



# Developing Leaders of Character



The West Point  
Leader Development System

2018

United States Military Academy  
West Point, New York

# LETTER FROM THE SUPERINTENDENT

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Our nation asks us to develop leaders who *live honorably, lead honorably, and demonstrate excellence*. To accomplish this, each cadet navigates through the West Point Leader Development System (WPLDS), our 47-month integrated system of *individual development and leadership development, all within a culture of character growth*.

To earn and maintain the trust of our nation, Army officers must first demonstrate impeccable character. WPLDS is designed to catalyze cadets' internalization of the Values of the Army and of West Point, so that during periods of despair and stress, our officers will not waiver. Having internalized these values, they will choose the harder right over the easier wrong.

I ask each member of the West Point team to read this document to fully understand WPLDS, its outcomes, and our common language about leader development, and to optimize the impact of your role in this process. And please share your feedback so that we can continuously improve WPLDS.

It is an honor to serve alongside you as we strive to be the world's preeminent leader development institution.

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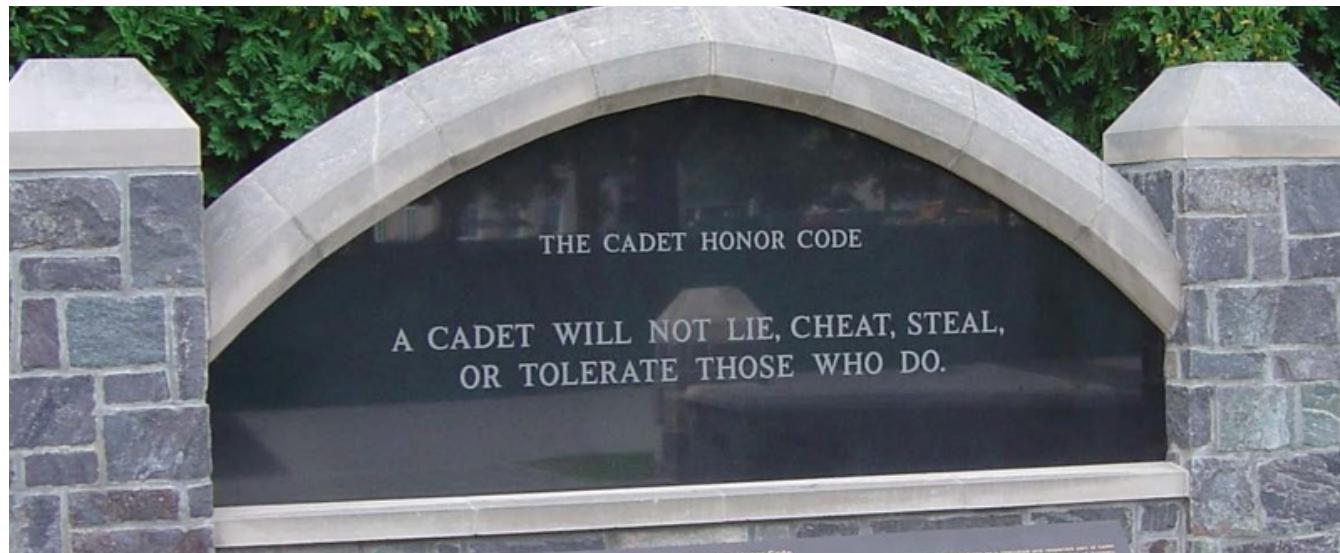
## MISSION STATEMENT

To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army.

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## VISION

West Point is the preeminent leader development institution in the world.



# TABLE OF CONTENTS

LETTER FROM THE SUPERINTENDENT	2
OVERVIEW	4
I. INTRODUCTION TO THE WEST POINT LEADER DEVELOPMENT SYSTEM (WPLDS)	5
II. WPLDS MODEL	9
III. CORE DEVELOPMENT EXPERIENCES	11
IV. WPLDS CONCEPTUAL FRAMEWORK	15
V. RESPONSIBILITIES FOR DEVELOPING LEADERS OF CHARACTER	19
VI. PURSUING EXCELLENCE	21
<b>APPENDICES (SUPPLEMENTAL MATERIAL)</b>	
A. INTRODUCTION TO WPLDS	23
B. WPLDS MODEL	25
C. INTEGRATION OF CADET DEVELOPMENT	29
D. WPLDS CONCEPTUAL FRAMEWORK	31
E. PERIODIC DEVELOPMENT REPORT	32
F. PURSUING EXCELLENCE	33
G. GLOSSARY OF TERMS	35
H. ENDNOTES	38

# DEVELOPING LEADERS OF CHARACTER

## Overview

The purpose of *Developing Leaders of Character* (*DLC*) is to create a common understanding and language for all cadets, staff, and faculty, and to describe how West Point accomplishes its mission of developing commissioned leaders of character. *DLC* codifies the West Point Leader Development System (WPLDS\*). WPLDS is USMA's integrated approach to developing leaders of character which is influenced by Army doctrine, higher education standards and best practices, and research on individual and organizational development.

*DLC* is organized into two parts. The first part consists of six sections, the first of which describes the goal of the West Point experience: leaders of character who **live honorably, lead honorably, and demonstrate excellence**. The second section defines the structure and components of WPLDS, and the third describes the core developmental experiences which every cadet engages. The fourth section explains the conceptual framework guiding WPLDS and its programs, while the fifth section describes the role the staff, faculty, and cadets have in mentoring and developing future leaders. The sixth and final section details how West Point ensures that it continuously improve the effectiveness of WPLDS in the pursuit of excellence. The second part of *DLC* provides additional detail and depth to various aspects of WPLDS.

**Developing** = Educate + Train + Inspire  
(from USMA's mission)



**Leaders** = People who influence others to accomplish a mission or fulfill a purpose  
(Army Leadership, ADP 6-22, p.1)



**of Character** = The 5 Facets of Character

- **Moral:** Display integrity and honor
- **Civic:** Have empathy and do more than your share
- **Performance:** Accomplish goals and be resilient
- **Social:** Live honorably in both public and private life
- **Leadership:** Positively influence others



**USMA graduates:**

- **Live honorably**
- **Lead honorably**
- **Demonstrate excellence**

\*WPLDS is commonly pronounced as *wiplids*.



# I. INTRODUCTION TO WPLDS

WPLDS is the 47-month purposeful integration of individual leader development and leadership development experiences within a culture of character growth. The goal of WPLDS is to accomplish USMA's mission by developing leaders of character. Graduates who demonstrate the WPLDS outcomes are prepared to respond successfully to complex missions such as described below:

*A leader of character lives honorably, leads honorably, and demonstrates excellence*

*A recent West Point graduate is deployed overseas as a platoon leader for a diverse group of US Soldiers in a crowded urban environment, and is isolated from higher headquarters. The Soldiers have been operating in an austere environment for several days, constantly on the move. They are hungry, tired, frustrated, and losing patience with their local partners. Their mission requires interaction with the local police and the heterogeneous civilian population, some of whom are not supportive of US presence. These Soldiers are confronted with the complexity of hybrid conflict and multi-domain warfare while executing a mission under a set of vague orders that seem irrelevant to their current situation. Suddenly, the Soldiers are met with an unexpected attack. What will the lieutenant do? What does the American public expect of this lieutenant?*



The Nation places special trust and confidence in West Point graduates who accept commissions to serve as Army officers, and who may soon find themselves in a similar situation. The Nation expects graduates to wield lethal force in an ethical manner, to care for the Soldiers in their units, and to exercise stewardship over the Army Profession, while seizing the initiative to accomplish missions in a complex, decentralized operating environment. Stewardship of the Army Profession includes maintaining high standards. West Point graduates meet these expectations when they serve the Nation as trusted Army professionals.

As defined in Army Doctrine Reference Publication 1,<sup>1</sup> an Army professional is a soldier or Army civilian who meets the Army profession's certification criteria in character, competence, and commitment.<sup>2</sup> Trust is a function of character, commitment, and competence, and so West Point explicitly brings character to the forefront of its leader development effort. The reason is clear—a failure in character is a failure in leadership. West Point graduates may be gifted thinkers, excellent tacticians, and physically fit athletes, but only if they also demonstrate strong character, will they earn and maintain the trust of the American people and the Soldiers they lead as while serving as stewards of the Army Profession.

Developing West Point graduates for an uncertain and complex future is a daunting but achievable goal. Guided in part by the Army Values,<sup>3</sup> Army leadership doctrine, and the five facets of character (moral, civic, performance, social, and leadership),<sup>4</sup> WPLDS develops leaders<sup>5</sup> who will thrive in complex environments like the one described above. Throughout the cadets' 47 months at the Academy, developmental experiences simultaneously



# DEVELOPING LEADERS OF CHARACTER

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## WPLDS OUTCOMES

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### USMA graduates:

#### **1. Live honorably by:**

- Taking morally and ethically appropriate actions regardless of personal consequences.
- Exhibiting empathy and respect towards all individuals.
- Acting with the proper decorum in all environments.

#### **2. Lead honorably by:**

- Anticipating and solving complex problems.
- Influencing others to achieve the mission in accordance with the Army values.
- Including and developing others.
- Enforcing standards.

#### **3. Demonstrate excellence by:**

- Pursuing intellectual, military, and physical expertise.
- Making sound and timely decisions.
- Communicating and interacting effectively.
- Seeking and reflecting on feedback.

**Table 1:**  
**WPLDS Alignment**

		WPLDS OUTCOMES		
		LIVE HONORABLY	LEAD HONORABLY	DEMONSTRATE EXCELLENCE
SOURCE	ARMY ETHIC	Honorable Servant	Steward of the Army Profession	Army Experts
	ARMY PROFESSIONAL CERTIFICATION	Character	Commitment	Competence
	USMA MISSION	Honor	Country & Service	Duty & Professional Excellence
	THE FIVE FACETS OF CHARACTER	Moral, Civic, Social	Leadership	Performance

NOTE: See ADRP 1 for more information on the Army Ethic and on Army Professional Certification

develop character, commitment, and competence. Table 1 is a representation of the nesting of the WPLDS outcomes and key leadership elements from Army Doctrine, the five facets of character, and West Point's values - Duty, Honor, Country.

In addition to the alignment shown in Table 1, the WPLDS outcomes also directly support USMA's mission. The staff and faculty's dedicated efforts to educate, train, and inspire result in commissioned leaders of character who demonstrate each outcome and are thus committed to the values of West Point and are prepared for a career of professional excellence and service to the Nation.

USMA's collective effort aspires to commissioning leaders of character who have internalized the Army Values and the ideals of Duty, Honor, Country, and as a result, reliably exhibit the attitudes and behaviors consistent with them. Graduates who achieve the WPLDS outcomes will earn and maintain the trust of their Soldiers, their leaders, and the American Public, while inspiring those they lead.

The WPLDS outcomes help guide leaders in determining and resourcing the learning experiences provided at USMA to ensure graduates will thrive in complex situations and environments, while serving as members of the Army profession and in a lifetime of service beyond the Army.

See Appendix A for more information on this section.



# DEVELOPING LEADERS OF CHARACTER

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## II. WPLDS MODEL

WPLDS is a system in which staff and faculty purposely integrate leader development focusing on building leaders of character with an emphasis on individual development and leadership development, supported within a culture of character growth. (see Figure 1).

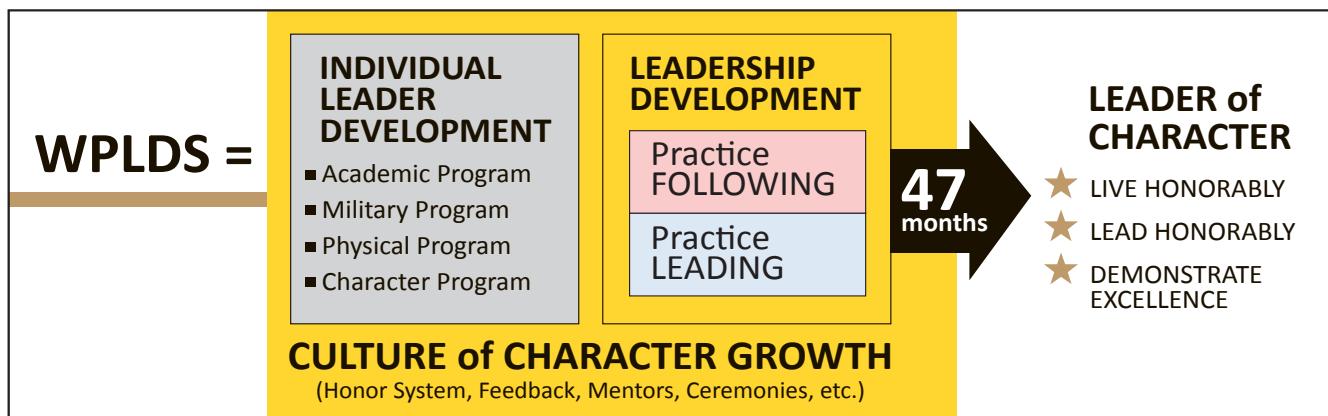


Figure 1: WPLDS Model

The three dimensions of WPLDS (Individual development, leadership development, and a culture of character growth) are summarized below and are more fully explained in Appendix B.

Individual leader development (shaded gray in Figure 1) builds each cadet's knowledge, skills, and abilities. Individual development is primarily enacted through USMA's four programs: Academic, Military, Physical, and Character.

Leadership development (shaded red and blue in Figure 1) builds each cadet's ability to positively influence others. Initially, through follower roles cadets develop key followership attributes such as dependability, honesty, loyalty, and moral courage.<sup>6</sup> As cadets progress to the upper classes, they assume formal leadership roles in which they practice leading other cadets and cadet organizations. During their 47 months at USMA, all cadets experience at least four formal and progressive followership roles, typically as plebes (freshmen) and yearlings (sophomores), followed by several formal and progressive leadership roles as yearlings (sophomores), cows (juniors), and firsties (seniors).

Both individual and leadership development occur and are reinforced within a culture of character growth (shaded gold in Figure 1). All personnel assigned to or working on West Point, including the cadets, are part of a community of reflective practice.<sup>7</sup> An important component of this culture is role-modeling. All members of the community model both character and leadership, and by living and working within this community of models, character and leadership are built, reinforced, and refined. USMA builds its culture of character growth in a number of ways to include:

- Having cadets live within an honor code.
- Encouraging all faculty and staff to volunteer as mentors across the cadet experience.
- Hosting formal ceremonies to recognize cadets' growth, a corresponding increase in leadership responsibilities, and a deeper internalization of the Army and West Point values.

In these ways and many others, USMA's culture of character growth catalyzes WPLDS' development of leaders of character.<sup>8</sup>

# DEVELOPING LEADERS OF CHARACTER

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Collectively, the developmental and character dimensions summarized in Figure 1 set the conditions for USMA staff and faculty to plan and implement rigorous and challenging experiences, assess the developmental needs of cadets while they engage in these experiences, provide them the needed support, and subsequently enable them to conduct deep reflection which results in leader and character growth over time.



### III. CORE DEVELOPMENT EXPERIENCES



WPLDS is enacted through integrated core leader development experiences that are sequential and progressive in complexity, and provide a common leader development foundation for cadet. Table 2, on the following page, presents these experiences sorted by developmental processes, program, and time (a full glossary is given in Appendix G). Additionally, Section III describes reflection and the importance of it in cadet development. Finally, this section describes the myriad of optional developmental opportunities that are referred to as Margin of Excellence opportunities.

#### Integration of Cadet Development

Researchers have consistently studied the challenges students have with transferring and integrating knowledge.<sup>9</sup> As discussed in the first and second sections, WPLDS is the 47-month purposeful integration of individual leader development and leadership development experiences within a culture of character growth. Staff and faculty weave together opportunities within WPLDS so that cadets understand their development holistically rather than as a series of discrete events. With appropriate assessment, effective integration:

- Promotes the identification of those concepts that require multiple learning experiences;
- Identifies gaps in the achievement of stated outcomes;
- Eliminates unneeded redundancies.



# DEVELOPING LEADERS OF CHARACTER

**Table 2: WPLDS Core Development Experiences**

		Freshman (Plebe)	Soph. (Yearling)	Junior (Cow)	Senior (Firstie)		
		Cadet Company Tactical Officer & Tactical NCOs are primary integrators of each cadet's experience					
		Faculty and Staff are role models for all cadets					
Individual Leader Development		<b>Academic Curriculum (Bachelor of Science)</b> 27 x Core Courses (STEM & Humanities) and 10 x Electives Choose 1 of 36 Academic Majors, 1 of 6 Engineering Tracks, and 1 of 8 Language Req.					
		<b>Military Program</b> <u>Cdt Basic Tng skills</u> <u>Cdt Field Tng skills</u> Intro. to Warfighting      Fund. Army Ops <u>2 x APFT</u> <u>2 x APFT</u> <u>IOCT</u> <u>Boxing</u> Personal Fitness <u>Military Movement</u> Survival Swimming	<u>Platoon Operations</u> <u>2 x APFT</u> <u>IOCT</u> <u>Combatives</u> <u>Unit Fitness</u> <u>Lifetime Physical Activity^</u>	<u>Cdt Ldr Dev Tng skills</u> <u>2 x APFT</u> <u>IOCT</u> <u>Unit Fitness</u> <u>Lifetime Physical Activity^</u>			
		Competitive Sports (intercollegiate, competitive club, or company athletics)					
		<b>AIAD/MIAD/PIAD^</b>					
		<u>Cadet Character Development Program</u> <u>Leader Challenge</u>					



Examples of integration, which occur across the institution, within programs, and in courses, can be found in Appendix C. Staff and faculty intentionally integrate the experiences and opportunities within the entire curriculum to facilitate the cadets' ability to do so. This intentional integration demonstrates to cadets how the staff and faculty, as role models, integrate a variety of disciplines, abilities, and thought.

## Reflection

A critical sub-outcome of Demonstrating Excellence is "Seeking and reflecting on feedback." When staff and faculty assist cadets in reflecting and understanding their experiences, they may ask questions such as:<sup>10</sup>

- What does my action (behavior, or performance) say about me as a developing officer?

- What have I learned about officership and leadership from this experience and other related experiences?
- What did this experience, combined with previous experiences, reveal about my strengths and weaknesses?
- What do I need to do in the future to further my development?

Reflection, which improves one's ability to grow, is especially difficult in an age of information overload. There are many ways to foster this skill, ways that instructors, leaders, and mentors can model for the cadets formally in classrooms as well as informally in other interactions with cadets. It cannot be assumed that cadets have properly developed the skill of reflection. Examples of both formal and informal reflection opportunities are given in Appendix B.

# DEVELOPING LEADERS OF CHARACTER

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## ***Margin of Excellence opportunities***

While the core leader development experiences are common to all cadets, the Margin of Excellence opportunities go above and beyond the core developmental opportunities. Most cadets also take advantage of these many optional, yet important, developmental opportunities. These opportunities enable USMA to continue to strive to be the world's preeminent leader development institution. See Annex B for more information.



## IV. WPLDS CONCEPTUAL FRAMEWORK

USMA staff & faculty should understand how cadets develop and learn so they can best structure activities to help cadets transition from civilians to Army officers. To that end, WPLDS is grounded in several interrelated theoretical concepts applied to West Point's unique mission and context, which help staff and faculty understand cadets' developmental needs, provide challenges that help cadets develop, and offer appropriate support to promote growth and measure progression.

### Key Concepts of Development and Learning

WPLDS is primarily informed by three interdependent areas of research: *individual (leader) / leadership development, adult learning, and adult development*:

1. *Individual (leader) / leadership development* – Individual leader development focuses on building leader skills (human capital), whereas leadership development focuses more on building competence in social and cultural contexts (social capital).<sup>11</sup> The majority of intentional individual leader development occurs within the four programs: academic, military, physical, and character.

2. *Adult Learning* – Learning is built upon prior experience and maturation. Moreover, adult learning involves both informational learning, or what we know, and transformative learning, or how we think.<sup>12</sup> Adult learning happens through interaction and is not solely cognitive. Relatedly, WPLDS integrates several schools of thought from the field of adult learning: experiential, self-directed, and transformative learning. In support of adult learning, cadets learn through practicing leading and following in progressively more challenging contexts throughout their 47-month experience.

3. *Adult Development* – WPLDS incorporates the most relevant theories and practices of adult development. Applying these theories help us to understand cadets' developmental needs, to provide appropriate challenges and support that promote growth and measure progression.

Kegan's Constructive Developmental Theory integrates concepts of intellectual, identity, and moral development and serves as a key component of WPLDS' theoretical foundation to explain individual psychosocial growth. The most relevant Kegan stages of adult development to our cadet population are displayed in Table 3.<sup>13</sup> As cadets develop through these stages at their own individual pace, their perspectives grow in complexity.

Table 3: Kegan's Stages of Adult Development Applied to Cadets

Kegan's Stages	Stage 2	Stage 3	Stage 4
Perspective	Self-centered	Other's-approval centered	Values-centered & Five-Facets of Character
Expectation	Plebes (freshmen)	Upper-class	USMA Graduates
Leadership Focus	Followers	Cadet Leaders	Army Leaders

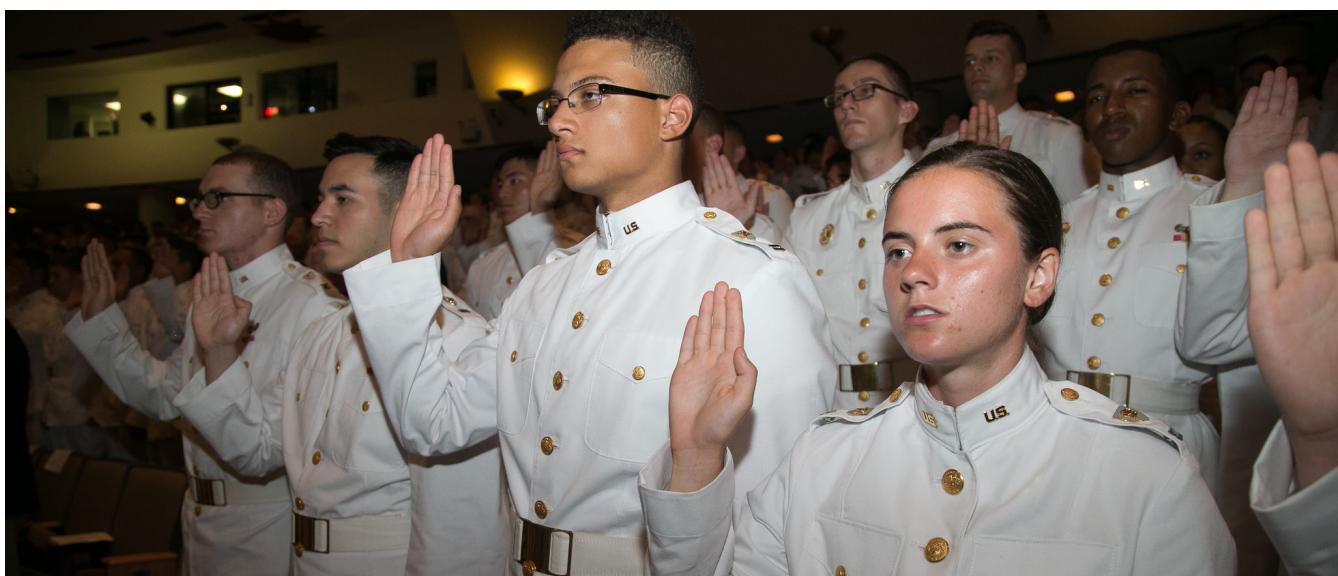
# DEVELOPING LEADERS OF CHARACTER

Research has shown that most high-school graduates (i.e. new cadets) arrive at West Point in Kegan **Stage 2** which is characterized by a fundamental self-centeredness. An example of this stage of development is when cadets are focused only on external standards, such as one's grade point average, APFT score, etc. Another example of behavior of cadets in this stage is when they feel challenged by the Thayer Method of instruction,<sup>14</sup> which expects cadets to be self-directed for their informational learning, in part by coming to class daily, prepared to engage. Cadets may misinterpret this as simply having to "teach themselves" and erroneously assume that with little expertise, they are being set up for failure. Developing the cadets' capacity to take the initiative to prepare to learn before each lesson is an important skill that instructors can discuss and model.

**Stage 3** is characterized by cadets who place others' needs/approval before their own. An example of this behavior is when a member of the cadet squad who is not its leader, willingly dedicates a significant amount of personal time to support the development of others in the squad. To facilitate cadets' transition to Stage 3,<sup>15</sup> cadets are assigned to or volunteer for interdependent teams (e.g., cadet companies, athletic and academic clubs) which follow established codes of conduct (e.g., USMA's honor code, and USCC regulations).

After experiencing a significant number of deliberate developmental challenges, accompanied by support, reflection, and time, as depicted in our Leader Growth Model (discussed below and shown in Figure 2), most cadets will progress into at least Stage 3.

In **Stage 4**, USMA graduates subordinate their self-interest and their need for approval of others to the ideals of Duty, Honor, Country, the Army Values and work to live them with the Five Facets of Character. An example of this behavior is when a leader chooses a course of action that best serves the nation, even though the choice may cause short-term hardship to oneself and one's team. To facilitate the cadets' transition from Stage 3 to Stage 4, USMA provides both mandatory and optional opportunities to learn and live in contexts where values often come into conflict, such as living in a diverse student body, studying for a semester abroad, and participating in community service opportunities. When staff and faculty facilitate deliberate reflection during and after these out-of-their-comfort-zone challenges, cadets further experience the importance of living and leading according to the Army Values. Research conducted at USMA has shown that cadets usually do not fully achieve Kegan's Stage 4 by graduation,<sup>16</sup> and so, this transition is USMA's aspirational goal.



## Comprehensive Development

In addition to being informed by the three interdependent areas of research mentioned above (*individual (leader) / leadership development, adult development, and adult learning*), WPLDS draws heavily upon Relational Developmental Systems Theory (RDST). RDST provides evidence that developmental outcomes depend on interactions between an individual, the context, and how they relate to one another. Research shows that individuals develop character when they have high-character role models, and organizations develop character when their leaders set and enforce high standards. What this means for USMA is that a significant opportunity exists to facilitate character growth over an individual's cadet career through targeted educational practices and integrated policies and programs that comprise a culture of character growth.

## Leader Growth Model

Regardless of an individual's stage of development, the Leader Growth Model (Figure 2) depicts how leader growth can be fostered. This model is defined as the

continuous cycle of gaining new knowledge and capacities by engaging in challenging experiences. Staff and faculty assess these

*Reflection is the deliberate, guided, and structured thinking about choices that allows cadets to make sense of their experience*

experiences, provide appropriate feedback and support, and then challenge cadets to engage in more complex experiences. Cadets reflect on those experiences to extract and foster leader and character growth. Reflection is fostered through activities such as writing personal journals and reflective essays, class discussions, and feedback from others. Developmental progress occurs when reflection causes a cadet to realize that what they knew before is no longer sufficient for the more complex situation they just encountered. As a result, cadets must embrace a new way of thinking. Change then results when there is a transition to a new capacity level that meets the challenges.<sup>17</sup>

Ultimately, the grounded yet adaptive conceptual framework described above guides USMA's evolving leader development system to ensure mission success while adapting to the ever changing needs of the Army.

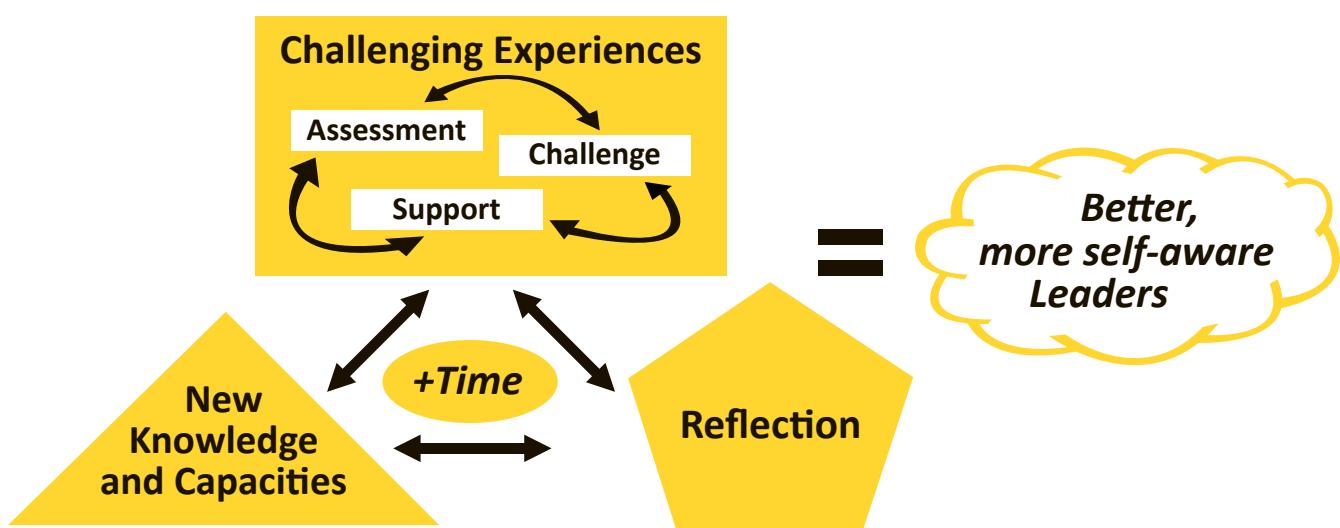
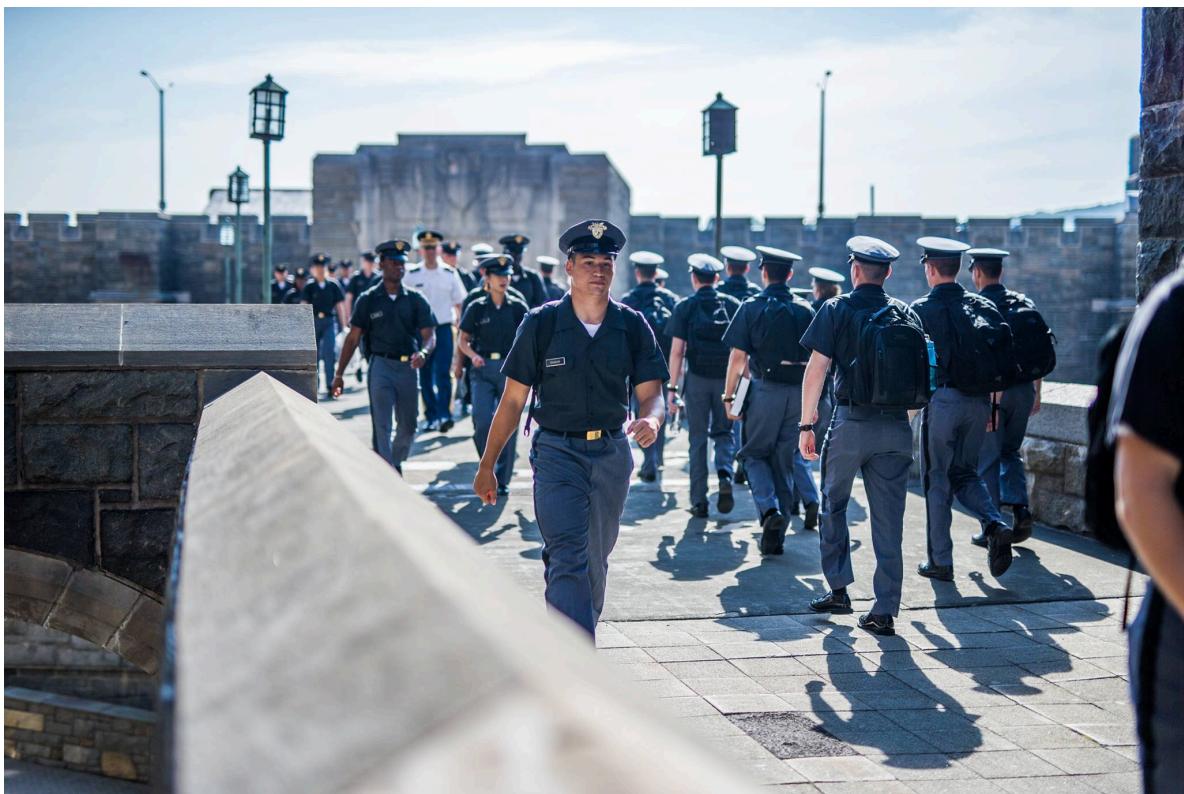


Figure 2: Leader Growth Model<sup>18</sup>

# DEVELOPING LEADERS OF CHARACTER

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## V. RESPONSIBILITIES FOR DEVELOPING LEADERS OF CHARACTER

*“Nothing is more powerful to higher education than an uncompromising commitment to student success.”<sup>19</sup>*

The primary professional responsibility of all USMA faculty, staff, and cadets is to develop leaders of character. Developing leaders of character is a shared responsibility. Staff, faculty, and upperclass cadets collectively develop cadets as individuals, members of a team, and ultimately commissioned officers. While every member of the West Point team has a unique role related to cadet development, all are expected to set the example as role models who foster a positive leader development environment.

Responsibilities begin with the USMA Superintendent, who is the proponent for the WPLDS. The groups below have critical roles in assisting the Superintendent in its effective implementation:

- The Academic Board (AB), led by the Superintendent, has the primary responsibility for ensuring the effective implementation of WPLDS at the institutional level. It ensures that policies and decisions concerning cadets, cadet development, and faculty are consistent with espoused values and promote character development throughout the Academy. Through its review of programmatic changes

(including additions and deletions), the AB ensures holistically that cadet time is properly allocated throughout the cadet experience.<sup>20</sup> This responsibility differs from that of the Academy Scheduling Committee (see below), which approves all USMA activities scheduled on the Master Calendar.

- The Brigade Tactical Department (BTD), specifically the cadet company Tactical Officer and Noncommissioned Officer, or Tac Team, are the key integrators for each cadet. Based on input from the cadet chain of command, staff, and faculty, they assess cadets' strengths and areas for improvement with respect to the WPLDS outcomes. They then guide cadets to the appropriate and necessary development experiences.
- Cadets are responsible for actively participating in development experiences in pursuit of their own character development. Cadets are also responsible for contributing to and establishing an environment of character development within their companies, clubs, and teams. Higher ranking and upper class cadets serve as role models for other cadets at all times.
- USMA's four developmental programs (academic, military, physical, and character) clearly define, plan for, and assess their leader development outcomes, which are supportive of the WPLDS outcomes.
- Staff and Faculty serve as developers of cadets and inspire them as role models at all times, both on and off duty. Staff includes Tac Teams, coaches, and administrators while the faculty consists of both civilian and military scholars. Staff and faculty hold themselves and each other accountable to organizational standards while inspiring each other, particularly cadets, to do the same. They also ensure learning experiences that they design are characterized by rigor and coherence with other related cadet experiences, and that they are consistent with higher education expectations.
- While all USMA departments, units, and centers are responsible for character development, the Simon Center for Professional Military Ethic (SCPME) provides specific expertise for character, and the Department of Behavioral Sciences and Leadership (BS&L), provides specific expertise in leader and leadership development.

### Expectations of the West Point team:

- Understand WPLDS and their responsibilities to assist cadets in navigating their experiences.
- Assess cadet development and provide individual feedback.
- They take advantage of every interaction with a cadet as opportunity for development as each interaction can set a standard for professional behavior and development.
- Foster cadet development beyond formal courses, i.e., trips, athletics and clubs.
- Increase cadet self-awareness of the cadet's strengths and improvement areas by building reflection activities based on those experiences shown in Table 2.
- Continuously evaluate how they implement their responsibilities for developing leaders of character in their interactions with cadets.
- Encourage growth and initiative with each other and with cadets so that all are striving for excellence.

# DEVELOPING LEADERS OF CHARACTER



- The SCPME leads and coordinates designs, administers, and assesses the Cadet Character Development Program (CCDP) and MX400 (Officership), the Superintendent's capstone course; and coaches three Cadet committees that focus on honorable living—the Honor Committee, the Respect Committee, and Cadets Against Sexual Harassment and Assault (CASHA) Committee.
- USMA's Office of Strategic Planning and Assessment (G5) is the staff proponent for the Superintendent and AB for implementing WPLDS. The G5 coordinates and leads planning and integration of cadet development activities at the institution level, and supports and promotes appropriate resourcing, effective implementation, and assessment of USMA's mission and of WPLDS. The G5 is also the proponent for the Periodic Development Report (PDR) administrative tasks.
- The WPLDS Committee promotes the effective implementation, integration, and assessment of WPLDS among the programs. It makes recom-

mendations for improvement for WPLDS to the AB. It synchronizes its efforts with the leader development functions of the G5. The Committee analyzes all assessments, integrates these assessments with other institutional assessments, and makes recommendations on any improvements to the AB.

- The Academy Scheduling Committee oversees the efficient scheduling of all activities central to USMA, to include those involving cadet time. It operates under the authority of USMA Regulation 1-1, Administration and Scheduling Activities, which addresses the scheduling of all USMA activities.
- The Superintendent's Honor Review Committee (SHRC) provides the Superintendent a reflective examination of specific issues concerning the health and effectiveness of the Cadet Honor Code and Cadet Honor System.

## VI: PURSUING EXCELLENCE

USMA accomplishes its mission when graduates live honorably, lead honorably, and demonstrate excellence. West Point systematically assesses these outcomes and their supporting outcomes on an annual basis. Through these assessments staff and faculty determine if the programs and experiences are achieving the desired outcomes.

All USMA staff and faculty are stewards of their profession and hold themselves accountable for contributing to USMA's mission accomplishment with the provided resources. The pursuit of excellence through continuous improvement is propelled by those actions highlighted in USMA's Institutional Effectiveness Model shown in Figure 3.



Figure 3: USMA's Institutional Effectiveness Model

**1. Plan Actions.** The goal of planning is to ensure that each cadet benefits from WPLDS and achieves the desired outcomes. Many of these learning opportunities are articulated in Table 2 (core leader development experiences) shown earlier. Critical to planning is maintaining an active inventory of significant experiences along with an explanation of how they contribute to the WPLDS outcomes.

**2. Resource.** Resources for cadet development include people (cadets, staff, and faculty), facilities, time, and money. Although the WPLDS outcomes guide the planning of cadet learning experiences, the effectiveness

of these experiences is constrained by the resources available. All planning accounts for resources available and ensures that new activities both contribute to the WPLDS outcomes and are not unnecessarily redundant. One of the most precious resources at West Point is cadet time. USMA leaders ensure that new cadet development experiences are properly resourced with respect to cadet time, and that new events do not detract from other experiences.

**3. Implement.** Given the appropriate resources, staff and faculty implement the approved experiences. Important inputs for the effective implementation of WPLDS are that West Point's staff and faculty:

- Have a shared understanding of the outcomes that define the expectations of a West Point graduate.
- Understand learning and development and the theoretical underpinnings of WPLDS.
- Incorporate appropriate integration and assessment activities throughout implementation.
- Share successful and / or best practices.

**4. Assess.** If expected learning outcomes for cadets build over time toward shared ends, staff and faculty need to understand where cadets are learning and how they can incorporate assessment appropriately.<sup>21</sup> Continuous improvement occurs at every organizational level within USMA, in particular at the individual, program, and institution levels. Within each level an assessment cycle is planned and implemented.

### Assessment Criteria

- Meaningful
- Useful
- Cost effective/efficient
- Sustainable

Assessment begins at the individual level where cadets are provided feedback on their development and achievement of the WPLDS outcomes through numerous methods and from many sources, e.g., daily feedback given to a cadet by his/her Cadet Chain of Command or Tac Team, and instructor feedback on formal assessments. Individual assessments are the foundation for the programs' assessments of the experiences which then contribute to the assessment of their goals / outcomes.

Each of the four programs, Academic, Military, Physical, and Character, assess their program goals, which are achieved with numerous and varied learning events and

# DEVELOPING LEADERS OF CHARACTER

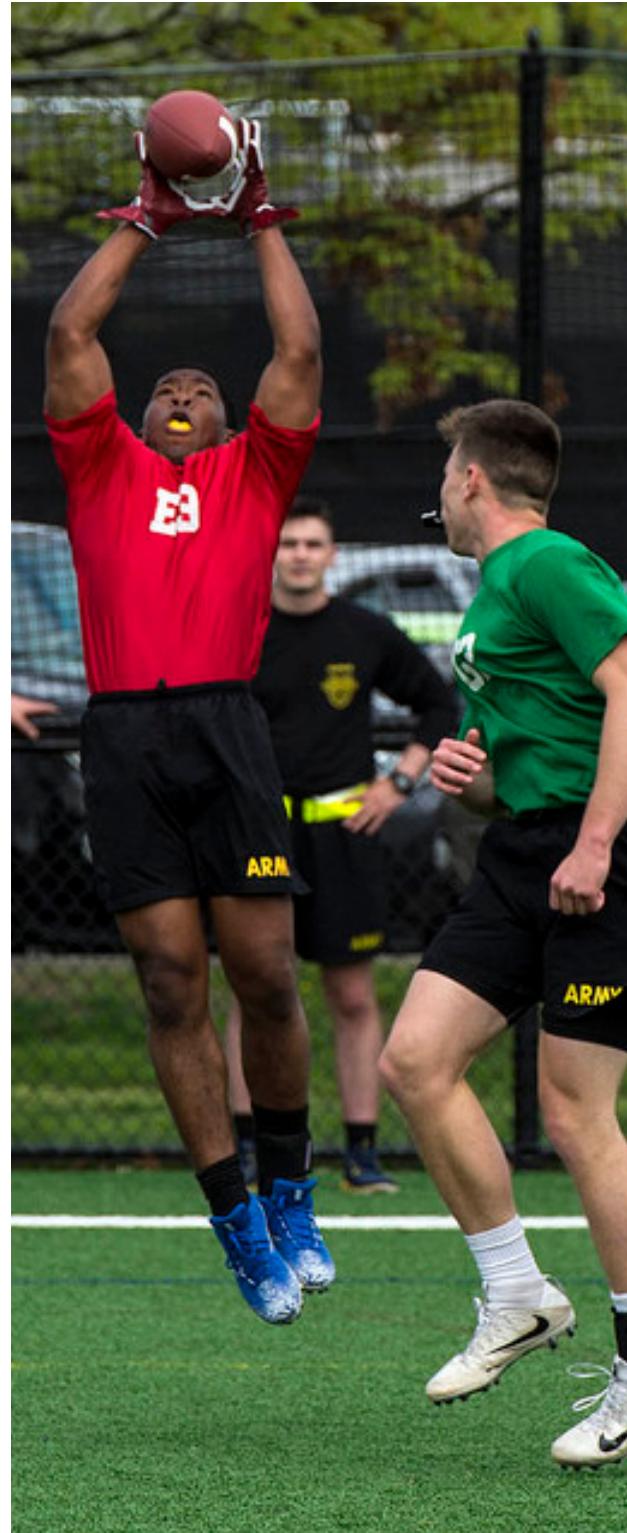
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opportunities, many of which are highlighted in Table 2. Since all program goals are aligned with the WPLDS outcomes, program assessments directly support the overall assessment of each of the outcomes. Within the academic, military, and physical programs, the goals of disciplinary majors and those of courses are also assessed.

At the institution level, there is a systematic assessment of the WPLDS outcomes, supporting outcomes, and processes using multiple internal and external indicators of data and feedback. Through these assessments staff and faculty can determine if the programs and experiences are achieving the desired outcomes. Examples of indicators include an annual Corps Honor Survey, and feedback from graduates' chain of command (Company and Battalion Commanders) and Basic Officer Leadership Course (BOLC) faculty. The culture of character growth is assessed throughout the Academy using multiple command culture surveys.

5. **Improve.** Improvements in the developmental experience are informed by analysis of assessments and current development opportunities, both of which may reveal a gap in cadets meeting a WPLDS outcome. Sufficient resources should always be allocated for these improvements. Planning for improvements include:
  - a. Identification of the goal or outcome being addressed with the improvement;
  - b. Analysis of existing evidence revealing a gap in the achievement of the outcome and thus the need for the improvement;
  - c. Sufficient approved resources for effective implementation; and
  - d. A plan for assessing the effectiveness of the new experience to inform future planning.

See Appendix F for more information on the above section.



## Appendix A: INTRODUCTION TO WPLDS

The WPLDS outcomes are aligned with best practices in the field of adult development, requirements of the future operating environment, and relevant Army doctrine. West Point serves as both a source of intellectual capital that can lead change within the Army and as an institution that develops leaders based on Army doctrinal principles. WPLDS achieves the right balance by incorporating relevant Army doctrine and scholarship on developing leaders of character. From a doctrinal perspective, WPLDS integrates concepts from several Army documents. The Army documents, listed below, articulate the complexity of future warfare, define leader requirements, and establish the essential role of trust:

- TRADOC Pamphlet 525-3-1, The U.S. Army Operating Concept, Win in a Complex World, October 2014
- ADRP 6-22, Army Leadership, August 2012
- ADRP 1, The Army Profession, June 2015
- ADRP 6-0, Mission Command, May 2012

ADRP 6-22 establishes the Leadership Requirements Model which consists of competencies and attributes. The three WPLDS outcomes and their supporting outcomes have been carefully designed to incorporate each of these attributes and competencies, all of which are shown in Figure 4. Also, the PDR is aligned with these competencies and attributes, which allows each cadet to receive feedback based on Army leadership doctrine.

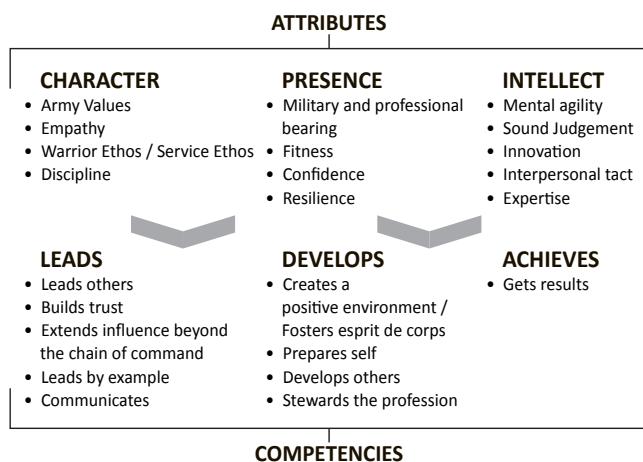


Figure 4: Army Leadership Requirements Model<sup>22</sup>

WPLDS adds to Army doctrine by integrating into its framework five facets of character (moral, civic, performance, social, and leadership) that help operationalize character into observable behaviors. These five facets of character provide a way to consider character development while designing and implementing the many activities described in this document. As an integrated effort, WPLDS ensures that all five facets of character are developed, and connected across activities, throughout the West Point experience. Thus, all members of the staff and faculty should understand all five facets of character and how their programs and activities contribute to character development by improving one or more of these facets. Below are the definitions of each facet, and examples that illustrate how the programs contribute to and integrate the facets of character.

1. **Moral:** Internalization of the Army Ethic that results in the knowledge, integrity, and awareness to assess the moral-ethical aspects of every situation and the personal courage to take appropriate action regardless of consequences.

Examples – cadets:

- Learn moral-ethical reasoning in PY201 and Honor Education.
- Exercise moral reasoning in academic exercises, military training scenarios, and during athletic competitions.
- Demonstrate moral courage by confronting classmates about honor violations or correcting sexist behavior.

2. **Civic:** The empathy, loyalty, respect, and humility that enables an individual to treat others with dignity and display selflessness.

Examples – cadets:

- Learn about civic character during CCDP classes facilitated by faculty volunteers.
- Practice civic character in their daily interactions with teammates and opponents on the athletic fields, during clubs activities, while living in the barracks, and during classroom discussions with their fellow cadets.
- Develop civic character by serving others while cleaning the barracks, conducting service trips to New York City, and participating in numerous forums of tutoring others in math and writing.

# DEVELOPING LEADERS OF CHARACTER

3. **Performance:** The sense of duty, resilience, and grit necessary to accomplish the mission and achieves results.<sup>23</sup>

Examples – cadets:

- Demonstrate grit and resiliency during military training, physical testing events, intercollegiate/club/company athletics, and parade practice.
- Are challenged to pursue excellence in all areas of their development. Achieving the minimum standard with little effort is not acceptable.
- Strive to improve and push beyond their comfort zone in the many opportunities engaged in the four programs. Whether cadets push themselves to improve their IOCT score or works extra hours to master calculus, they always remain committed to improve.
- Recover quickly and continue to persevere if faced with a setback.

4. **Social:** The ability to act with the proper decorum in all professional, social, and online environments.

Examples – cadets:

- Engage in opportunities for social growth on AIADs, conferences, trip sections, and athletic events.
- Learn that cadets and officers live honorably at all times in all environments.
- Conduct themselves in ways that bring honor to West Point as they represent the Army Profession in venues away from West Point.
- Recognize that leaders of character do not hide behind the veil of anonymity to post hurtful and damaging material on social media.
- Learn across a multitude of social events to conduct themselves as honorable leaders at all times.

5. **Leadership:** The ability to inspire and develop others while establishing a safe, positive command climate where everyone thrives while achieving tangible results.

Examples – cadets:

- Develop leadership character by ensuring their organizations have a positive command climate that enables mission accomplishment. Cadets have multiple opportunities to develop this while serving in formal roles such as the Cadet Chain of Command, as a Section Marcher for a class, Summer Cadre, Club Cadet in Charge, or Team Captain, or informal roles as members of a squad, teammates, and classmates.

- Learn to encourage others to demonstrate respect and empathy while deliberately taking steps to include every member of the team. Teams can include academic project teams, ad hoc assignment or discussion groups, intramural teams, or summer training units.



## Appendix B: WPLDS MODEL

As mentioned in the main document, West Point's leader development system for building leaders of character is based on an integrated and comprehensive development plan. This plan consists of **individual development**, **leadership development (practice following and practice leading)**, both of which occurs within a **culture of character growth**. These experiences were summarized in Figure 1, which is shown again below, often overlap and are fully supportive of each other; Table 2 then provides additional detail by cadet year. The next several paragraphs provide additional detail about these significant experiences.



Figure 1: The WPLDS Model

### Culture of Character Growth

The most critical enabler of WPLDS is the ubiquitous culture of character growth. All personnel assigned or working on West Point, including cadets, are part of a living community of practice which embraces character development as an iterative, continuous process. The community is committed to building and becoming leaders of character while constantly improving the culture. Three examples of this culture include:

1. Cadets live together and constantly practice teamwork in their assigned cadet companies during the academic year and during major summer training events. In these companies, they interact closely with each other, hold each other accountable, establish and maintain a positive culture, and subordinate themselves to the welfare of the larger team/organization.
2. *Ceremonies* are a powerful part of creating a culture of character growth, as they are physical and emotional representations of an institutions' most important values, such as resilience, courage, liberty, duty, integrity, etc. Cadet ceremonies are examples of important stories, legends, myths, and symbols, a key mechanism to culture,<sup>24</sup> by redirecting cadets to focus

from themselves to serving and protecting others. These events enhance esprit de corps, one of the five essential characteristics of the Army Profession, and help transform the identity of a cadet to that of an Officer. Though the cadet experience is filled with ceremonies, five stand out as most formative to cadets' and future officers' identities. After a short description of each, the specific contributions of these ceremonies to cadet development are given in italics.

- On **Reception Day (R-Day)** "new cadets" stand before Trophy Point and take the oath of office to support and defend the Constitution of the United States. New cadets commit to initial certification in their journey to join the Army Profession.
- After graduation from Cadet Basic Training (CBT), "new cadets" are accepted as full cadets (freshmen) at the **Acceptance Day Parade**. Cadets have met the initial certification requirements and officially join the Corps as members of the Long Gray Line.
- As new sophomores, cadets graduate Cadet Field Training (CFT) and receive a promotion to cadet corporals, the first formal leadership rank. Cadets become leaders—the principle function of a future Officer.
- As new sophomores, cadets graduate Cadet Field Training and receive a promotion to cadet corporals, the first formal leadership rank.
- As new juniors, just after the completion of summer training, cadets attend the **Affirmation Ceremony** to affirm joining the Profession of Arms. Affirmation is a commitment to serve the Nation as a trusted member of the Army Profession.
- As cadets begin their senior year they participate in the Ring Ceremony on Trophy Point receiving their class rings, each of which prominently displays the words Duty-Honor-Country. The rings are an outward symbol of an internal identity based on the ideals embedded in the motto, "Duty, Honor, Country," which is engraved on each ring, just as they are engraved on each cadet's identity.
- And finally, on Graduation Day, cadets participate in individual and small-group **commissioning ceremonies**, where they again swear to support and defend the Constitution. Commissioning ceremonies complete the transformation as newly commissioned Lts publicly take their oath amongst fellow professionals while wearing their Army Service Uniform. The transformation from cadet to officer is complete.

# DEVELOPING LEADERS OF CHARACTER

- Memorization of aspirational knowledge such as the Cadet Creed and Schofield's Definition of Discipline is the first step in internalizing the Army Values and Duty Honor Country.

3. Additionally, USMA's cadet character development committees, character education programs, feedback mechanisms, formal and informal mentors, and the formal ceremonies mentioned above collectively<sup>25</sup> support and promote USMA living in a community of practice.<sup>26</sup> In this community, everyone, including the cadets themselves, are invested in the mission of building and becoming leaders of character.<sup>27</sup> One of the key results of this character growth is the ability of graduates to build and maintain the trust of others.

Critical to developing leaders of character is engaging the entire West Point community, **primarily as volunteers**, in a culture of character growth.<sup>28</sup> First and foremost, as described in the Responsibilities for Leader Development section, staff and faculty promote cadets' character development by continuously being role models. While each educates, trains, and inspires cadets in a well-defined area of competence, it is everyone's responsibility at USMA to develop leaders of character. Whether teaching in the classroom, coaching on the fields of friendly strife, leading through military training, or mentoring cadets in a variety of ways,

## Individual Development

Individual development experiences strengthen an individual's knowledge, strength, and abilities (KSAs) in ways that increase the leader's capabilities and expertise. Examples include studying English composition, solving an interdisciplinary case study, attending swim practice, running an obstacle course, learning to employ a weapon system, studying public speaking best practices, and participating in open forum discussions. These examples are just a few that demonstrate how the individual develops competence and performs at higher levels in individual tasks. However, individual development is only one dimension of developing leaders of character.

## Leadership Development

While individual development focuses on building leader skills in individuals, leadership development focuses on building competence for the act of leading by requiring cadets to practice leading others. As mentioned earlier in this document, WPLDS distinguishes itself from other leader development programs by providing graded leadership development opportunities within a culture of character growth.

The act of leadership occurs in a social and cultural context that impacts how cadets engage with followers and motivate others to reach a common goal. This requires leaders to engage with followers. Thus, to develop leadership requires practice in following and practice in leading. Numerous opportunities exist during the cadet experience to formally practice following and to practice leading. Future leaders must first be a follower to better understand the challenges of being a leader. These followership experiences occur throughout cadets' time, but at least four distinct ones occur during the first two cadet years. These are followed by approximately eight formal and distinct leadership experiences during the third and fourth years.<sup>29</sup>



1. *Practice following.* Since there is no leadership without followers,<sup>30</sup> and since good followers display the same attributes that are often visible in good leaders, developing followership is an important first step in developing leaders of character. A follower is in a keen position to closely observe and reflect on the effectiveness of his or her leader. Followership experiences give the emerging leaders authentic and personal contexts for the effects that leadership has on subordinates, which informs how the emerging leaders see their future identities and priorities as leaders. Several examples are provided below:

- For the first two summer transition periods and first academic year, cadets *practice following*. During Cadet Basic Training, “new cadets” are placed in a followership role while being led through CBT, a six-week intense combination of garrison and field military skills and culture training led by a cadre of upper-class cadets. New cadets, along with their squad of approximately 10 other new cadets, are led by a junior year cadet squad leader. After acceptance into the Corps of Cadets, “new cadets” become “cadets” and continue in followership roles during their freshman academic year, this time with a sophomore team leader as his or her direct supervisor.
- As rising sophomores, cadets again *practice following*, this time being led through the four-week Cadet Field Training (CFT), an intense series of advanced field military skills training by a cadre of upper-class cadets. A squad of approximately ten sophomores is led by a junior squad leader. The sophomores serve as team leaders on a rotational basis and gain some experiences with peer leadership.

2. *Practice leading.* In addition to practice following, cadets practice in leading others. All cadets at USMA are required to formally lead other cadets in challenging situations over extended periods of time. Just as individuals develop skill and mastery through the repetition of tasks, so do leaders build their leadership capacity through the repetition of actually leading others. Practice leading others is a second example of leadership development. Examples include:

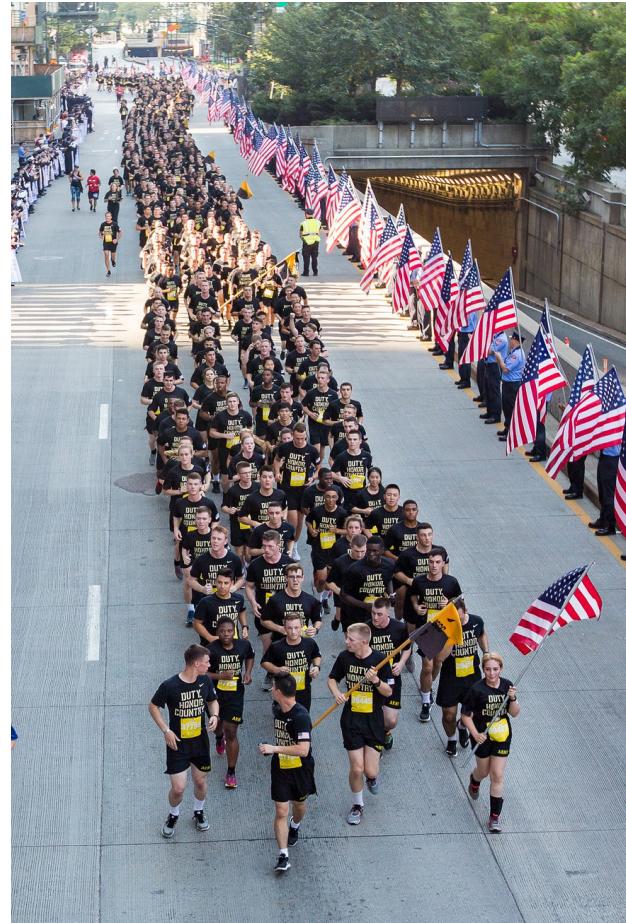
- As sophomores, cadets receive their first formal opportunity as team leaders of one or two freshmen during the Academic Year. Team leaders are responsible for their freshmen’s health, welfare, morale, and to provide developmental leadership

for their freshmen’s performance across the four programs. Team leaders typically supervise different freshmen each semester, while continuing to practice following their junior and senior supervisors.

- Among the most intense development experiences for *practice leading* are the integrated summer training periods and academic year chain of command positions. During their final two summers and second, third, and fourth academic years, cadets serve as leaders, leading other cadets through challenging experiences. The major programs include CBT and CFT, yet there are several smaller programs where the rising juniors may also be assigned to lead, such as Summer Leadership Experience (SLE), Cadet Candidate Basic Training (CCBT), Cadet Leader Development Training (CLDT), and Summer Garrison Regiment. During these experiences, squad leaders are responsible to provide developmental leadership for their subordinates’ health, welfare, and performance. A smaller percentage of cadets serve their summer leadership details as rising seniors in command and staff leadership roles such as platoon leader, company commander, regimental commander, regimental operations officer, etc.
  - As juniors in the new academic year, most cadets receive their second opportunity to *practice leading*, often as squad leaders of a squad of 3-4 sophomores and 5-6 freshmen, platoon sergeants of approximately 40 cadets, or first sergeants of a company of 120 cadets. Squad leaders are responsible to provide developmental leadership for their subordinates’ health, welfare, and performance across the four programs. Juniors usually serve in a leadership role (i.e. squad leader) for one of the two semesters, and serve the other semester as a staff non-commissioned officer (e.g. information technology sergeant).
  - During their senior Academic Year, cadets have their final opportunity to *practice leading* by serving as a platoon leader, commander (company, battalion, regimental, or brigade), or supervisory staff officer during each semester. Some seniors lead the Corps as part of the brigade, regimental, or battalion staffs.
3. *Practice leading and following.* The primary opportunities for *practice following* and *practice leading* occur in the 36 cadet companies throughout the academic year, and during summer military training.

# DEVELOPING LEADERS OF CHARACTER

- Cadet companies serve as a critical leadership development laboratory for all cadets, as they live, eat, maintain facilities, play sports, and perform team functions within each of their companies.<sup>31</sup> For example, cadets in upper-classes *practice leading* and *following* as a member of the cadet chain of command. Almost all of the individual development experiences are evaluated and these evaluations provide feedback for cadets and for their Tac Teams to discuss, particularly during developmental counseling.
  - Cadets *practice leading and following* as rising seniors by rotating through leader and follower roles during CLDT, a three-week intense field training exercise focused on dismounted patrolling. CLDT is administered by seniors and a group of officers. Several times during the field exercise, each senior leads a squad of approximately 10 cadets accomplish a tactical combat mission (such as raid, ambush, movement to contact, cordon and search, setting up a patrol base, etc.)
  - During Cadet Troop Leadership Training, rising juniors or seniors *practice leading and following* by training with operational army units across most branches for two to three weeks to either shadow or be a platoon leader. These cadet experiences vary widely depending on the unit they are assigned to, the unit training schedule, and the mentor(s) assigned to the cadet.
  - Cadets *practice following* on their athletic teams and / or club. They *practice leading* if they become Team Captains or Club OICs for their teams or clubs respectively. These cadets are representatives for their sport/club for issues that pertain to the management, organization, and conduct of all athletes/member on that team/club.
4. *Margin of Excellence*. Although USMA requires each cadet to undergo the core experiences catalogued in Table 2, most cadets also take advantage of the plethora of optional yet important developmental opportunities referred to as USMA's *Margin of Excellence* programs. These *Margin of Excellence* opportunities enable cadets, staff, and faculty to customize each cadet's experience above and beyond the required core experiences to reach his or her fullest potential as a leader of character.



A few examples of the numerous *Margin of Excellence* programs include:

- Numerous cadet clubs (e.g., Glee Club, Debate Team, and Fine Arts Forum)
- Scientific research with faculty mentors (e.g., cyber and engineering)
- Projects Day at West Point (involves most Firsties)
- Annual conferences (McDonald Conference for Leaders of Character, Student Conference on US Affairs, Modern War Conference, etc.)
- Service projects in the local communities and in New York City (e.g., Habitat for Humanity, Big Brothers Big Sisters of America, and Special Olympics)
- Class officers (Class President, Vice President, Ring and Crest Committee, etc.)
- Domestic and international summer internships
- Distinguished lecture series

## Appendix C: Integration of Cadet Development

WPLDS promotes cadet development by integrating the four development programs at the *institutional*, *program*, and *course* levels.

1. At the *institution* level, USMA leaders ensure the required experiences sufficiently cover and reinforce the WPLDS outcomes. Examples include:

- Cadet trainers and facilitators for Cadet Basic Training (as well as for all summer training) connect and build on concepts discussed in character education classes.
- Instructors reinforce in course assignments writing skills emphasized in the West Point writing program.
- Cadet first year sponsors (as well as ORs, OICs, coaches, etc, who are referenced in Table 2) are familiar with the honor system and code their cadets are learning, and reinforce and promote these concepts in informal settings.
- Tac Teams facilitate and enhance Cadet Character Development Program (CCDP) discussions by challenging cadets with ethical reasoning concepts applied to moral dilemmas.
- USMA leaders, ensure the requirements for cadets are not beyond reasonable expectations of their capacities. Proper management of cadet time at the institution level by the AB and Academy Scheduling Committee (ASC) provides a positive leadership example and can deter cadets from taking undesirable shortcuts.
- Coaches reinforce the WPLDS outcomes in team and individual meetings, for example, promoting respect for teammates and non-teammates.
- 6 MX400 instructors reinforce specific writing skills as emphasized in the West Point Writing Program.

2. At the *program* level, integration occurs when courses or experiences within the Academic, Military, Physical, or Character programs intentionally connect learning among courses within the program. USMA programs also refer to majors, and the significant experiences in Table 2, such as CBT, CFT, etc. For example:

- MS200 instructors incorporate experiences from training over cadets' first summer (and also their first year) into their classrooms, and concurrently prepare them for experiences that will be encountered in the second summer of training.
- Course directors appropriately integrate concepts from other courses outside their discipline within the major or core program.

3. Examples at the *course level* include:

- Instructors frequently integrate through repetition and application concepts taught in one lesson (or from courses taught in other programs) to concepts in other lessons.
- Cadets reflect on and articulate examples of outside the classroom experiences that illuminate concepts, theories, or frameworks learned in courses.
- Capstone instructors coach their cadets to connect to their research previous knowledge learned in their developmental experiences.

**Reflection.** Staff and faculty find meaningful ways of integrating some facet of character development into their efforts. They provide feedback, and systematically plan for and assist in structured **reflection** at critical points throughout the cadet experiences. As mentioned in the main body, there are many ways to foster reflection, ways that instructors, leaders, and mentors can model for the cadets both formally and informally in other interactions with cadets. This spirit of being "all in" on achieving USMA's mission are strong examples of leadership development. Examples of both formal and informal reflection opportunities include:

1. Formal reflection:

- At the end of each semester, every cadet receives feedback on their development via the Periodic Developmental Review (*PDR*) in personal conversations with other cadets and faculty and often with staff who provide feedback and opportunities to reflect on a number of leader attributes identified in ADRP 6-22. When receiving feedback from others on their strengths and areas for improvement, cadets often see their perceptions of their actions or intentions have been perceived differently than they intended, and can take action to close that perception-reality gap.
- Cadets reflect on their PDRs and leader strengths and areas for improvement in PL100 and PL300.
- In the Pershing essay (MX400, Officership) cadets reflect on the PDRs they have received since their first semester, and reflect on their leader strengths and how they can improve.
- Cadets reflect on their overall development during counseling sessions with Tactical Officers and Non-Commissioned Officers.

# DEVELOPING LEADERS OF CHARACTER

## 2. Opportunities for informal reflection:

- Cadets are assigned a sponsor at the beginning of their freshman year and a department academic counselor during the second half of their freshman year. During their junior year, they select a mentor in PL300 (course). These role models take special interest in the cadets' personal and professional development and engage in conversations that enable cadets to reflect on their developmental experiences.
- Sponsors often discuss with cadets recent events and experiences within the Corps of Cadets to promote understanding and growth.
- Department Academic Counselors guide cadets in their selection of a major and of courses, based on the cadets' interests and strengths.
- Every intercollegiate team and club at West Point has at least one volunteer officer representative (OR) or officer-in-charge (OIC) who regularly discusses leader development with cadets. They also model correct behavior, enforce standards, manage sub-cultures as they lead the teams/clubs.
- During the off-season, coaches meet with their players to discuss their leader development. Return to Table of Contents.



## Appendix D: WPLDS CONCEPTUAL FRAMEWORK

As mentioned in the main body, WPLDS is informed by interrelated theories of adult development, adult learning, and leader/leadership development. This holistic perspective provides WPLDS with a sound underpinning and the flexible characteristic of a learning and knowledge-generating institution. Additional information beyond that in the main body is provided below.

Relational developmental systems theory (RDST) represents the latest paradigm in developmental science. It builds on previous models by emphasizing and providing evidence that developmental outcomes, e.g. character attributes, depend on interactions between an individual and their environment. In other words, any explanation of development requires understanding the person, the context, and how they relate to one another because the individual and the context are completely integrated.<sup>33</sup>

As mentioned in the main section, a significant opportunity exists to facilitate growth over an individual's cadet career through targeted educational practices and integrated policies and programs. Thus, it is critical to align an individual's initial capabilities to include motivation level, ability to self-regulate, sense of purpose, etc., with appropriate organizational resources. Through the personal growth of members within the system, the professional ethic of institution and the Army become strengthened, which in turn produces positive outcomes at the macro level – presumably for American society and perhaps even globally.

As also mentioned in the main section of this document, WPLDS incorporates a multi-level approach by developing cadets at several levels: the individual (individual development - the four programs), the relational (*leadership development - practice following and practice leading*), and the organizational (culture of character growth).

1. At the *individual level*, WPLDS nurtures cadets' knowledge, skills, and abilities along with the intrapersonal competencies of self-awareness, self-regulation, and self-motivation.<sup>34</sup>
2. At the *relational level*, WPLDS fosters interpersonal growth and social development by giving cadets opportunities to practice following and leading. Establishing and sustaining high-quality relationships and networks through commitments, mutual trust,

and respect, are essential for leader effectiveness.<sup>35</sup> Cadets are required to develop social awareness, empathy, and social skills such as embracing a team orientation, understanding different sources of power and social networks, how to manage conflict, and how to negotiate with others outside one's direct authority.

Since RDST suggests that organizational context influences individual behaviors and vice versa, WPLDS would be incomplete if it focused solely on the individual (cadet skills, knowledge, and abilities) and relational levels (interpersonal and group relations), without addressing its interdependence with the organizational context (organizational structure, climate, and culture).<sup>36</sup>

3. At the *organization level*, WPLDS focuses on creating opportunities, providing resources and enabling structures, and encouraging formal and informal learning communities.<sup>37</sup> A significant opportunity exists at USMA to facilitate character growth over an individual cadet's career through targeted educational practices and integrated policies and programs that comprise a culture of character growth. Indeed, individuals are more likely to develop character when they have high-character role models, and organizations earn trust when their leaders set and enforce high standards.<sup>38</sup>



## Appendix E: PERIODIC DEVELOPMENT REVIEW (PDR)

This Appendix provides the purpose, details, and context of the PDR. It also serves as a primer and guide for the user (i.e., member of the staff, faculty, Tac Teams) on how to properly engage with cadets on the PDR.

The **primary purpose** of the PDR is to provide a vehicle for promoting meaningful counseling and reflection, through face-to-face dialogue on strengths and areas for development; it is not an evaluation tool. Ratings and comments are focused on development, rather than evaluation. The PDR is NOT used for grade. The secondary purpose is that aggregated PDRs at the institution level facilitate the assessment of the WPLDS outcomes.

**Significance of the PDR for leader development.** While completing the PDRs and then counseling cadets can require significant time at the end of the semester, it is truly important and has been shown to have a significant effect on the individual cadet. As counseling is an important aspect of leadership, it is an essential component of the PDR system. The system is designed to facilitate feedback and focus attention on strengths and areas for growth. In order to upload a cadet's PDR, a USMA stakeholder is first required to counsel the cadet. When staff and faculty complete PDRs and conduct effective counseling on time, they are setting a positive role model example. The PDR benefits observers as they improve their counseling and feedback skills in the development of the Army's future officers.

**Background.** Cadets are assessed in the PDR on attributes of leadership that USMA and the US Army consider important for Officership. The PDR has multiple influences from the operating force; namely, *ADP 6-22, Army Leadership*, and the officer evaluation report (OER) and non-commissioned officer evaluation reports. Utilizing these relevant documents from the operating force is key as it exposes cadets to the Army's leadership philosophy, its lexicon, and its methodology as soon as they enter the Academy. For example, ADP 6-22 lists and describes the six competencies and 23 attributes of leadership (Figure 4). These definitions and descriptions also inform the categories of the OER/NCOER evaluation and support forms. An institutional document that provides an opportunity to assess cadets against these same competencies and attributes, further prepares them for their profession in the operational Army. As they receive their initial counseling from the

first company commander and, in turn, provide their first counseling to a subordinate, they will become well versed in the leadership language of the profession.

The **rating system** is designed to foster communication and development, not decision making and evaluation. That is, the assessment a cadet receives on a particular attribute serves as the launching point for conversation and counseling on perceptions, progress, and development. 2<sup>nd</sup> Class cadets receive a PDR from their Tac Teams each semester but the other three classes do not. All cadets also receive one PDR from a member of the staff and faculty each term. Since this assessment is meant to provide a holistic snapshot of the cadet's development, this PDR and the follow-up counseling may be the only formal feedback the cadet receives from someone who is not a cadet. Additionally, counseling from a staff or faculty member USMA is critical because, optimally, it should provide an example of how to execute developmental counseling—a skill cadets will need both as upperclassmen at the Academy and as commissioned officers.

**Rating Scale.** The 5-point scale is at once both familiar (in terms of the numbers, as many Academy surveys utilize 5-point scaling) and useful (in terms of the descriptors assigned to each of the five numbers). For attributes that are not sufficiently observed in the classroom, a "Not Observed" option is available. The 5-point scale is also applicable to all four classes as a fixed paradigm and is not necessarily suggestive of linear progress from year to year, but more as an indicator of a cadet's development relative to what is expected from his/her class as a whole.

Most cadets are likely to receive 3s, though the under two classes will probably have a greater share of 2s than 4/5s.

The PDR scale is not intended to correspond with a particular class, as in "plebes get 2s and firsties get 4/5s."

The scale definitions are as follows:

**Table 4: PDR Scale**

1	2	3	4	5
Unsatisfactory development	Developing below pace	Developing at pace	Developing ahead of pace	Exceptional

## Appendix F: PURSUING EXCELLENCE

As should be clear, the emphasis on each of the five assessment categories is on *development*. A rating of 5 (or Exceptional) on a particular attribute signifies that the cadet has demonstrated behavior consistent with what is expected of approximately the top 1% of peers. Observers are encouraged to communicate this exceptional behavior to the Tac Team. On the other hand, a 1 indicates lack of development and necessitates “intervention” by the observer. Regardless of being assigned a PDR, an observer should communicate this behavior to the Tac Team; a 1 rating then indicates no improvement since the dialogue with the Tac Team. A 2, 3, or 4 signifies the observer’s perception of development compared to other cadets in the same year group. There is no forced distribution of ratings.

By providing a common awareness on the standards for the numbers leaders can more accurately depict the areas in which a cadet needs to truly hone in on and which areas of strength to be capitalized. Having consistency for how cadets are compared will help them and their Tac Teams (as leader integrators) understand and see growth towards meeting what is and will be expected of them at their first unit.

Commonly asked questions and/or misunderstandings relate to several technical processes. The G5 is the proponent for the PDR administrative tasks at the institution level, while the WPLDS Committee analyzes all assessments, integrates these assessments with other institutional assessments, and makes recommendations on any PDR improvements to the Academic Board. USCC coordinates cadet to cadet PDRs and Tac Team PDRs, and the Dean’s staff coordinates with the Academic Departments for faculty PDRs. PDR training is also developed at each of these nodes. Instructors receive their PDR assignments at the mid-point of each academic term.



Continuous improvement (CI) is fundamental to the pursuit of excellence. It is accomplished by first deciding what should be assessed, planning the specifics of that assessment, and then implementing. An assessment cycle occurs at every level of assessment and includes:<sup>39</sup>

- Stating student learning outcomes
- Mapping these outcomes to experiences and higher level outcomes
- Determining assessment methodology
- Analyzing and interpreting results
- Communicating to stakeholders
- Using results for improvement.

Continuous improvement in cadet development occurs at the individual, program, and institution levels, each of which will be discussed below.

### Continuous Improvement – Individual

For performance feedback to be 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 cadet time. WPLDS includes numerous 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 how they see themselves, as well as how they are perceived and evaluated by their peers, and their superiors. This self-awareness is critical to being a commissioned leader of character.

In addition to engaging in the significant experiences identified in Table 2, a cadet must successfully complete a number of graduation requirements. These requirements reinforce the outcomes by ensuring that all cadets receive the same baseline education, training, and experience required of an effective leader of character. The graduation requirements for each Class of cadets can be found at TBP.<sup>40</sup>

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*The transparency of CI efforts promotes a community of trust through demonstrated responsiveness and accountability.*

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# DEVELOPING LEADERS OF CHARACTER

## Continuous Improvement – Program

The leaders of the four programs (academic, military, physical, and character) identify strengths and areas for improvement in cadet learning, consider recommendations, and determine what actions should be taken. Although not commonly referred to as programs, disciplinary majors, courses, and events (such as Cadet Basic Training) are also designed, implemented, and assessed. Throughout the year directors interact with each of their instructors and staff about what works and what does not work. They lead meetings during which faculty and staff share their reflections and challenges based on what they see during the learning and developmental events. Directors conduct end of semester (or training event) reviews (akin to after-action-reviews) that formulate recommendations for future changes to their program, learning activities, and pedagogy.

## Continuous Improvement – Institution (WPLDS)

Our assessments of the WPLDS outcomes describe cadet

**Indicators** used in assessment include:

- Academic, Military, Physical, and Character program assessments
- Periodic Development Reports
- Cadet Observation Reports
- Numerous national, Department of the Army, cadet, and faculty surveys designed to measure longitudinal growth
- Feedback from external stakeholders such as former company and battalion commanders.

and streamlining of survey content. For example, when assessing Outcome 1, Live Honorably, care is taken that multiple surveys do not ask the same or similar questions that result in the same information. Embedded indicators in the WPLDS core leader development experiences (Table 2) are selected for purposes of assessment, while specific rubrics are developed to align the indicator with the corresponding outcome, and the

timing of the experiences.

Surveys are important indirect assessments that are utilized to assess achievement of each WPLDS Outcome during the cadet experience - as well as post-graduation. Survey questions are carefully aligned with their corresponding outcomes and analyzed in terms of their potential methodological biases and substantive meaning. Feedback from external stakeholders is obtained via surveys of graduates' instructors and supervisors at their initial Basic Officer Leaders Course, incoming new military faculty possessing recent experience with West Point graduates as junior officers, and focus-group interviews and survey feedback with former battalion commanders at the US Army War College. These direct observations of performance and insights from those commanders and subject matter experts are ideally suited to inform USMA about recent USMA graduate performance. This triangulated feedback results in greater confidence in suggesting how well USMA is achieving the WPLDS outcomes.

USMA also assesses how well its staff and faculty inspire cadets as role models - indeed, all members of the USMA community serve as role models and maintain environments consistent with the Army Values and Ethic. This is accomplished through systematic assessments of command climate and cadet surveys.

Consistent measurement of assessment data enables recognition of trends and levels of behavior and institutional strengths and areas of concern. This allows timely insights and adjustment validated conclusions that inform leadership guidance and the development of action plans for continuous improvement. These action plans are tracked to completion and reviewed in subsequent assessments to ensure the desired effect was achieved.



## Appendix G: GLOSSARY OF TERMS (primarily for Table 2)

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**Acceptance Day Ceremony.** This event recognizes completion of Cadet Basic Training new cadets are formally welcomed and accepted into the U.S. Military Academy Corps of Cadets and become cadets.

**Affirmation Ceremony.** At this ceremony, which occurs the evening prior to the first academic class of the Second Class, cadets take an oath affirming their commitment to the Profession of Arms. When cadets attend class the next day, on the first day of their third or cow year, they assume an five year military service obligation.

**AIAD.** Academic Individual Advanced Development. This is a summer assignment of approximately three weeks designed to provide intellectual enrichment outside of the classroom and develop critical thinking skills. There are also IADs in the military and physical programs.

**APFT.** The Army Physical Fitness Test consists of two minutes of push-ups, two minutes of sit-ups, and a timed two-mile run. The Brigade Tactical Department (BTD) provides oversight and ensures that First Class cadets administer the APFT. It is required that all underclass cadets are administered an APFT during Term 1 and Term 2 of each academic year.

**Boxing.** This is a course in which the offensive and defensive skills of amateur boxing are taught. Cadets are evaluated on their ability to box. The course exposes participants to the coping strategies necessary to deal with a physical threat.

**Cadet Character Development Program.** The CCDP is a collaborative effort between the BTD and the SCPME. The CCDP goals center on the internalization of the spirit of the Cadet Honor Code, the ideals of "Duty, Honor, Country," the Army values, and the need for respectful treatment of others.

**Cadet Honor Code and System.** The Cadet Honor Code states that, "A cadet will not lie, cheat, steal, or tolerate those who do." The Cadet Honor System is developmental in nature, transforming cadet compliance with the Honor Code to internalization of the spirit of the Cadet Honor Code.

**CASHA.** The Cadet Against Sexual Harassment and Assault (CASHA) program implements the Army's Sexual

Harassment/Assault Response and Prevention (SHARP) program. CASHA is cadet led and designed to inspire the Corps of Cadets in taking a proactive role in eliminating sexual harassment and assault from the military profession through service, education, and dedication to a culture of bystander intervention.

**CBT.** Cadet Basic Training is the initial training of new cadets during the summer before their first academic year, also called Beast and Beast Barracks. In addition to the introduction of many military skills such as basic rifle marksmanship and land navigation, CBT also introduces cadets to the concept of duty, time-management, functioning effectively under pressure, standards, and commitment.

**CDR.** Cadet Development Reports. To assign a Military Development grade to members of the Corps of Cadets. Similar to the Officer Evaluation Report (OER), the CDR is the primary feedback tool for the Chain of Command to communicate performance and potential to rated cadets by way of a grade.

**CFT.** Cadet Field Training is a three-to-four week program of instruction third class cadets go through at Camp Buckner during their second summer. CFT emphasizes general military skills, individual preparedness training, preparations for extended field operations, and leading, participating in, and conducting small unit tactical operations.

**CLDT.** Cadet Leader Development Training trains, mentors, and assesses basic leadership skills focusing on Troop Leading Procedures (TLPs), effective communication, and tactical decision making in order to develop competent and confident small unit leaders capable of operating in an uncertain and rapidly changing environment.

**Cadet Observation Reports.** An online form which can be filled out by any cadet, staff, and faculty member that is designed to highlight both positive and negative cadet behavior.

**Competitive Sports.** All cadets are required to participate in the either Division I athletics or in competitive sports program (1615-1830, Monday through Thursday). Categories of participation include:

# DEVELOPING LEADERS OF CHARACTER

- **Company Athletics** are intramural competitions among company level teams in various sports.
- **Competitive Clubs** are cadet teams that compete with teams from other schools. Examples include Skeet and Trap, Cycling, and fencing. The DPE Competitive Sports club manual, published each year by the Competitive Sports Office, provides a current listing of all competitive clubs.

**G3.** The mission of the G3, Operations, is to integrate and synchronize operations as a whole for the commander by ensuring the integration and synchronization of all functions across the planning horizons in current and future operations and to authenticate all plans and orders for the commander to ensure all functions are synchronized in time, space, and purpose in accordance with the commander's intent and planning guidance.

**G5.** The mission of the G5, Office of Strategic Planning and Institutional Effectiveness is to lead institutional strategic planning and integration, to ensure appropriate resourcing, implementation, assessment, and institutional effectiveness and continuous improvement across the Academy.

**Intercollegiate.** The Directorate of Intercollegiate Athletics (DIA) has responsibility for the conduct of the corps squad athletic program. USMA Regulation 350-12 provides specific details pertaining to the administration and execution of the intercollegiate athletics program.

**Leader.** Influences other people to accomplish a mission or fulfill a purpose (Army Leadership; ADP 6-22, p.1).

**Leader Challenge.** A forum where cadets conduct platoon-level professional development sessions based on real-world scenarios.

**MIAD.** Military Individual Advanced Development experiences include US Army Schools and training opportunities offered to soldiers and leaders in the institutional Army. MIADs are an exceptional tool for giving cadets perspective and context with how the Army trains as well as providing them a great confidence building experience.

**ML300. Cadet Leader Development Training.** CLDT is the capstone military training event at West Point.

It prepares First and selected Second Class cadets for tactical leadership positions at the platoon level by developing the abilities to lead under stress, solve tactical problems, and demonstrate proficiency in individual, leader, and small unit tasks.

**MOS.** Member of squad.

**MS100.** Introduction to Warfighting. This course enhances each cadet's knowledge of warfighting fundamentals such as the basic soldier skills of shoot, move, and communicate that will ensure success during ML00 and Cadet Field Training.

**MS200.** Fundamentals of Small Unit Operations. This semester long course for the 3<sup>rd</sup> class cadets ensures each cadet acquires the fundamentals of small unit operations while encouraging problem solving and critical thinking applicable on the battlefield.

**MS300.** Platoon Operations. This semester long course for the 2<sup>nd</sup> class cadets enhances cadet tactical planning and decision-making skills for leadership positions during Cadet Leader Development Training.

**PDR.** Periodic Development Review. The PDR is the only individual assessment of character outside the other four programs. The PDR is a multi-faceted assessment of leader competencies and attributes that map directly into the five-facets of character. The PDRs are used each semester and are used to assess individual character traits to develop individual cadets.

**PE117.** Military Movement. Fourth Class cadets are introduced to and evaluated on the Indoor Obstacle Course (IOCT) as part of PE 117.

**PE320:323.** This survival swimming course completed during third class year is designed to develop aquatic proficiency, watermanship, and confidence in, on, or around the water.

**PE330:268.** Lifetime Physical Activity. The Upperclass Lifetime Physical Activities Program is designed to develop a foundation of skills, knowledge, and personal attributes, which will enable cadets to successfully participate in lifetime physical activities, provide motivation for continued improvement, and establish a pattern of physical activity for a lifetime.

**PE360.** Combat Applications (Combatives). This course provides cadets with a comprehensive set of basic combative skills suited for a combat scenario. Cadets learn to respond appropriately to aggression by utilizing proper body mechanics, skills, aggressiveness, and fear management. Cadets are evaluated on their ability to perform selected combative skills and their capacity to exhibit the warrior ethos and fear management.

**PE450.** Army Fitness Development (Unit Fitness). This course prepares future company grade officers for their roles as fitness leaders by equipping them with the knowledge to plan, implement, and assess unit physical readiness training programs.

**PIAD.** Physical Individual Advanced Development opportunities provide a means to enhance the experience of the baseline Physical Program. PIADs are conducted to develop total fitness, and include: adventure sports, SCUBA, mountaineering, or cognitive/research enrichment opportunities.

**PL300 Mentors.** A core course in Military Leadership where cadets integrate new knowledge, experiences, and reflection to lead soldiers and military organizations more effectively. Course requirements in reflection, application, and leadership philosophy involve working with a mentor. For example, cadets share their leadership philosophy and get mentor feedback on leadership principles.

**Plebe Sponsors.** This is a voluntary program in which senior military or civilian employees volunteer to sponsor plebes during their plebe year at USMA. Sponsors provide cadets with support, guidance, and a view of military life.

**Respect Program.** The Respect Program's mission is to train cadets to comply with and then internalize the Army value of respect and the Army's Equal Opportunity Program. A detailed explanation of the Respect Program can be found in USCC PAM 600-26.

**Ring Weekend.** First Class cadets receive their class rings during a Ring Ceremony during this weekend. This event symbolizes taking leadership of the Corps of Cadets with rings inscribed with the USMA motto: Duty, Honor, Country.



## Appendix H: ENDNOTES

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<sup>1</sup> Army Doctrine Reference Publication (ADRP) 1, p.1 vi.

<sup>2</sup> ADRP 1 defines character as the “dedication and adherence to the Army ethic, including Army values, as consistently and faithfully demonstrated in decisions and actions. It defines competence as the “demonstrated ability to successfully perform duty with discipline and two standard.” And finally, ADRP 1 defines commitment as the “resolve to contribute honorable service to the nation and accomplish the mission despite adversity, obstacles, and challenges.” (ADRP 1, p. 3-2)

<sup>3</sup> The seven Army Values are loyalty, duty, respect, selfless service, honor, integrity, and personal courage.

<sup>4</sup> To further understand character and its development, West Point incorporates five facets of character. They help operationalize character into desirable and observable cadet behaviors. The first three facets of character listed are from Seider, Scott. Character Compass: How Powerful School Culture Can Point Students Towards Success. (Cambridge: Harvard University Press, 2012). The leadership and social facets of character were added by the SCPME based on a broader description of character more appropriate for West Point’s mission and the expectations of commissioned service.

<sup>5</sup> Army Doctrine Publication (ADP) 6-22, p.1.

<sup>6</sup> Hollander, E. P., & Webb, W. B. (1955). Leadership, Followership, and Friendship: An Analysis of Peer Nominations. *The Journal of Abnormal and Social Psychology*, 50(2), 163.

<sup>7</sup> Wenger. E. (1998). Communities of Practice: Learning, Meaning, and Identity. Cambridge. UK: Cambridge University Press.

<sup>8</sup> Salancik, G. R., Calder, B. J., Rowland, K. M., Leblebici, H., & Conway, M. (1975). Leadership as an Outcome of Social Structure and Process: a Multidimensional Analysis. In J. G. Hunt & L. L. Larson (Eds.), *Leadership Frontiers* (pp. 81-101). Kent, OH: Kent State University.

<sup>9</sup> NILOA (National Institute for Learning Outcomes Assessment) perspectives, assessment in a learning systems paradigm, David W Marshall and Natasha A. Jankowski, Assessment Update, Progress, Trends, and

Practices in Higher Education, September – October 2017, v 29, n5.

<sup>10</sup> Ibid.

<sup>11</sup> Day, D.V. (2001). Leadership development: A review in context. *The Leadership Quarterly*, 11(4), 581-613.

<sup>12</sup> Kegan, R. (2000). What “form” transforms? In Mezirow, J. (Ed.). *Learning as transformation: Critical perspectives on a theory in progress* (pp. 35-69). San Francisco, CA: Jossey-Bass.

<sup>13</sup> Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Harvard University Press.

<sup>14</sup> For a more complete description of the Thayer Method, see Educating Army Leaders at [https://www.usma.edu/strategic/siteassets/sitelpages/home/educating%20army%20leaders\\_sept%202017.pdf](https://www.usma.edu/strategic/siteassets/sitelpages/home/educating%20army%20leaders_sept%202017.pdf).

<sup>15</sup> Lewis, P., Forsythe, G. B., Sweeney, P., Bartone, P. T., & Bullis, C. (2005). Identity development during the college years: Findings from the West Point longitudinal study. *Journal of College Student Development*, 46(4), 357-373.

<sup>16</sup> Lewis, P., Forsythe, G. B., Sweeney, P., Bartone, P. T., & Bullis, C. (2005). Identity development during the college years: Findings from the West Point longitudinal study. *Journal of College Student Development*, 46(4), 357-373.

<sup>17</sup> Pascarella, E. T., & Terenzini, P.T. (2005). How college affects students, San Francisco: Jossey-Bass.

<sup>18</sup> Lewis, P., Forsythe, G. B., Sweeney, P., Bartone, P. T., & Bullis, C. (2005). Identity development during the college years: Findings from the West Point longitudinal study. *Journal of College Student Development*, 46(4), 357-373.

<sup>19</sup> Maimon, Elaine P., “A checklist for transformative leaders, the Chronicle of Higher Education, January 12, 2018, v. LXIV, n. 18.

<sup>20</sup> The AB role differs from that of the Academy Scheduling Committee (see below) in that the former focuses on activities, versus programmatic changes.

<sup>21</sup> NILOA perspectives, assessment in a learning systems

paradigm, David W Marshall and Natasha A. Jankowski, Assessment Update, Progress, Trends, and Practices in Higher Education, September – October 2017, v 29, n5.

<sup>22</sup> ADRP 6-22, Army Leadership, August 2012, <http://data.ape.army.mil/web/repository/doctrine/adrp6-22.pdf>

<sup>23</sup> Seider, Scott. Character Compass: How Powerful School Culture Can Point Students Towards Success. (Cambridge: Harvard University Press, 2012). The first three facets of character listed are from Scott Seider's work. The Leadership and Social facets of character were added by the SCPME based on a broader description of character more appropriate for West Point's mission and the expectations of commissioned service.

<sup>24</sup> Schein, E. H. (1990). Organizational culture. American Psychologist, 45(2), 109-119.

<sup>25</sup> Schein's culture embedding and reinforcing mechanisms described in Schein, E. H. 1990). Organizational culture. American Psychologist, 45(2), 109-119.

<sup>26</sup> Wenger. E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge. UK: Cambridge University Press.

<sup>27</sup> Salancik, G. R., Calder, B. J., Rowland, K. M., Leblebici, H., & Conway, M. (1975). Leadership as an outcome of social structure and process: A multidimensional analysis. In J. G. Hunt & L. L. Larson (Eds.), Leadership Frontiers (pp. 81-101). Kent, OH: Kent State University.

<sup>28</sup> Day, D. V. (2001). Leadership development: A review in context. The Leadership Quarterly, 11(4), 581-613. p.583

<sup>29</sup> Each cadet's performance in followership and leadership positions are formally assessed.

<sup>30</sup> Hollander, E. P. (1995). Organizational leadership and followership: In P. Collett, & A. Furnham (Eds.), Social Psychology at Work, Essays in Honour of Michael Argyle. London: Routledge.

<sup>31</sup> Each cadet company is overseen by a Cadet Company Tactical Officer and Noncommissioned Officer, together known as the Tac Team, and serve as the key integrators of each cadets' experiences. Tactical officers are the

legal commanders for the cadet company and create an environment in the cadet company which fosters individual development. Noncommissioned officers introduce cadets to NCOs and their roles in the Army and assists tactical officers as appropriate.

<sup>32</sup> Assessment is a catalyst for faculty and staff engagement with the quality enhancement plan: a review of an unexpected by strategy, assessment update, May – June 2017, volume 29, number three.

<sup>33</sup> Callina, K. S., Johnson, S. K., Tirrell, J. M., Batanova, M., Weiner, M. B., & Lerner, R. M., 2017. Modeling pathways of character development across the first three decades of life: An application of integrative data analysis techniques to understanding the development of hopeful future expectations. Journal of Youth and Adolescence, 46(6), 1216-1237.

<sup>34</sup> Day 2001

<sup>35</sup> Ibid

<sup>36</sup> Gardner & Cogiser, 2009; Hannah & Lester, 2009

<sup>37</sup> Torbert, 2004

<sup>38</sup> Matthews, M. D., & Lerner, R. M. (2016) Character and leading others in dangerous situations, PL300: Military Leadership course reading, Chapter 2: Character.

<sup>39</sup> Fulcher, Keston, "Assessing the quality of assessment practice, James Madison University's Center for Assessment and Research Studies.

<sup>40</sup> Some examples of USMA's graduation requirements include: completion of eight semesters as a full-time cadet while meeting US Army height/weight/body composition and physical fitness standards, program specific requirements in the core curriculum and major, summer training requirements, and participation in a competitive athletic activity every semester.

Credits:

# DEVELOPING LEADERS OF CHARACTER

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Content and Editing: Dr. Tim Judd, Dr. Dennis Kelly, Dr. Gerald Kobylski, Dr. Jeffrey Peterson, Dr. Diane Ryan, COL Everett Spain, COL Holly West, and Ms. Melanie Wong Dodge. Our deepest appreciation to all of those who provided assistance and offered feedback through committees, working groups, and other means.





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