development of instructional strategies and lesson plans. Our assessment efforts in this area include a review of course syllabi, instructional materials, pedagogical practices, and student assessment methods to determine if aspects of these courses align with the intended goal.

ASSESS OUTCOMES: With a learning model in place and a curriculum designed and implemented in a manner consistent with the learning model, outcomes assessment can be conducted in a meaningful context. These conditions are essential to allow for the interpretation of student outcomes data within conceptual framework provided by the learning model. Within this framework, domain teams develop the standards and assessment metrics for each of their stated goals and develop plans to systematically assess all aspects of the domain over time. Within domains, goal teams implement the assessment plans by identifying, collecting and evaluating data that provides evidence related to the outcome goals.

FEEDBACK LOOP: An assessment system is stagnant if the results are not used in a meaningful way to monitor quality and improve the achievement of the outcomes. Assessment information needs to be summarized, analyzed and presented to the appropriate audiences with the intent not just to evaluate, but also to implement improvements. The Military Academy accomplishes this in three primary ways. First, the goal teams include faculty and staff—subject matter experts—who are involved directly in the delivery of instruction in courses identified as contributing to the outcomes of the goal. These persons are on the front lines of instruction and in positions to effect change as the goal teams identify concerns. Second, each goal team and corresponding domain team produces an annual report summarizing the results of the assessment activities, which includes recommendations based on their findings. Finally, the CLDS Committee solicits and reviews proposals for curricular changes based on assessment findings, changes in higher education, or changes in the Army requiring our adaptation, and makes recommendations to the Military Academy's leadership.



ARMY STRONG!



West Point's leader development system ensures that the Army and Nation possess officers able to anticipate and respond to the challenges that will confront them throughout their careers. Our theory of leader development is intentionally linked to our educational and training activities to meet cadets where they stand and develop them accordingly. Leader development at West Point is standards-based, individually focused, and developmental. It is the integration of an excellent liberal education and practical applications to develop in our future officers the capacity to lead others. To prepare commissioned leaders of character for our Nation, we must not only expose cadets to relevant knowledge and skills; we must also facilitate the development of their self-identity as mature, professional adults. We aspire to develop in cadets the capacity to make decisions and commitments based on internal principles and values.

While CLDS represents the West Point Curriculum, it is more than a catalog of courses and requirements. Indeed, it is a framework that guides our staff and

faculty in maintaining a vibrant, challenging, up-to-date educational experience. This document, written by our faculty and staff, provides USMA with a model for managing and evolving West Point's curriculum. With its articulation of cadets' essential learning outcomes, CLDS also provides the staff and faculty with guidance on student outcomes assessment. We believe that CLDS directs institutional attention to what matters most--cadet development--and emphasizes a process for conversation and renewal.

To remain the pre-eminent leader development institution for the Army, West Point must adapt to changes in the environment. Activities that comprise the 47-month experience must be continuously coordinated and integrated if they are to develop the whole person. Accordingly, CLDS provides an integrated system of experiences intentionally designed to prepare our graduates for the uncertainties of a changing world. CLDS is West Point's mechanism to ensure that our graduates are capable leaders in the Army and that our staff and faculty are collectively unified in their effort to build cadets' capacity to lead.



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