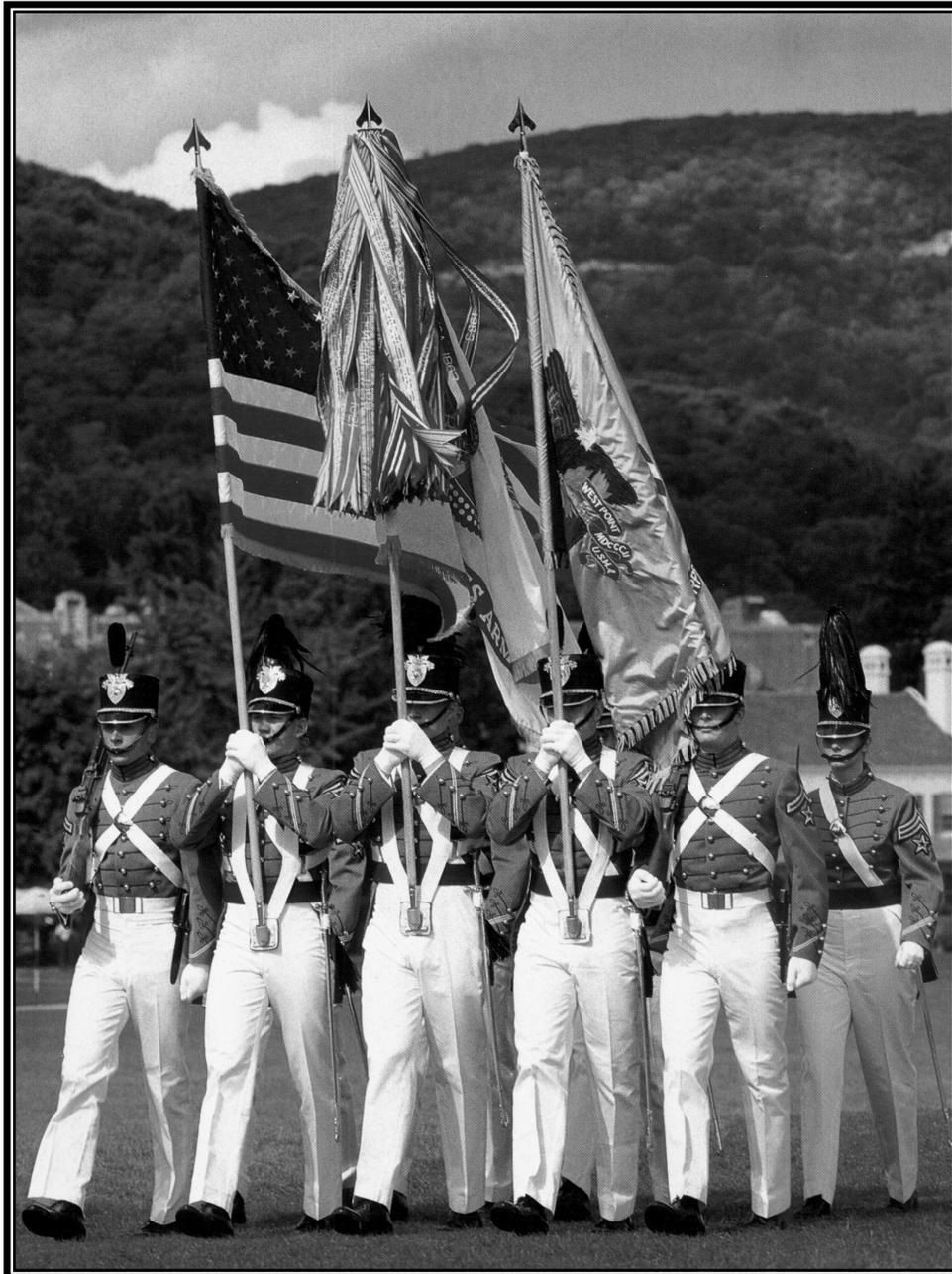




Cadet Leader Development System



Duty Honor Country

**United States Military Academy
West Point, New York 10996**



OFFICE OF THE SUPERINTENDENT
UNITED STATES MILITARY ACADEMY
 WEST POINT, NEW YORK 10996-5000

MASP

3 June 2002

MEMORANDUM FOR ALL USMA PERSONNEL

SUBJECT: Cadet Leader Development System (CLDS)

1. The West Point Experience – the 47 months cadets invest at West Point – is all about planned change: a transformational development process that includes a multi-dimensional array of challenges building skills, maturity, judgment, values, and character. The academic curriculum is broad-based and demanding, causing cadets to think, innovate, and explore. Our military and physical training is tough, challenging, and standards-based. The West Point Experience must inspire cadets, it must make them proud to be a member of the Long Gray Line, and it must give them a passion for the profession of arms and a desire to pursue a career of Army service.
2. West Point fosters development through the Army’s Be-Know-Do concept. CLDS introduces the concept of Officership and focuses primarily on the Be component of the Be-Know-Do paradigm. This does not imply that the Know and Do are less important. On the contrary, Know and Do are vitally important, since they are the essence of professional competence. While it is critical to maintain high standards for Know and Do, influencing the Be component is a significant challenge. It entails affecting an individual’s core beliefs: what one stands for, how one views oneself, and how one views the world. It is an individual’s character. By focusing on the Be, CLDS aims to inspire cadets to live the spirit of the West Point motto Duty, Honor, Country.
3. Leader development is the mission of the United States Military Academy. CLDS is our philosophical framework for preparing young men and women to meet the challenges of 21st Century leadership. It focuses on Officership: what it means to be a commissioned officer, and the unique characteristics and attributes that are essential to leading soldiers. We want America’s soldiers to say of our graduates, “This officer is a good leader; I would trust him or her to lead me in battle.”
4. Commander’s Intent: As West Point embarks on its third century of producing leaders for our nation, I charge each of you to fulfill your duty developing competent leaders of character. This is your opportunity to have a lasting and significant influence on the future of our Army and nation. Embrace it!

WILLIAM J. LENNOX, JR.
 Lieutenant General, U.S. Army
 Superintendent

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Chapter 1

INTRODUCTION

What is CLDS and how does it fit into our Strategic Plan?

1-1. Background.

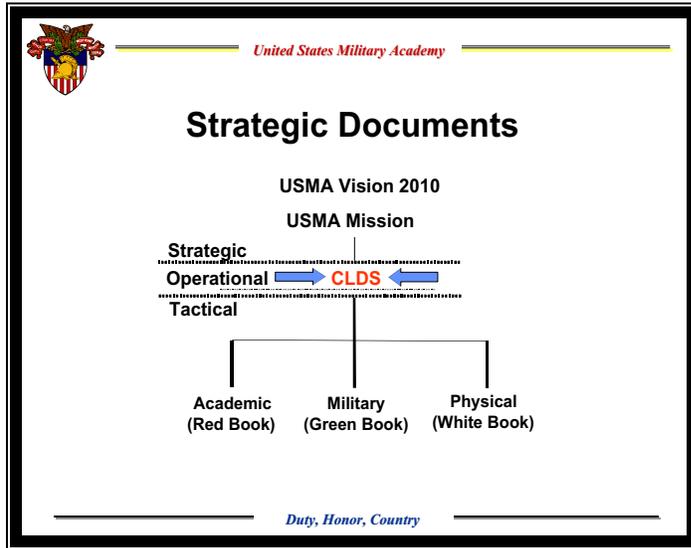
a. Be, Know, Do. Army leadership doctrine uses the “Be, Know, Do” framework to define the characteristics necessary of an Army leader. This construct frames leaders in terms of their character, skills, and actions. Attributes and values define one’s character (Be); knowledge reveals itself in one’s skills (Know); and the manifestation of the Be and Know are ultimately in one’s actions (Do). The whole of the “Be, Know, Do” construct, however, is greater than each of its parts. Essentially, an Army leader must possess a sound set of principles, know what to do, then apply these characteristics to take appropriate action.

b. Purpose of the Cadet Leader Development System (CLDS). The Cadet Leader Development System is an organizing framework designed to coordinate and integrate cadet developmental activities across the entire West Point Experience. CLDS is theoretically informed, goal-oriented, and continuously assessed. It is designed to organize cadets’ experiences so that USMA achieves its institutional goals, accomplishes its assigned mission, and realizes its strategic vision. Informed by Army traditions and proven concepts about how to develop officers, CLDS provides the structure, process, and content for cadets’ 47-month journey from “new cadet” to “commissioned leader of character.”

c. Purpose of the CLDS Document. This document describes the Cadet Leader Development System. It is published to provide cadets, staff, and faculty with a common understanding of how we organize the West Point Experience. As an operational level document, it contains USMA’s campaign plan for accomplishing its mission; as such, its purpose is to align and synchronize the tactical execution of programs and activities within USMA’s strategic guidance.

d. Organization of the CLDS Document. CLDS is organized into four sections. Chapter One – Introduction, explains the purpose of CLDS and how it fits into USMA’s broader strategic plan. Chapter Two -- Officership and Development, lays out the conceptual foundation for CLDS drawing from sound theory about development and the profession of arms. Chapter Three – The West Point Experience, presents the six developmental domains and describes how we structure the sequence and context of cadets’ 47-month experience. Chapter Four – Support Structure, outlines the parameters for how USMA organizes to implement this experience.

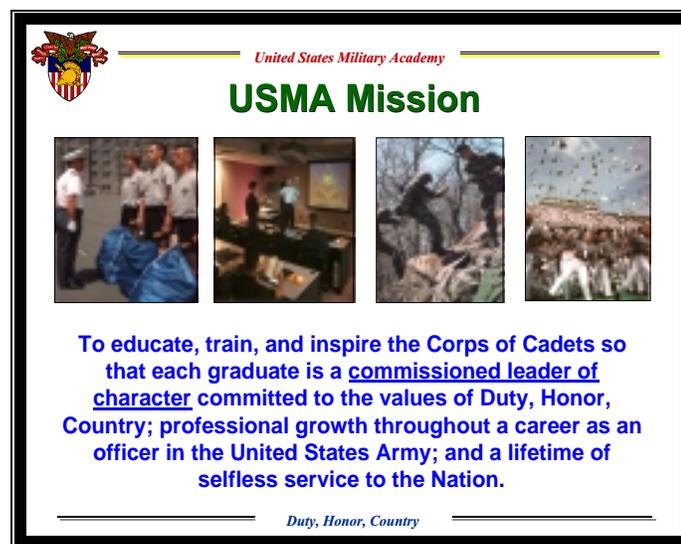
1-2. Strategic Context. CLDS is an important member of USMA’s broader family of strategic documents. Hierarchically, CLDS fits between USMA’s Mission Statement and the Red, Green, and White Books of the respective Academic, Military, and Physical Programs. CLDS sets the left and right limits for all programs and activities; it bridges the gap between broad strategic guidance at the institutional level and programmatic design and execution at the tactical level.



a. Vision. The Strategic Vision – 2010 contains USMA’s highest-level strategic guidance. This document contains our vision, a description of a compelling end state for the institution in the year 2010 and beyond. As such, its broad purpose is to guide and focus everything we do at the Military Academy. All plans, programs, and activities should align towards realizing the vision contained in this document.

USMA's vision for 2010 contains four essential and interrelated components. The first image, a *Vision for the Institution*, paints the broadest picture of the Academy's future, one that depicts USMA as the Nation's premier leader development institution and a wellspring of values for both the Army and the Nation. The second part, a *Vision for Graduates*, highlights the very essence of the Military Academy -- to graduate commissioned leaders of character. USMA cannot realize either of these end states without a team of *committed public servants* living and working together in a *community of excellence*. Other documents expand on these final two elements of our vision; this document focuses on the first two. To be the Nation's premier leader development institution and consistently graduate commissioned leaders of character, there must be a plan; the Cadet Leader Development System is that plan, a blueprint for the Academy's future.

b. Mission. The Army's Vision proclaims: "*We are all about leadership; it is our stock and trade, and it is what makes us different. We take soldiers who enter the force and grow them into leaders for the next generation . . . We invest today in the Nation's leadership for tomorrow . . . We are, have been, and will remain a values-based institution . . .*" Consistent with this vision, and as promulgated by the Secretary of the Army, USMA's mission is:



A mission analysis reveals two central elements in this statement. First, there is an objective, the target of our efforts -- a "commissioned leader of character." To become a commissioned leader of character requires adopting a unique identity or self-concept, one that is consistent with our Nation's expectations of what it means to be an Army officer. Second, there are the verbs -- "educate, train, and inspire." Taken together, these three verbs define development -- the holistic means by which USMA accomplishes its mission, the process by which cadets internalize the defining fundamentals of officership. *Officership* and *development*, directly derived from our mission statement, are the two conceptual lenses through which we view CLDS.

c. *Academy Outcome Goal.* CLDS is a goal-oriented system. Based on a shared understanding of the future as articulated in our vision and directed in our mission, we derived the following overarching goal for our graduates:

...commissioned leaders of character who, in preparation for the intellectual and ethical responsibilities of officership, are broadly educated, professionally skilled, moral-ethically and physically fit, and are committed to continued growth and development both as Army officers and as American citizens...

- USMA Vision 2010

To better understand and assess our progress towards this end, we took the single graduate goal and broke it down even further. What must a USMA graduate *understand* (KNOW) and *demonstrate* (DO) to BE a commissioned leader of character? To realize our vision and accomplish our mission, USMA graduates must:

Understand:

- The tactical basics of the profession of arms and the application of a broad liberal education in the arts and sciences to that profession;
- The ideals of the American Constitution and the responsibilities of commissioned officers to its defense;
- The values and ethical standards of the United States Army -- *The Professional Military Ethic.*

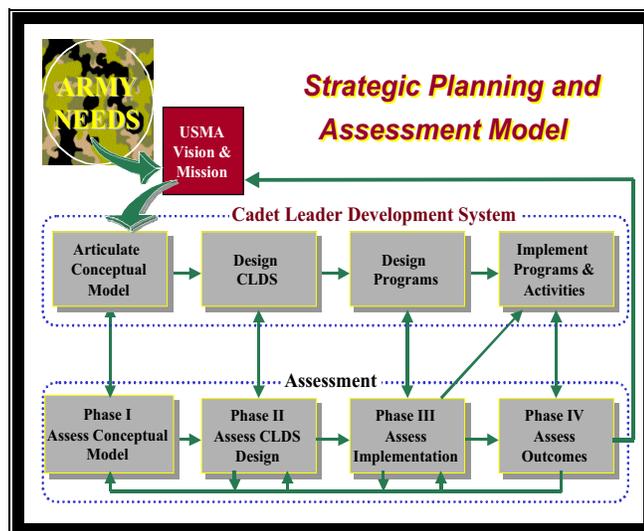
Demonstrate:

- Personal devotion to the duties of a commissioned officer;
- Intellectual curiosity, imagination, and creativity;
- Ability to act rationally and decisively under pressure;
- Mastery of the basic military and physical skills required for entry into commissioned service;
- Adherence to standards – academic, physical, military, and ethical;
- Inspiration and motivation to lead American soldiers in war and peace -- leadership characterized by a *winning spirit*;

- Ability and motivation to achieve and sustain unit climates that are conducive to military effectiveness and professional excellence;
- Personal commitment to the selfless standards of officership within the United States Army.

USMA is a learning organization operating in a complex and constantly changing environment. As such, even a compelling vision, clear mission, and concrete outcome goal are not enough to ensure success. For CLDS to remain effective over time, it must be a living system: continuously evaluated, adjusted, and improved.

1-3. Strategic Planning and Assessment Model. USMA continually assesses and refines all components of CLDS to facilitate planned change. The following model illustrates how USMA integrates system design, implementation, and assessment to ensure that all components of CLDS remain synchronized with the ever-changing demands of the Army:



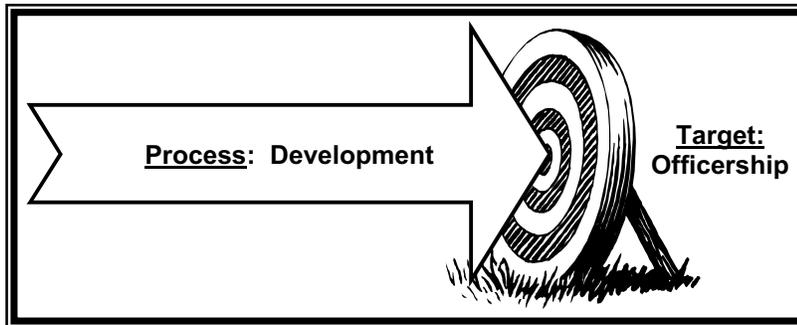
For CLDS to be effective, all components of the system must align. First and foremost, the CLDS must produce outcomes that support USMA's vision and mission, and meet the needs of the Army. Second, design and implementation of Academy programs and activities must be consistent with CLDS architecture and our underlying conceptual model. Finally, assessment findings must orient on the developmental goals and inform policy decisions to make adjustments in each phase of the assessment process. The *Strategic Planning and Assessment Model* graphically illustrates how each component of CLDS fits into an overall strategic plan designed to coordinate and integrate cadets' developmental activities to realize USMA's vision and mission.

Chapter 2

OFFICERSHIP AND DEVELOPMENT

How do we think about cadet/officer development?

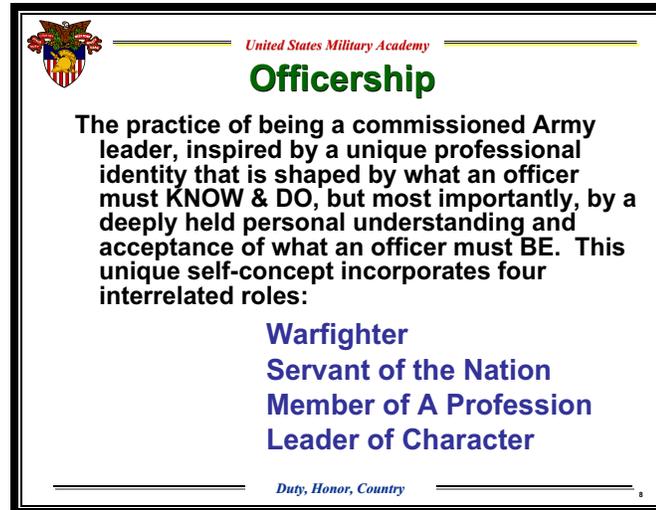
2-1. Conceptual Foundation. CLDS is a theoretically informed framework. Engineers would not build a bridge without consulting the fundamentals of mechanical engineering and structures. Similarly, the Military Academy would not design a leader development system without basing it on sound principles of officership and development.



As illustrated in the *Strategic Planning and Assessment Model*, USMA bases the CLDS design on an underlying conceptual model that clearly articulates how we think about cadet/officer development. This chapter describes that conceptual model -- a set of shared beliefs about the two central concepts found in our mission statement -- officership (the “target”), and development (the “process”).

- What does it mean to *be* a “commissioned leader of character?” (Section 2-2)
- How do cadets *develop* their self-concept of being an officer? (Section 2-3)

2-2. Officership. *USMA Strategic Vision - 2010* envisions future Academy graduates as officers “prepared for the uncertainty and ambiguity of military service . . . because they will have reflected upon and developed a *personal understanding of the unique characteristics of their chosen profession* and the *principles* that govern the fulfillment of their office.” This phrase captures the essence of officership -- a self-concept, a professional identity, and a personal understanding of the unique characteristics of what it means to **BE** an Army officer. This section describes these unique characteristics and principles of officership: what we want our cadets to become -- the target of CLDS. The four roles of officership listed below supply the framework around which a cadet’s self-concept of officership develops.



Officership is the practice of being an officer. Commissioned officers are leaders in the Army inspired by a unique professional identity. This identity is not only shaped by what they KNOW and DO, but most importantly, by a deeply held personal understanding and acceptance of what it means to BE a commissioned officer, a leader of character in the Army. Officership is based on a unique self-concept consisting of four interrelated roles. Officers are warfighters, servants of the Nation, members of a profession, and leaders of character. Cadets must adopt all four components of officership to construct a professional identity robust enough to meet the complex demands of the 21st Century. The ultimate goal of CLDS is to inculcate in each cadet the self-concept of what it means to BE a commissioned leader of character. While Section 2-3 explains the process of how we do this, the following paragraphs describe the content of each role in greater detail.

a. Officer as a Warfighter. Army officers swear an oath to “support and *defend* the Constitution of the United States against all enemies, foreign and domestic.” This is the defining characteristic of an Army officer. It is the one role that ultimately distinguishes the self-concept of officership from those of all other professions in America. Doctors and lawyers are servants of the Nation, members of professions, and leaders of character. But their professions are founded on a different expertise. Only Army officers develop and maintain the expertise to apply lethal violence to fight and win our Nation’s wars. While our country often calls upon the Army and its officers to serve in other capacities, warfighting (and its corollary, the prevention of war) is the functional imperative that distinguishes Army officers from members of all other professions.



United States Military Academy

“The Army is a strategic instrument of national policy that has served our country well in peace and war for over two centuries. Soldiers enable America to fulfill its world leadership responsibilities . . . by finding peaceful solutions to the frictions between nation states, addressing the problems of human suffering, and when required, fighting and winning our Nation’s wars--our non-negotiable contract with the American people.”

ARMY VISION

Duty, Honor, Country

The ethos of a warfighting profession is different from that of other professions because of the violent nature of war and the enormous consequences of failure. While leaders in other professions also face decisions fraught with uncertainty, military officers must have the moral courage and mental toughness to make such decisions even when their own lives and those of their soldiers lie in the balance. When the Nation’s security is at stake, officers are morally responsible to accomplish their assigned missions, even at tremendous personal risk to themselves and their soldiers; and they must do so without transferring risk to non-combatants. They must know how to fight and win, because the very security of our country depends on it. As captured in the Army’s Vision, this part of our contract with the American people is non-negotiable; they rightfully expect the Army to win any war to which it is committed.



United States Military Academy

Warfighter

The Functional Imperative:
This characteristic of officership distinguishes Army officers from all other professionals.

- * **Warrior Ethos**
- * **Tactical and technical proficiency in the threat or application of violent force**
- * **Both intellectual and physical in nature**
- * **Winning Spirit**

Duty, Honor, Country

(1) *Warrior ethos.* The entire West Point Experience is designed to imbue our graduates with tough-mindedness, tireless motivation, and a “never quit” attitude inherent in the warrior ethos of the military professional. While basic military skills training provides a prime medium to cultivate this spirit, cadets gain most of the intangibles of what it means to BE a member of the profession of arms through a total immersion in the rich military culture of the Academy. They live in barracks, not dormitories; they are assigned to companies, not fraternities; they progress through a series of cadet ranks that mirror those found in the Army; they wear uniforms and meet military standards of appearance and decorum; they attend military formations, march to meals, and in parades; they are subject to the Uniformed Code of Military Justice; they carry green, active duty military ID cards; and they learn from a predominantly uniformed staff and faculty. Even in the classroom, the surroundings constantly remind cadets that this is no ordinary college. Each class starts with a military report; cadets take courses in *military* leadership, not just leadership; they study *military* history, not just history; they learn about *military* law, not just law; and they take combatives and self-defense, not just gym; and during summer, cadets participate in a wide variety of challenging military training activities, not just summer jobs. Developed through discipline, commitment to Army values, and an appreciation of the Army's and the Academy's proud heritage, the warrior ethos makes it clear that the requirements of an officer are much more than just another job; the purpose of winning the Nation's wars calls for total commitment.

(2) *Tactical and technical proficiency.* In addition to these nearly constant reminders of their chosen profession, cadets progress through an integrated series of experiences specifically designed to facilitate their development as warfighters. From an early introduction to the “spirit of the bayonet” during Cadet Basic Training, to studying the fundamentals of fire and maneuver in military science courses and gaining hands-on experience with small unit tactics in Cadet Field Training, USMA summer training and formal military science instruction contribute not only to cadets’ kitbags of military knowledge and skills, but also more deeply to their developing sense of what it means to be a warfighter. Finally, while we can never simulate the demands of combat, simply navigating the daily demands of the West Point Experience allows cadets to develop the courage, perseverance, and toughness not only to survive for an extended period of time, but to excel.

“Officers can never act with confidence until they are the masters of their profession.”

Henry Knox

(3) *Both intellectual and physical in nature.* This requirement is not a contradiction. The self-concept of officership has both physical and intellectual roots. West Point is a military academy; it is both Sparta and Athens; it is not enough to be one or the other; the development of officers demands both. On the one hand, war is physically demanding; military honor is traditionally understood as demonstrated physical courage in battle. On the other hand, officers are stewards of a unique body of knowledge; the development and execution of military strategy against intelligent and resourceful adversaries is

intellectually demanding. Preparation for officership requires a broad liberal arts education supplemented by multiple levels of progressive military development. Thus, officers must dedicate themselves to a career of study, learning, ethical conduct, and spiritual and physical fitness.

(4) *Winning spirit.* Soldiers fight to win. This standard is the bottom line of officership; it's explicit in the functional imperative of the profession, lies at the heart of the warrior spirit, and demands tactical and technical proficiency. The Army, as an institution, is morally obligated to fight and WIN our Nation's wars. There are no trophies given on the battlefield for second place, or "most improved" Army, and unlike other endeavors, where one can easily rationalize lack of success, there is no justifiable alternative to winning in the profession of arms. Winning organizations need leaders imbued with a winning spirit; this spirit has always been the hallmark of successful officer-leaders. This spirit is not innate; leaders must learn it. West Point graduates must exude the determination, desire, and confidence to win -- not winning at all costs, but winning the right way. Participation in Sandhurst military competitions, debate tournaments, tactical exercises, model United Nations competitions, and intercollegiate, club squad, and intramural sports provides cadets with competitive opportunities to internalize the winning spirit. The drive for winning also inspires cadets' spirit, teamwork, cohesion, hard work, and intense preparation -- all key ingredients to success on the battlefield. Winning in combat is unlikely without the winning spirit. Incorporating this winning spirit into a cadet's self-concept as a warfighter is critical to success as an Army officer.

"Americans love to fight, traditionally. All real Americans love the sting and clash of battle...when you, here, everyone of you were kids, you all admired the champion marble player, the fastest runner, the toughest boxer, the big league ball players, and the All-American football players. Americans love a winner. Americans will not tolerate a loser. Americans despise cowards. Americans play to win all the time. I wouldn't give a hoot in hell for a man who lost and laughed."

General Patton's "Speech to the Third Army," 5 June 1944, on the Eve of the Allied Invasion of France.

"On the fields of friendly strife are sown the seeds that upon other fields, on other days, will bear the fruits of victory."

Douglas MacArthur, 1919

"In war there is no substitute for victory."

Douglas MacArthur, 1951

b. Officer as a Servant of the Nation. United States Army officers serve the American people. Their self-concept must be that of "servant," one with specific duties. Officers provide for society that which society cannot provide for itself -- security of our democratic Nation, its way of life, and its values. This unique relationship establishes in

an officer a moral obligation to serve effectively and a sense of duty and commitment with unlimited liability. The relationship between an officer and society implies a lifetime of selfless service, initially in uniform and then more broadly following retirement.

“It is the fact of *commission* which gives special distinction to the man and in turn requires that the measure of his *devotion to the service of his country* be distinctive, as compared with the charge laid upon the average citizen.”

S.L.A. Marshall (1950)

This sacred bond is seen best in the Commissioning Oath. An officer’s commission is a warrant from the American people to act on their behalf. The Oath of Office formally establishes the moral obligation for officers, acting as agents of the Nation, to “support and defend the Constitution of the United States against all enemies, foreign and domestic. . .” This oath serves at least two purposes. First, it officially establishes the officer’s individual accountability to the Nation. Second, it strengthens the claim of the military profession on the affections and support of the American people. Thus, the relationship between the servant (officer) and the Nation is a two-way relationship. This bond implies a lifetime of selfless service, initially in uniform, and then in other capacities as the Nation requires.



United States Military Academy

Servant of the Nation

This characteristic of officership:

- describes the fundamental nature of the relationship between the military profession and the Nation
- establishes the principle of military subordination to civilian control
- establishes each officer as an agent of the Nation -- a servant
- creates the moral foundation for the officer’s individual duty
- is formally embodied in the Commission itself “. . . defend the Constitution. . .”

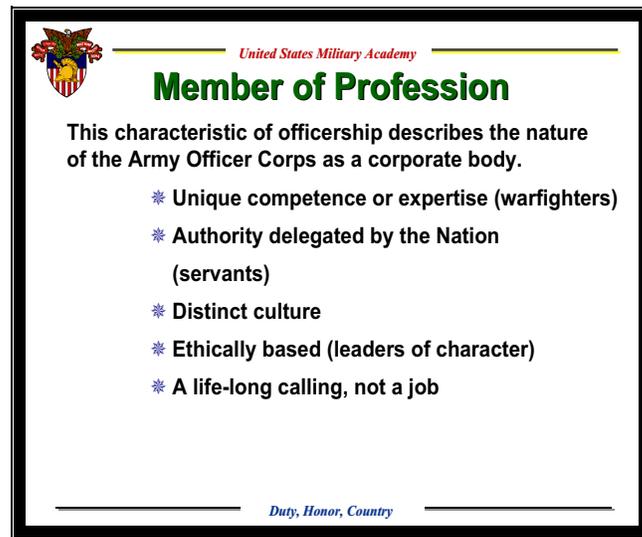
BOTTOM LINE: Army Officers Serve the Nation

Duty, Honor, Country

The West Point Experience prepares cadets to understand and incorporate this servant dimension of their self-concept in many ways. Core academic and military science courses educate cadets about the American constitutional basis for the military, the democratic processes that determine national security policy, the appropriate dynamics of civil-military relations, the moral basis for war, and the composition of the Nation they will serve. Beyond coursework, the diverse demographic composition of the Corps of Cadets further contributes to cadets’ appreciation for the richness of American society. In addition, by serving at West Point, staff and faculty model this servant role everyday

in the classrooms, in the field, in the barracks, at chapel, and in their personal lives. Finally, through first-hand experience, often organized by cadets themselves, community outreach and service projects also help internalize this servant dimension of their professional and personal identity.

c. Officer as a Member of a Profession. The self-concept of officership has no meaning in American society absent its context within the military profession. As argued above, democratic nations create professions to do what they cannot do for themselves. But it is the profession, with its inherent expertise that provides the client -- the Nation -- with what it needs.



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

“The direction, operation, and control of a human organization whose primary function is the application of violence is the peculiar skill of the officer.”

Samuel Huntington

(2) *Authority delegated by the Nation.* When our Founding Fathers crafted the Constitution, they had several foundational principles in mind -- one of which was to make the military subordinate to the state, its elected and appointed civilian officials, and ultimately to the people themselves. When the members of the Army officer corps lift their right hands and take the Commissioning Oath, they declare their loyalty to support and defend the Constitution. They, in essence, become commissioned agents of the

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

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

The Corps, The Corps, The Corps. . . Grip hands with us now, though we see not; grip hands with us, strengthen our hearts, as the long line stiffens and straightens with the thrill that your presence imparts. Grip hands though it be from the shadows, while we swear as we did of yore, or living or dying to honor, The Corps, and The Corps, and The Corps.
 Excerpt from “The Corps”

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



(5) *It's more than a job; it's a calling.* Service as an Army officer is a life-long calling. Officers are not mercenaries. They do not work for monetary gain, but rather for love of craft and the intrinsic satisfaction derived from serving. They do not work a standard workday, they work until it's done. They do not have unions, but rather camaraderie. They do not join because they must, but rather out of a deeply rooted desire to serve others.

"I go anywhere in the world they tell me to go, anytime they tell me to, to fight anybody they want me to fight. I move my family anywhere they tell me to move, on a day's notice, and live in whatever quarters they assign me. I work whenever they tell me to work.... I don't belong to a union and I don't strike if I don't like what they are doing to me. Maybe that's the difference."

Moskos & Wood (1988) quoting Webb (xii)
from a *A Country Such As This*

West Point develops cadets as members of a profession to adopt the military ethic through both the substantive content of the West Point Experience and through the experiences that confront them daily. The high standards and intense preparation required to succeed in the Academic, Physical, and Military Programs, as well as the character-building environment of the Academy provide cadets with the knowledge, skills, and expertise that are the necessary foundation for members of a unique profession.

Perhaps more important than the substantive message, however, is *how* this message is delivered. It is done so by a predominantly military faculty complemented by carefully selected civilians, who serve as exceptional professional role models for cadets. When cadets graduate from West Point thinking "I want to be like Major Smith," or "I hope to be like Captain Jones," or "Dr. Brown is my model of a citizen-scholar," then West Point succeeds in developing their identities as a members of a profession. USMA also

develops cadets' emotional bond to the profession through important rituals, ceremonies, and traditions that convey the Army's heritage and *esprit de corps*. Events such as daily retreat formations, parades, promotion ceremonies, taps vigils, company dining ins, and special class events serve to link cadets to each other, to the Army, and to the officer corps as leaders of one of America's most vital and dynamic professions.

d. Officer as a Leader of Character. The responsibility entrusted to officers requires them to be exceptionally effective leaders who embody the highest standards of moral-ethical behavior so as to lead the profession effectively, and to set a personal example for their peers, their units, and society. Both dimensions of this role -- leadership and character -- are critical and inseparable.

"I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an 'honest man.'"

George Washington

(1) Officers lead the profession. Commissioned officers, under oath to the Nation, lead the Army profession. They bridge the gap between the profession and society. Officers are more than servants, commanders, trainers, strategists, warfighters, and tacticians; officers are leaders. They conceive of and approve every doctrine, plan, and regulation within the Army. Through both direct and indirect means, officers lead (influence) soldiers and units to accomplish assigned missions. They set the organizational climate in every unit, every day, for every soldier, in every location around the globe. They personally embody and police the professional ethos. They set, adapt, and enforce the profession's standards. Officers are responsible. Entrusted with defending the Nation, officers are held corporately, and in some cases, personally accountable for everything the Army profession does or fails to do.



United States Military Academy

Leader of Character

Leadership - the process of influencing others to accomplish a mission.

Character - those moral qualities that constitute the nature of a leader and shape his or her decisions and actions.

Leader of Character - seeks to discover the truth, decide what is right, and demonstrate the courage to act accordingly . . . always.

Duty, Honor, Country

(2) *Officers lead from a base of values developed into personal virtues.* Officers not only do things right, they do the right things. Guided by a strong set of professional principles and institutional values, Army officers seek to discover the truth, decide what is right, and demonstrate the courage to act accordingly. As captured in the Cadet Prayer, cadets are encouraged to “live above the common level of life . . . choose the harder right instead of the easier wrong, and never to be content with a half truth when a whole can be won.”

USMA’s institutional vision is to be the “Nation’s premier leader development institution.” Its mission is to develop “commissioned leaders of character.” The West Point Experience continuously places them in roles as both followers and leaders in every aspect of cadet life (see Section 3-3). These challenges provide them with multiple opportunities to experience, assess, and develop their leadership skills. Upon commissioning, graduates see themselves as capable leaders, who will succeed as company grade officers, who will take care of their soldiers and through (and with) them, accomplish the mission. Graduates commit themselves to developing their leadership skills continually throughout their Army careers.

West Point develops character in many ways. There is no stand-alone program for character development; rather, it is integrated into all programs and every aspect of the West Point Experience. The honor code and the precepts of “respect for others” provide the bedrocks upon which cadets develop as leaders of character. Formal academic and values education classes provide the opportunity to learn and discuss social and ethical principles. A robust religious program, including support for all faiths, facilitates the spiritual component of cadets’ character development. Confronting, discussing, and deciding questions of important professional and ethical content help cadets internalize a sense of right and wrong which they need to guide them throughout their careers. Through West Point’s character development activities, graduates provide a “wellspring of values” for the Army and the Nation.

e. Principles of Officership. In addition to developing a personal understanding of the unique roles inherent to being an Army officer, CLDS is also designed to help cadets internalize a set of principles intended to guide their personal development and conduct as officers. Together, these four roles and eight principles define what it means to be a commissioned Army officer. The Oath of Commission charges officers to “carefully and diligently discharge the duties of the office” and “to observe and follow” the orders and directions of the President and other superior officers “acting in accordance with the laws of the United States.” To meet these responsibilities, commissioned officers are guided throughout their lifetime of service, from lieutenant to general to civilian-servant by the following eight principles:



(1) Duty. Professional officers always do their duty, subordinating personal interests to the requirements of the professional function. They are prepared, if necessary, to lay down their own lives and the lives of their soldiers in the Nation's interest. When an officer is assigned a mission or task, its successful execution is first priority, above all else, with the officer accepting full responsibility for their actions and orders in accomplishing it -- and accomplishing it in the right way. The officer's duty is not confined, however, to explicit orders or tasks; it extends to any circumstance involving allegiance to the commissioning oath.

(2) Honor. An officer's honor is of paramount importance, derived historically from demonstrated courage in combat. It includes the virtues of integrity and honesty. Integrity is the personal honor of the individual officer, manifested in all roles. In peace, an officer's honor is reflected in consistent acts of moral courage. An officer's word is an officer's bond.

(3) Loyalty. Military officers serve in a public vocation; their loyalty extends upward through the chain-of-command to the President as Commander-in-Chief and downward to all subordinates. Officers take care of their soldiers and families. This loyalty is central to the trust that binds together the military profession for its public servant role.

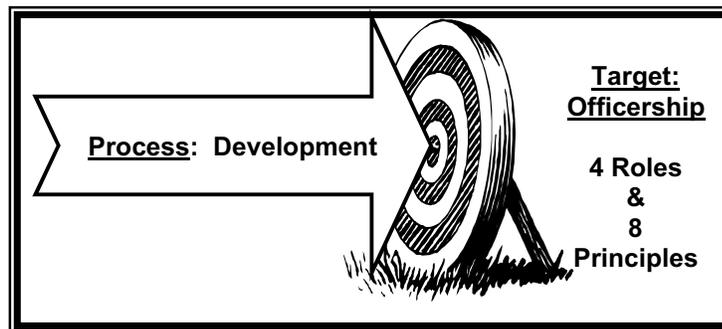
(4) Service to Country. An officer's motivations are noble and intrinsic: a love for the technical and human aspects of providing the Nation's security and an awareness of the moral obligation to use that expertise self-sacrificially for the benefit of society. The officer has no legacy except for the quality of his or her years of service.

(5) Competence. The serious obligations of officership -- and the enormous consequences of professional failure -- establish professional competence as a moral imperative. More than proficiency in the skills and abilities of the military art, professional competence in this sense includes attributes of worldliness, creativity, and confidence. Called to their profession and motivated by their pursuit of its expertise, officers commit themselves to a career of continuous study and learning.

(6) *Teamwork.* Officers model civility and respect for others. They understand that soldiers of a democracy value the worth and abilities of the individual, both at home and abroad. But because of the moral obligation accepted and the mortal means employed to carry out an officer's duty, the officer also emphasizes the importance of the group as against the individual. Success in war requires the subordination of the will of the individual to the task of the group. The military ethic is cooperative and cohesive in spirit, meritocratic, and fundamentally anti-individualistic and anti-careerist.

(7) *Subordination.* Officers strictly observe the principle that the military is subject to civilian authority and do not involve themselves or their subordinates in domestic politics or policy beyond the exercise of the basic rights of citizenship. Military officers render candid and forthright professional judgments and advice and eschew the public advocate's role.

(8) *Leadership.* Officers lead by example always, maintaining the personal attributes of spiritual, physical, and intellectual fitness that are requisite to the demands of their profession and which serve as examples to be emulated.

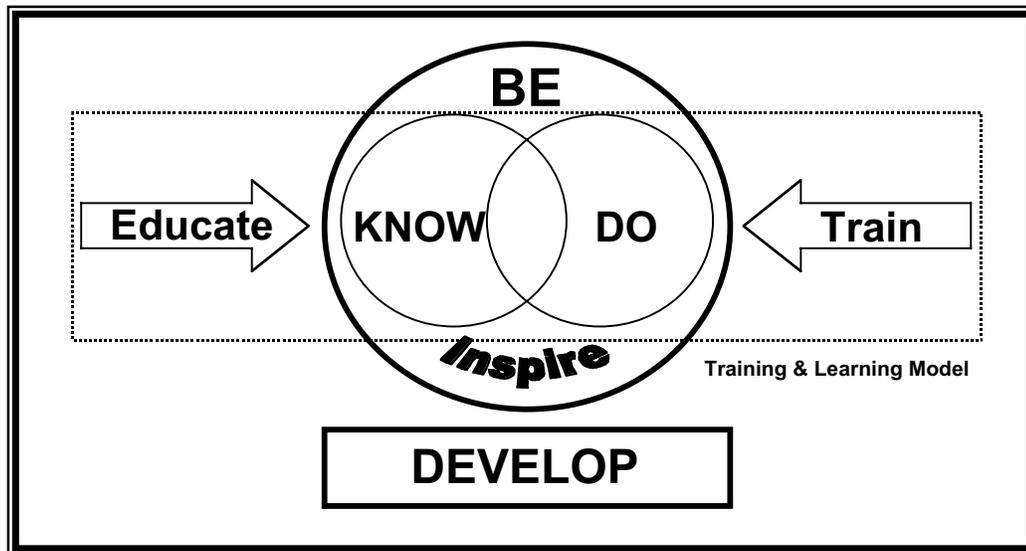


Officership -- The practice of being a commissioned officer imbued with a unique professional identity, a personal understanding of what it means to be an Army officer, a unique self-concept defined by four roles and eight principles: this self-concept is the target of CLDS. How does the Military Academy design its developmental programs to hit this target?

2-3. Development. If officership is our target, and our target is based on a self-concept and the acquisition of professional skills, then we need a theoretical model that informs our approach to shaping a cadet's self-concept. This section outlines that model, a conceptual framework for officer development -- how we think about the *process* of transforming cadets into commissioned leaders of character.

DEVELOPMENT: The holistic means by which USMA accomplishes its mission to educate, train, and inspire the Corps of Cadets; the process by which cadets learn and practice the basics of the profession of arms and adopt their self-concept of officership.

a. *Definition.* The West Point Experience is all about planned change, about systematically transforming people, about fundamentally shaping who they are, what they know, and what they can do. Before we can design a meaningful system to coordinate and integrate cadet developmental activities (i.e., CLDS), we must first be clear about what we mean by *development*. The Military Academy's mission is to *educate, train, and inspire* the Corps of Cadets. Taken together, these three verbs define development -- the holistic means by which USMA accomplishes its mission, the process by which cadets adopt their self-concept of officership.



b. *What Develops?*

(1) *Who cadets are.* The process of preparing officers for the Army may be understood as part of the much larger process of human development. Being human is largely about making sense of our experiences. Over the course of our lives what really changes is how we do this, how we construct our understanding of ourselves and our world. These evolving views organize the way we think, feel, and act; they actually shape our experience. What *develops* is how cadets make sense of their experiences -- in short, who they are: their character, their self-concept, their professional identity, and competence. Facilitating the process of how cadets make sense of what happens to them is the fundamental challenge of developing their self-concept as officers. This insight is a significant one for understanding CLDS, because it reminds us that only part of the West Point Experience is found in its design. The West Point Experience is not only a reflection of our planned training and curriculum; it is also a reflection of how cadets interpret those experiences and what they do with them.

(2) *It is more than knowledge and skills.* Professional expertise and competence are clearly important components of officer professionalism. However, commissioned officers are more than the sum of their knowledge and skills. The Army's leadership manual explains that "to be a competent leader there are certain things that you must BE, KNOW, and DO." While both what we KNOW and what we DO make up a significant

part of who we are, there is more to our professional identities than knowledge and skills. Hence, to prepare commissioned leaders of character for our Nation, we must not only educate and train cadets in relevant professional knowledge and skills; we must also facilitate their development as mature adults.

(3) *The BE, in BE, KNOW, DO.* Most of USMA's strategic documents and many of the objectives listed in our Academy Outcome Goal contain words such as commitment, inspiration, curiosity, imagination, honor, creativity, selflessness, critical thinking, decisiveness, motivation, values, courage, character, and duty -- all components of *who cadets are*: the BE in BE, KNOW, DO. Increasing cadets' knowledge and sharpening their skills will always be central to West Point's framework for preparing commissioned officers for our Nation. At the precommissioning level, West Point is also concerned about developing who cadets are -- their character, the BE in BE, KNOW, DO. West Point's long tradition of education and training establishes the frameworks that guide our practices. This document offers a framework for the BE component -- how we help cadets develop a professional identity while simultaneously acquiring professional knowledge and skills.

c. *The Challenge.* Facilitating cadets' development is challenging work that often requires striking a fine balance among several competing objectives: tailoring experiences to cadets' needs and abilities, encouraging cadet ownership, and learning from success and failure.

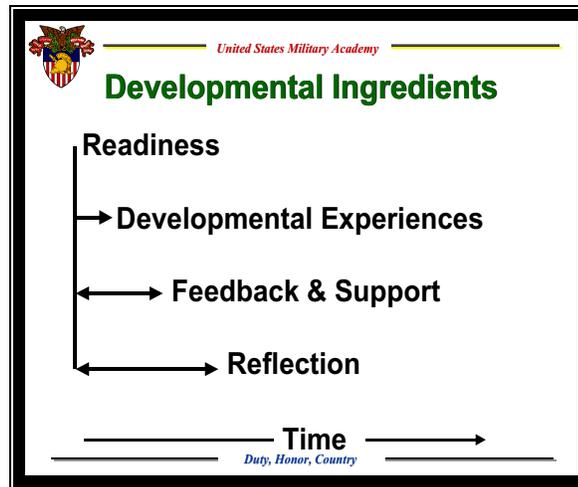
(1) *How we respond to individual differences.* Every cadet is at a different place when it comes to internalizing the essentials of officership. Depending on their personal backgrounds, how long they have been at West Point, and their general level of motivation and maturity, these individual differences can be significant. The staff and faculty recognize these differences and tailor their support to individual cadet development.

(2) *How we help cadets take ownership of their development.* To a great extent, it is cadets themselves who determine what is meaningful. While USMA can provide the opportunities and structures to support growth, *ultimately it's up to individual cadets to make sense of these experiences in a way that promotes their development as Army officers.* Operationally, the Tactical Officer/NCO in each cadet company is the principle support structure charged to monitor and assist each cadet to take ownership of this transformation. To the extent that cadets feel like they own their experiences, the likelihood of personal development increases.

(3) *How we help cadets develop from success and failure.* An important challenge is to witness cadets doing the right thing. The faculty and staff must constantly look for opportunities to reinforce success. Nevertheless, while no one wants to see a cadet fail, we all know that some will. The high standards that we hold cadets accountable for in their actions across a broad range of requirements will eventually cause most cadets to fall short of the mark in some area of their development. The Military Academy's developmental perspective means that while we will never accept failure or lower our standards, we accept the fact that some cadets will fail along the way. In many cases,

failure in and of itself is not fatal; what's more important than failing is how cadets and their mentors, the USMA staff and faculty, respond to such shortfalls. The following paragraph describes several important keys to meeting the development challenge.

d. Five Keys to Development. There are five central ingredients to West Point's model of cadet development: readiness, developmental experiences, reflection, support and feedback, and time. These features of West Point's developmental model provide broad direction for the design and implementation of its leader development programs.



(1) *Readiness.* The West Point Experience is ripe with *potentially* developmental opportunities. However, unless cadets are *ready* to learn from these experiences, unless they are *open* to being influenced, they can have the experience, but miss the meaning. Cadets can easily find themselves moving rapidly from one event to another with little preparation for or meaningful integration of these experiences into the broader developmental context. The staff and faculty must help cadets prepare for a developmental experience, remind them how it fits into their overall progression as an officer apprentice, and later help them make sense of that experience.

(2) *Developmental experiences.* Cadets will develop when challenged by significant experiences that encourage them to make sense of their world in a new way. While all life experiences have the potential to facilitate development, some events are more meaningful than others. Truly developmental experiences are those that challenge cadets to question their current worldviews. In general, experiences marked by novelty, difficulty, and conflict are the types of life events that set the occasion for growth. The West Point Experience is full of such developmental experiences. For some cadets it's Plebe boxing or the chemistry lab; for others it's multivariable calculus or leading a patrol at Camp Buckner; for others, motivating a cadet company to prepare for an inspection, or simply following the rules, provide enough challenge to generate self-examination. Experiences that generate tension, disequilibrium, and meaningful stress set the conditions for growth because they force cadets out of their comfort zone. In addition to meaningful success experiences, failures and loss can also be particularly powerful opportunities for development. While many such experiences grow directly out

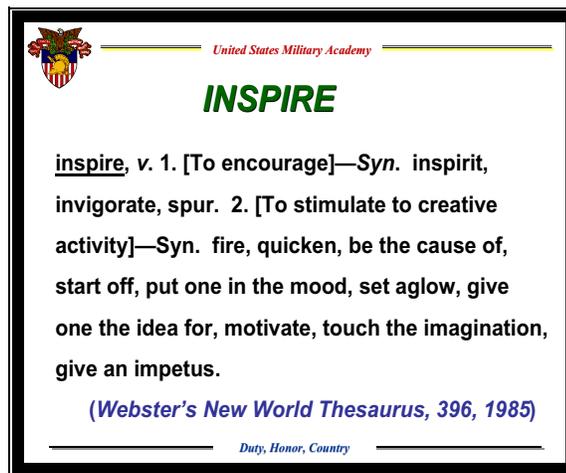
of formal programs, others occur naturally. Some of the most powerful opportunities to influence cadets are unplanned -- a failed exam, the loss of a loved one, a significant injury, or even a significant conduct violation -- all are significant events that can set the conditions for fundamental change. However, such experiences alone are not enough; without systematic feedback and support, cadets' 47-month experience will simply be an unrelated set of events that contribute little to personal growth and development.

(3) *Feedback and support.* To support cadet development, experience has to take place in an organizational context that balances two fundamentally competing demands: challenge and support. On the one hand, West Point must stretch cadets; it must force cadets to confront personal limitations and accept challenges beyond what they think they can handle. On the other hand, they must feel safe enough to take these risks, to venture out of their comfort zones, and to make significant decisions on their own. Because West Point allows cadets the opportunity to make significant choices and then holds them accountable for the consequences by providing them with consistent and meaningful feedback, it provides a supportive organizational context that facilitates growth. For feedback to be consistent and meaningful, cadets must perceive the source as credible and the insights as relevant. West Point provides cadets with multiple formal and informal sources of feedback in a systematic way throughout their entire 47 months. This system includes multiple methods (practical exercises, psychological instruments, formal performance ratings, and standardized tests), from multiple sources (mentors, peers, superiors, subordinates, coaches, teachers, and trainers), at critical points in time (following significant challenges). Self-awareness is critical to being a commissioned leader of character. To the extent that cadets graduate with a better sense of who they are, their strengths, their weaknesses, their biases and tendencies, this ingredient of development will contribute to the development of self-aware leaders.

(4) *Reflection.* Not all developmental experiences result in meaningful change. Growth is not automatic. Reflection is also essential to development. For most of us, the process of systematically reflecting on our life experiences does not come naturally; it has to be facilitated. The staff and faculty must encourage cadets to make the most out of their West Point experiences by systematically planning for and assisting in structured reflection at critical points throughout their development. Periodically, staff and faculty should assist cadets in understanding their experiences by exploring such questions as: What does this experience say about me as a developing officer? What have I learned about officership and leadership from this experience? What did this experience reveal about my strengths and weaknesses? What do I need to do in the future to further my development? Feedback and reflection inform cadet performance for deeper development during subsequent experiences. The lesson here is that cadets don't necessarily learn from their experiences, and even when they do, they don't always get it right; they need help.

"The life which is unexamined is not worth living."
 - Socrates

(5) *Time*. Knowledge and skills are largely perishable; teaching and training are relatively short-term interventions; development takes a long time. Every year, USMA receives over a thousand of our country's best and brightest youth. Their West Point Experience is 47 months, essentially 24 hours a day, year-round. West Point is a "total institution"; while cadets are in our care, the staff and faculty influence almost every aspect of their daily lives. The West Point Experience provides as comprehensive a developmental immersion as any in the world. Few other institutions enjoy both the mandate and the opportunity to fundamentally change so much human potential in such a comprehensive way. For Army officers, professional development is a lifelong endeavor. When cadets graduate, their development is by no means complete; in fact, their long journey of service will have just begun.



e. Inspire. The mission of the United States Military Academy is to “educate, train, and inspire.” *Inspire* is derived from the Latin root that means simply “to inject with spirit.” Without that third verb, we can’t get at the last half of our mission statement; we can’t get at “commitment.” Education and training do not directly target commitment; such loyalty and dedication have to be stirred, evoked, moved, inspired. West Point must not only equip cadets with knowledge, skills, and a professional identity; it must also *inspire* them, inject them with the spirit to be *committed* to the values of Duty, Honor, Country; to professional growth throughout a career as an officer in the United States Army; and to a lifetime of selfless service to the Nation. Such commitment is not won lightly; it must be gained and sustained by an inner strength that draws on something greater than extrinsic rewards. This prospect is the beginning, the initial stirring of the call of the Army profession on the individual cadet. Therefore, West Point must not only educate and train. It must also motivate deeply. It must imbue its graduates with a spirit that will sustain them through good times and bad. We inspire cadets by all we say and do.

2-4. Standards. The Army is a standards-based organization. Standards are a part of the Professional Military Ethic; they permeate the Army culture and are essential to its discipline and readiness. Standards provide objective performance measures that ensure consistency among Army units around the world and a common benchmark from which to evaluate performance. Similarly, the Army defines personal standards for its soldiers.

a. Standards of Excellence. Teaching cadets the value of standards at West Point prepares them to function effectively as leaders and trainers in the Army. While development is the process by which West Point achieves its Officership target, a credible foundation of standards supports cadet development. Cadets must learn and adhere to rigorous academic, military, physical, ethical, and conduct standards. They are not just standards, but standards of excellence – high standards that challenge cadets and promote personal growth.

b. Development and Standards. Standards support development in many ways. They help shape developmental experiences, challenging cadets to achieve increasingly higher levels of performance and supporting cadet development by making expectations clear. Standards also provide a basis for measurable and meaningful feedback on performance. Standards promote self-discipline and help teach cadets about the Army. Standards give cadets pride in accomplishment, respect for professional norms and authority, satisfaction of discipline, and a sense of cohesion. As cadets mature, they are expected to progress from adhering to standards to modeling and enforcing standards. But Army officers must do more than follow and enforce standards; they are also expected to set standards for their units and the profession. Therefore, USMA also encourages cadets to establish professionally appropriate standards to govern their own performance and the performance of their subordinates. As cadets progress through the 47-month experience, West Point grants each of them greater responsibilities, privileges, and authority in exchange for more indirect supervision and higher expectations. In the exchange between supervision and responsibility, one thing remains constant – adherence to standards. While not every developmental experience is dependent upon external standards, standards play a central role in teaching cadets “what right looks like.” By the time cadets are first-classmen, they are both role models and enforce West Point’s high standards – just as the Army will expect them to live and uphold its standards as commissioned officers.

c. Staff and Faculty Role in Standards. The members of the staff and faculty, both military and civilian, are experienced, successful leaders. The uniformed members have been in the field Army, they have lived the Army culture; they have trained units, and they understand the importance of standards. The non-uniformed members bring a special academic and personal ethical perspective to the staff and faculty. The staff and faculty blend development and standards in four ways: they must establish, teach, enforce, and model the standards of excellence.

(1) Establish standards. The institution has the responsibility for defining and articulating clear standards. Standards at West Point must be understandable, succinct, straightforward, and aligned with Army standards to the maximum extent possible. Standards must also be meaningful; the rationale for standards must be easily discernable – standards that do not make sense engender cynicism and are counter-productive. Defined, easy-to-understand standards must be widely available in both print and electronic media.

(2) *Teach standards.* After establishing standards, West Point must educate cadets as to what the standards are. We teach cadets standards by instructing, demonstrating, modeling, and generating opportunities for cadets to practice and receive feedback.

(3) *Enforce standards.* The staff and faculty, in their role as the Academy's leaders, are responsible for ensuring that cadets learn to recognize the importance of standards. Appropriately, much of the enforcement of standards is channeled through the cadet chain-of-command, though every member of the staff and faculty has an obligation to correct cadets who are not meeting established standards. Standards gain much of their value by virtue of their inflexibility. Our developmental philosophy progressively encourages cadets to lead the Corps by enforcing standards and policing their own ranks. We also recognize that cadets sometimes find it difficult to correct their friends or those of equal rank. The staff and faculty must mentor upperclassmen, as leaders in the Corps and future Army officers, to embrace their duty to correct substandard performance regardless of rank. Therefore, it is critical that upperclass cadets be corrected for failing to meet or enforce standards. To the degree that the staff and faculty establish an environment where standards are strictly enforced, cadets will have less difficulty enforcing standards within the Corps.

(4) *Model standards.* For the staff and faculty to maintain credible authority to correct cadets, they must model the standards. This is an area that is nonnegotiable. The way officers wear the uniform, their military bearing, their loyalty to the Army, and their use of military examples in the classroom all develop within cadets an appreciation for the role and value of standards in the Army. The staff and faculty must demonstrate for cadets the discipline of the profession of officership and must encourage cadets to become self-disciplined professionals.

d. Cadets' Role in Standards. Cadets must first learn and adhere to the standards, and then, as their responsibilities and rank increase, they must model their behavior for the lower classes and enforce standards as they lead the Corps. Cadets demonstrate their sense of DUTY by enforcing standards and, when necessary, setting standards.

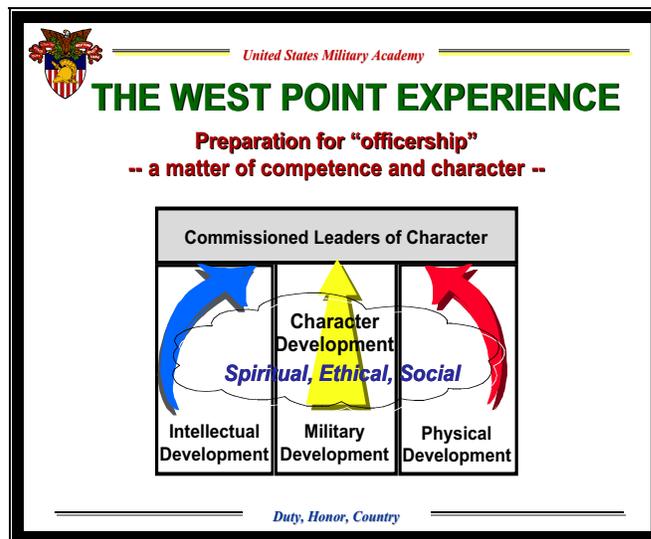
2-5. Summary. The Military Academy's mission is to develop commissioned leaders of character. Officership and development are the two conceptual lenses through which we view this mission. These two concepts define the target and the process for cadet development; everything we do at West Point is consistent with the principles outlined in this chapter. Chapter 3 describes how USMA implements these concepts and principles in the design of the West Point Experience.

Chapter 3

THE WEST POINT EXPERIENCE

How do we structure the sequence and context of developmental opportunities?

3-1. The West Point Experience. The West Point Experience is the primary developmental vehicle for accomplishing the Military Academy's mission. It consists of all planned and unplanned activities across a cadet's entire 47-month journey from Reception Day (R-day) through graduation and commissioning. There are two fundamental ways to describe the West Point Experience: how it is experienced by cadets, and how it is organized and implemented by the Military Academy. Cadets experience growth in six primary domains of development: intellectual, military, physical, spiritual, ethical, and social. This chapter describes both the domains and experiences that target them. Chapter 4 then describes how USMA organizes itself to deliver the West Point Experience through three primary programs of development -- Academic, Military, and Physical.



3-2. Developmental Domains. While at West Point, cadets experience a wide range of developmental opportunities, each designed to facilitate particular aspects of their growth. From a cadet's perspective, the experience itself is holistic. However, from an organizational standpoint, there is a logic to how we structure the sequence and context of activities during this important formative period. Through the conceptual lenses of officership and development, we target six essential domains for growth. Cadets develop intellectually, militarily, physically, spiritually, ethically, and socially. Officership is a matter of both competence and character; thus, the first three domains emphasize competence, while the final three describe character. Together, these categories help frame the way we structure the West Point Experience. Cadets require sufficient opportunities to develop in each of these domains to achieve all tenets of the Academy Outcome Goal and become *commissioned leaders of character*.

Competence. Three domains of cadet development focus on the acquisition and application of professional knowledge and expertise. Cadets develop intellectually, militarily, and physically.

a. Intellectual Domain. Since warfighting is both intellectual and physical in nature, cadets must invest heavily in developing their intellect. Army officers must think critically and creatively to anticipate and respond effectively in a dynamic and changing world. They must be well-grounded in a wide range of subjects relevant to national security. Knowledge requirements are dynamic, so Army officers must be independent and self-directed learners; they must also commit to continuing their intellectual development throughout their careers. Therefore, preparation for officership requires a broad liberal arts education -- the essential foundation for all future development in this domain.

b. Military Domain. This area explicitly recognizes the first role of officership: officers are warfighters. All experiences that contribute to cadets' adopting this aspect of their professional identity fall in this domain. While many features of the West Point Experience specifically target this area of a cadet's development, all others are designed ultimately with this end in mind. Activities that facilitate cadets' internalization of the warrior ethos and the winning spirit contribute directly to cadets' military development. Training and education designed specifically to improve cadets' professional proficiency in the application of violent force also directly targets growth in this area. To the extent that all other developmental experiences take place in a military context, they too contribute to cadet military development.

c. Physical Domain. Officership is a physically demanding profession. Military leaders have always recognized that the effectiveness of soldiers in combat depends to a large degree upon their physical condition. War places a great premium upon the strength, stamina, agility, and coordination of soldiers because victory and their lives are so often dependent upon the level of development achieved in this domain. In order to meet the challenges of the 21st Century battlefield, cadets must make a significant investment in their physical development. Growth in this domain is marked by an increased ability to understand and apply scientific principles of exercise and human movement to the accomplishment of mission essential tasks. Key in this process is the personal commitment to attain an optimal level of personal physical fitness, in order to inspire and instill a fitness ethic in subordinates.

Character. USMA's mission is to graduate commissioned leaders of *character*, and for years, graduates have argued that the West Point Experience does just that; it "builds character." How does it do this, and what domains fall under the broader rubric of character development? As outlined in Chapter 2, we define a "leader of character" as someone who: 1) seeks to discover the truth, 2) decides what is right, and 3) demonstrates the courage to act accordingly, 4) . . . always.

Internalizing each of these four aspects of character is necessary for USMA graduates to consistently “Live the Army Ethic.” If leaders are not looking for the truth, if situations are not framed as having moral implications in the first place, then these leaders make decisions based on other criteria alone, often with disturbing results. Moral sensitivity alone is not enough. Once leaders recognize that a moral problem exists they, then have to decide what is right. This requires moral judgment -- discerning which action is most justifiable based on a set of ethical criteria. However, even moral sensitivity and judgment do not guarantee ethical behavior. Without the courage to take action, to DO the right thing based on what one believes to be just, all moral awareness and judgment is for naught. Finally, true leaders of character demonstrate the moral courage to “choose the harder right instead of the easier wrong” over and over again.

Leaders of character are recognized as spiritually fit, ethically informed, and socially adept officers who live the Army Ethic in everything they do. Development in this area requires cadets to integrate their individual search for meaning -- which for each cadet is inherently a *spiritual* and moral endeavor -- with their profession’s *ethical* expectations within a *social* context. Hence, there are three additional domains of development: spiritual, ethical, and social. Integration of these three domains leads to character development and establishes the foundation for officership.

d. Spiritual Domain. This domain explicitly recognizes that character is rooted in the very essence of who we are as individuals, and discerning who we are is a lifelong search for meaning. Cadet years are a time of yearning, a time to be hungry for personal meaning. Formally recognizing this fundamental aspect of human development is not unique to West Point; educators have long held that individual moral search is an inherent, even vital, component of any robust undergraduate education. In other words, cadets’ search for meaning is natural; it will occur, whether or not we explicitly recognize and support it as an institution. Including this domain in CLDS explicitly recognizes this naturally occurring quest and links it to the broader mission of the Academy.

"The soldier's heart, the soldier's spirit, the soldier's soul are everything."
General of the Army George C. Marshall

(1) *Spiritual fitness.* A cadet’s spirituality -- that vital, energizing force or essence at the core of each person’s self -- serves as a well-spring of individual identity, as the core of personal values and ethics, and provides meaning to an evolving worldview. Spirituality is the belief and trust in and loyalty to one’s sense of personal identity, the internal motivation that propels individuals to achieve their maximum potential. A spiritually fit leader recognizes that many soldiers find their personal essence and motivation in their humanness, in the faith of their choice, in the ideas of philosophers or in the mysticism of unseen entities; for many, that trust provides a vast reservoir of moral and ethical fortitude. Spiritually fit officers also demonstrate an appreciation and respect for the beliefs of others, regardless of potential differences with their own personal faith or belief systems.

(2) *Opportunities for spiritual growth.* Throughout the West Point Experience, the Academy facilitates development within this domain by offering a wide range of core and extracurricular activities. The Academic Program includes a broad set of experiences that support cadets' individual search for spirituality: military history, moral and political philosophy, military ethics, psychology, and military leadership. The Academy's religious programs augment these core experiences by providing opportunities for spiritual development. Rooted in the Constitutional mandate assuring freedom for all soldiers to develop and practice their own faith, chaplains offer, for those who choose, religious activities designed to facilitate a mature, faith-based foundation for spiritual growth. Finally, throughout the West Point Experience, instruction in honor, respect, and officership enables each member of our diverse cadet population to reconcile evolving individual spirituality and personal moral worldviews with the ethic and perspective of the Army profession. How the West Point Experience facilitates the process of linking a cadet's individual moral search with his or her evolving professional self-concept is found in the ethical domain.

e. Ethical Domain. Character development in the Army requires cadets to successfully link development within their individual spirituality to the ethical norms of the profession. Cadets must be able to reconcile the ethical norms of officership with their constantly evolving personal set of values. This is what integrity is all about -- aligning individual and professional values in such a way that beliefs and behaviors are internally consistent across domains. Critical elements of the ethical domain are tightly woven through all four roles of officership.

(1) *Warfighter.* West Point prepares cadets for the role of warfighter. An important part of this preparation involves encouraging cadets to confront explicitly the realities of war, to reconcile their personal beliefs with the physical, psychological, and ethical demands of being a warfighter. Cadets must understand the moral basis for war and also the potential dilemmas they will face as warfighters.

(2) *Servant of the Nation.* The essence of this role is service. For cadets to successfully internalize this dimension of officership, their personal identities must be consistent with the notion of serving. Cadets learn to subordinate their own personal interests to a greater good and become part of something larger than themselves. As described elsewhere in this document, many aspects of the West Point Experience reinforce the importance of selflessness in doing one's duty.

(3) *Member of a profession.* The Army's professional military ethic is a shared understanding of the norms and values of our profession that should be passed on to its future members. In contrast to employees with jobs, as members of a profession, officers are expected to exhibit appropriate ethical behavior both on and off duty. Commissioned officers cannot have one set of personal values when in uniform and another one while

out of uniform; such is the absence of integrity. The personal values and ethics of professionals must be consistent and must be lived all the time. This expectation is particularly important in professions such as the military, where the expanded work environment intersects so broadly with the life and family activities of the serving professional.

(4) *Leader of character.* Targeted here are those personal qualities that constitute cadets' very nature and ultimately shape their decisions *and* actions. This role reminds cadets that it's not enough to possess moral sensitivity and judgment; it's not enough to be aware of the moral implications of a situation and then reason out a just solution; to truly BE leaders of character, cadets must demonstrate the will, the personal moral courage, to actually DO the right thing, to raise the obligation to do the harder right above competing loyalties, and to persevere over time until achieving the moral goal. Once again, the following words extracted from the heart of the Cadet Prayer illustrate the ethical domain of development.

“. . . Strengthen and increase our admiration for honest dealing and clean thinking, and suffer not our hatred of hypocrisy and pretense ever to diminish. Encourage us in our endeavor to live above the common level of life. Make us to choose the harder right instead of the easier wrong, and never to be content with a half-truth when the whole truth can be won. Endow us with courage that is born of loyalty to all that is noble and worthy, that scorns to compromise with vice and injustice and knows no fear when truth and right are in jeopardy.”
Cadet Prayer

f. *Social Domain.* Officership is fundamentally a social endeavor. It is not enough to be spiritually fit and ethically sound; to truly *live* the Army Ethic, USMA graduates must demonstrate moral courage and actually DO the “harder right instead of the easier wrong.” In the practice of officership, *doing* the right thing requires effective interaction with superiors, peers, and subordinates (see para 3-3). To be effective, such interaction requires mature judgment for determining appropriate behavior across a wide range of both formal and informal situations. West Point graduates will conduct operations in joint, combined, and coalition environments. They must demonstrate an understanding of the diverse global culture and manifest a regard for courteous and considerate behavior. They must be sensitive to cultural differences within our own society as well as among nations, and conduct themselves as professionals with dignity, tact, and diplomacy. Thus, social development must be an integral part of the West Point Experience. Military bearing contributes to development in this domain. Proper appearance, physical fitness, mature communications skills, deportment, and compassionate consideration for others are all attributes that reflect good military bearing and contribute to social effectiveness. The process of learning, adopting, and professing these attributes requires education, training, and experience. The West Point Experience includes numerous opportunities

for instruction, role modeling, and mentoring in this area. Cadets must know the legitimate social standards and expectations for our Army's commissioned leaders. They must have sufficient interaction with others in a wide range of situations so as to develop confidence in their ability to interact socially in a manner becoming of a professional Army officer.

3-3. Principles of Leader-Subordinate Relationships. One of the most important aspects of CLDS is the professional and social context in which all cadets, staff, and faculty interact to create the West Point Experience. In the Army, all officers are leaders and subordinates at all times. The leader-subordinate relationship is a special relationship in which both sides must understand and abide. We expect all cadets to have internalized the following principles by graduation because they apply not only at West Point but also throughout the military. In essence, the following principles describe the *ethical* norms for the *social* domain within the context of any American military organization. The principles do not vary by rank, nor do the standards for cadets vary by phase of development or class year. Professional conduct demands respect and adherence to the following principles of leader-subordinate relations stated here to provide a common reference for all cadets, staff, and faculty:

- a* . Leaders and subordinates abide by the ethical standards of our profession.
- b* . Leaders and subordinates demonstrate mutual professional loyalty and teamwork in pursuit of the mission.
- c* . Leaders and subordinates never gain or seek privilege at the expense of others.
- d* . Leaders and subordinates respect each other's dignity and worth.
- e* . Leaders and subordinates accept responsibility for their own actions.
- f* . Leaders establish clear, attainable objectives and standards; subordinates contribute their best effort to accomplish the mission and achieve the standards.
- g* . Leaders motivate and inspire subordinates, seeking to build a foundation of mutual trust and confidence; subordinates demonstrate commitment, obeying the lawful, moral orders of their leaders.
- h* . Leaders enable communication; subordinates offer their candid and objective professional advice.
- i* . Leaders promote self-esteem and provide constructive evaluation of duty performance, enabling improvement and development; subordinates accept guidance and constructive critique in the spirit of teamwork and cooperation.

3-4. Design Principles. Based on our understanding of *officership* and *development*, we have derived several principles that shape how we design the West Point Experience. These tenets guide our approach to structuring the sequence and context of cadet developmental activities so as to maximize growth across all six domains:



a. Army Culture. All aspects of the West Point Experience should be consistent with accepted practices in the Army. The corollary to this principle is that nothing we do here at West Point should be inconsistent with the way that we operate in the broader Army. However, this does not mean that the West Point Experience is exactly the *same* as the Army Experience. Cadets are not commissioned officers and units in the Corps of Cadets are not line units in the field Army. This is our nation’s Military Academy; it is both military and an academy. Recognizing the nature of this relationship is a critical design principle for structuring a successful West Point Experience; we must strike an appropriate balance between development and performance, and cadetship and officership.

b. Goal-Oriented and Standards-Based. This principle is straightforward: all formal activities and events within the West Point Experience should contribute directly or indirectly to the development of cadets as officers. It should be possible to trace the developmental impact of any activity or event back to the Academy Outcome Goal, our Mission, and our Vision. Standards provide cadets with deliberate guidelines of acceptable performance and behavior which they must achieve. The success of the West Point Experience is highly dependent upon the enforcement of standards.

c. Sequential and Progressive. West Point sequences its developmental activities and challenges to accommodate cadets’ general progression from new cadet through cadet officer. The longer cadets are here, the more responsibility they are given and the greater the expectations are for their performance. Cadets’ early experiences are very structured; by the time they reach their final semester, the West Point Experience more closely matches the structure and expectations for junior officers in the Army. Paragraph 3-8 illustrates this principle as it applies to “Cadet Development Across the Years.”

d. Integrated and Coordinated. This principle emphasizes how important it is for all developmental activities and experiences to be aligned and consistent across the six developmental domains. CLDS provides that framework. Actions must match espoused values. Cadets should receive clear and consistent signals about what is important, no matter what the context or source. To follow this principle, all members of the staff and faculty must clearly understand not only the mission of the Academy, but also the concepts and intent behind CLDS. All members of the West Point community must understand how they contribute to the overall development of cadets as commissioned leaders of character.

e. Ownership. Our developmental model suggests that cadets will get more out of their West Point Experience if they feel like *they* own it. In general, we allow cadets to make significant decisions and then hold them accountable for the results. These decisions, across as many areas of their development as possible, have a substantial impact on their growth. In practice, this principle is tempered by several factors. First, increasing ownership is earned through demonstrated responsibility and trust. As cadets successfully progress through the West Point Experience they should typically own more and more of their experience. Second, in keeping with time-honored customs of military tradition and certain legal aspects of command, there are some *very real limits to cadet ownership and freedom*. In fact, preaching too much ownership, setting cadets' expectations unrealistically high in this area, can result in serious, unintended consequences. For example, we want cadets in formal leadership positions to take responsibility for running the Corps. A common complaint from cadets is, "Let us run our companies!" So, on the one hand, the more we allow cadets in chain-of-command positions to run their companies, the more they stand to benefit from these important leadership experiences. On the other hand, no one in the Army commands completely unfettered from higher headquarters, and no one commands a company at the same time that he or she is a full-time student. To imply otherwise is unrealistic and sets cadets up for inevitable disappointment, the results of which often lead to cynicism. Stewardship of the Cadet Honor Code and System is another important area where this principle must be applied with a realistic eye towards practical limits.

f. Different Paths but Common Outcome. "From different starting points, through multiple paths, to the same outcome." This principle acknowledges several important features of the West Point Experience. First, all cadets are unique individuals; they don't all start from the same place, nor do they all develop at the same rate or in the same way across all domains. Second, there is no single best path to officership. Not only are cadets different, but so are their experiences while at West Point. Some cadets learn about teamwork on an engineering design team, others in the shell of an 8-oar rowing team; some spend their afternoons learning discipline on the parade field, others learn the value of drill in the language laboratory; some develop their leadership styles commanding cadet platoons and companies, while others learn to lead by coaching intramurals or running the Cadet Gospel Choir; some cadets learn how to organize and

support operations as formal supply sergeants and officers within the Corps of Cadets, while others learn these lessons by planning and coordinating competitive or extracurricular club events. In the end, cadets achieve a common set of standards, graduate as commissioned leaders of character, swear the same oath, wear the same uniform, and serve the same country.

g. Common Core. While multiple paths highlight the inevitability of choice and variety -- the flexibility in the system -- *common core* reminds us of the equally important benefits to be gained from directed and shared experiences. On one level, cadets start from different places and travel multiple paths; however, at West Point they do so only within carefully circumscribed limits. At the heart of the West Point Experience lies a common set of core activities. Each cadet must navigate a universal set of experiences and a standard array of challenges. For example, no one is exempt from Cadet Basic Training; one cannot validate Plebe year; all cadets are held to the same set of high standards; all cadets must complete Cadet Field Training; and all cadets take a common set of academic core courses. The design challenge is to strike a balance between a common set of core experiences and the flexibility to navigate multiple paths to achieve West Point's developmental objectives.

h. Required Experiences: Baseline and Enrichment. One way West Point manages this tension between multiple paths and a common core is by following the principle of *baseline* and *enrichment*. Baseline activities constitute minimum requirements for all cadets in each of the three developmental programs. Cadets may exercise a limited degree of choice within the baseline (e.g., they can choose from among several academic fields of study and/or they can choose whether to play intramurals or club/corps squad, etc.). Beyond such programmed flexibility, baseline requirements are non-negotiable. Every cadet must complete them. They constitute requirements for both graduation and commissioning. Baseline requirements for each developmental program are listed in paragraph 3-5 below. In addition to completing the baseline, West Point requires cadets to participate in a wide range of enriching experiences well beyond those minimum requirements for graduation and commissioning. The West Point Experience includes many opportunities for enrichment. For example, many cadets elect to enroll in an academic major instead of a field of study; others select from a wide range of extracurricular activities that enrich all domains of development. The principle here is to have clearly established baselines with multiple opportunities for enrichment; this helps us maintain an effective balance between inherent individual differences and the powerful benefits of a common core.

i. Time. There will always be more good ideas to influence cadet development than there will be time available to make them meaningful. When it comes to cadet time, the West Point Experience is often a zero-sum game. Whenever we consider adding something to a cadet's plate, we must be equally prepared to remove something from it.

This principle ensures that we do not over-engineer the experience, overload on planned activities, or add more and more content to the West Point Experience, at the expense of quality. Often less is more; we must strike an appropriate balance between the quality and quantity of developmental experiences.

3-5. Baseline Requirements. Most of the West Point Experience is comprised of a common core set of baseline experiences. Each of the three major developmental programs (Academic, Military, Physical -- see para 4-2) establishes a baseline for cadet development within its area of responsibility. This section summarizes these minimum essential requirements by program.

a. Academic Program. The Academic Program, which is designed to establish the intellectual foundation for service as an Army officer, has two primary components: a common set of core courses and a depth of study component. Every cadet must successfully complete a minimum of 40 academic courses that include the common core and a field of study. Elective offerings are grouped around various fields of study. All cadets must meet the requirements of a selected field of study, unless they opt to do even more by meeting the requirements of an academic major as prescribed in the Red Book. All course work within the Academic Program is formally evaluated. Cadets must pass all core courses and obtain an Academic Program Score (APS) of 2.00 and complete the baseline requirements of the Academic Program.

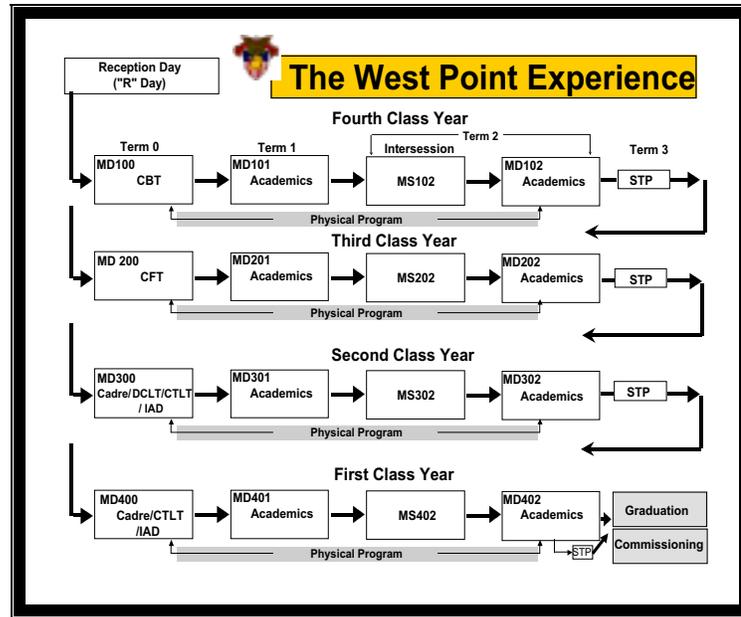
b. Military Program. The Military Program groups baseline requirements around four constituent components: military training, military science, professional development, and military environment. Military training and military science are formally evaluated. Cadets must successfully complete all military training requirements as prescribed by the Green Book. Military Science includes four courses designed to promote cadets' evolving self-concept of what it means to be an officer. Cadets must earn a passing grade in each of these courses in order to graduate. Professional development and military environment, though not formally graded, include such topics as human relations, honor/moral development, duty concept, alcohol/drug abuse, and leader training. Cadets must achieve a Military Program Score (MPS) of 2.00 and complete the baseline requirements of the Military Program.

c. Physical Program. The Physical Program groups baseline requirements around three components: core, Army Physical Fitness Test (APFT), and competitive sports. These components prepare cadets for the physical demands of officership. Physical education and training are formally evaluated. Cadets must successfully complete all physical education and training requirements as prescribed in the White Book. All cadets take the APFT IAW AR 350-41. Passing the APFT is a commissioning requirement -- first class cadets must pass a spring/final semester APFT to graduate with their class. All cadets must participate in competitive sports activity each academic year, with intramurals as the baseline requirement. Cadets must achieve a Physical Program Score (PPS) of 2.00 and complete the baseline requirements of the Physical Program. Additionally, all cadets meet the standards set forth in AR 600-9, Army Weight Control Program to be eligible for graduation and commissioning.

d. Exceptions. West Point expects all cadets to achieve the baseline requirements within the standard 47-month West Point Experience. Some cadets, by virtue of college or prior military experience, may be capable of completing selected baseline requirements in less than 47 months. The West Point Experience, however, cannot be viewed as discrete activities and requirements, as the whole is greater than the sum of its parts. Consequently, cadets must complete all components of the Experience from start to finish in the general order as prescribed. The decision to allow a cadet to take longer than 47 months to complete requirements for graduation and commissioning constitutes an exception to policy. The Superintendent must approve such decisions.

e. Other Exceptions. Cadets sometimes have opportunities to participate in activities that necessitate missing all or part of a baseline experience. The Service Academy Exchange Program and the Crossroads of Africa Program are examples. Exceptions that require a cadet to miss any part of a baseline experience (such as a semester away from USMA) must be supported by the Commandant and Dean and approved by the Superintendent.

3-6. Enrichment. By definition, enrichment is required developmental activity above the baseline. Enrichment allows cadets to select and pursue developmental opportunities and experiences tailored to their own individual interests. Within the West Point Experience, enrichment opportunities occur during both the academic year and the summer. Enrichment during the academic year is voluntary and includes such activities as selecting an optional major, participating in corps squad or competitive club sports, or voluntary involvement in a wide range of extracurricular activities. Cadets of the upper two classes must participate in summer enrichment opportunities if they have satisfactorily completed all baseline requirements up to that point. This enrichment is offered through Individual Advanced Development (IAD) opportunities in each of the three developmental programs. The purpose of IAD is to contribute to self-discipline, build confidence, and enhance motivation for service as a commissioned officer. Although not a baseline requirement to graduate, all cadets must participate in a Military IAD (MIAD) during one of their final two summers. In the alternate summer, cadets may elect to participate in an IAD in any one of the three programs.



3-7. The Academy Year (47-Month Structure). The West Point Experience is all encompassing. It operates 24 hours a day, 7 days a week, for 47 months. For purposes of scheduling and performance evaluation, the Academy Year is divided into four terms. Significant activities and key events mark the passage of each year and the accomplishment of major developmental milestones. This framework provides the basic structure for organizing the West Point Experience. More specific guidance is contained in The Academy Schedule (See para 4-6b or USMA Regulation 1-1).

a. Term 0. Cadet Summer Training (CST). During the summer, cadets are involved in military training as prescribed by the Green Book. Cadets of the upper two classes also participate in Individual Advanced Development activities. Finally, a cadet must be provided the opportunity to take summer leave (approximately 3 weeks) when it does not conflict with meeting baseline requirements.

b. Term 1. This term begins with the Fall academic semester following Reorganization Week, and concludes in December with term-end examinations.

c. Term 2. This term starts in January with an Intercession (immediately following the holiday leave period) and concludes with term-end examinations in May. Officially a part of Term 2, Intercession is a two-week block of time during the academic year specifically set aside to allow cadets to focus on their military education and physical development. The Commandant coordinates and approves scheduling of cadets' time during Intercession.

d. Term 3. This term includes the Summer Term Period (STP) and is generally conducted during June of each year. Following completion of Term 2, selected cadets are remanded to or may request to participate in courses or other activities offered by the program directors during STP. Typically, cadets enrolled in Term 3 activities are resolving an unsatisfactory or marginal performance evaluation (grade) in a required

element of a developmental program. Others may be compensating for time missed due to medical or administrative circumstances. Some may be taking a course in order to avoid an “overload” in academics in an upcoming term. Cadets enroll in STP as required by the Academic Board, or with the approval of the appropriate program director.

3-8. Cadet Development Across the Years. The West Point Experience is roughly divided into four years. A number of general themes characterize cadet development from R-Day through graduation and commissioning. During their early years, cadets learn the basics of the profession. Early experiences are relatively standardized and structured. Cadets start out as followers and learn to appreciate the importance of teamwork to military effectiveness. They are expected to learn and adhere to the standards of the military profession; assessment and feedback are designed to encourage cadets to adopt these standards as their own. As cadets progress, experiences become less structured, more individualized, and increasingly complex. They face leadership challenges of increasing scope and responsibility. They begin to internalize professional standards as their own and promote acceptance of these standards by others. They acquire greater facility and manifest increasing willingness to assume responsibility for their own professional development.

a. Fourth Class Year. Cadets’ first year is characterized by a common, broad set of core experiences across all domains. Intellectual development is marked by successful completion of a common set of core courses that lay a foundation for further study and nurture effective learning skills. Military development is marked by successful performance as a follower (cadet private) in a military unit and the acquisition of foundational military knowledge and skills. Physical development is marked by successful completion of a common set of physical

education courses and activities that target basic movement skills, health related standards of physical fitness, and the warrior spirit. Character development is marked by an examination of personal beliefs and adherence to the standards of the Academy, and ultimately to those of the professional military ethic.

b. Third Class Year. While common experiences also characterize much of their second year, cadets begin to exercise some degree of choice. During their first semester, cadets select a depth of study program in order to deepen their intellectual development. As cadet corporals, they serve as team leaders for fourth class cadets and learn how to develop individual subordinates. In the physical domain, cadets acquire an understanding of living a healthy, active lifestyle, develop mental toughness, control fear and aggression, and continue to foster the warrior spirit by participating in a wide range of competitive sports. Character development is marked by an in-depth study of the principles of officership and an exploration of their emerging professional self-concept.

c. Second Class Year. At the start of their third year, cadets publicly affirm their commitment to the profession, and consequently, they are expected to assume much greater responsibility for their own development and that of others. They begin to enrich

across all programs of development. In the classroom, cadets continue with more advanced and professionally applied core courses and begin their elective program of study. They deepen their critical thinking skills and assume greater responsibility for their own learning. As cadet sergeants, they serve as noncommissioned officers in the Corps of Cadets. They expand their leadership skills as fledgling tacticians, military trainers, and counselors. Second Class cadets learn to accept responsibility for their personal fitness and acquire skills for continued physical development through participation in lifetime sports. Character development during this year is marked by continued integration of personal moral beliefs, ethical standards, and professional conduct.

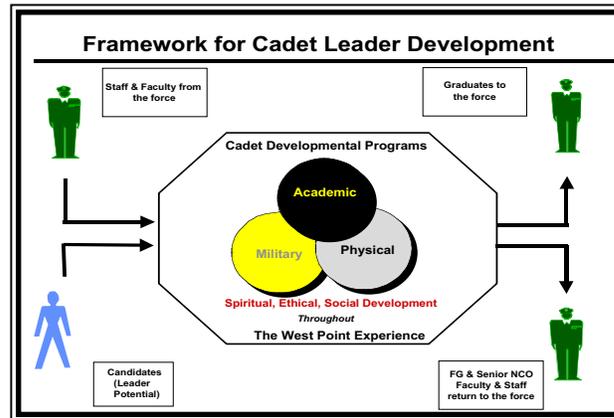
d. First Class Year. The final year of the West Point Experience provides cadets the opportunity to BE officers before they are commissioned. Cadet officers are expected to lead the Corps in all areas of development. As students, First Class cadets demonstrate their ability to anticipate and respond effectively to professionally relevant and demanding intellectual challenges that require them to integrate all aspects of their undergraduate education. These experiences require intellectual independence and self-assessment, contributing to the enduring professional competencies of adaptability and self-awareness. Militarily, their final year is designed to resemble the autonomy and accountability of officer leadership. As Corps leaders they refine leadership and management skills required to command complex military organizations. Physical development in their final year is marked by completion of the Master Fitness Trainer sequence, so that as officers they will be able to design and implement battle-focused fitness programs for their units. First Class cadets are expected to live the professional military ethic in everything they do. Their conduct should be an authentic manifestation of the principles of officership. As leaders of character, they are also expected to promote ethical conduct and development in their subordinates.

3-9. Summary. This chapter describes the West Point Experience, how it is structured and the sequence and context of developmental opportunities. However, as emphasized in the developmental model, not all experiences result in meaningful change. The developmental model consists of five vital components that guide cadet development. The staff and faculty must encourage cadets to make the most out of their West Point Experience by systematically planning for, and assisting in, structured reflection at critical points throughout their progression. Chapter 4 describes how USMA organizes to support this effort.

Chapter 4

SUPPORT STRUCTURE

How do we organize to implement the West Point Experience?



4-1. The System. CLDS is an organizing framework designed to coordinate and integrate cadet developmental activities across the entire West Point Experience. As with any open system, CLDS has inputs, throughput processes, and outputs.

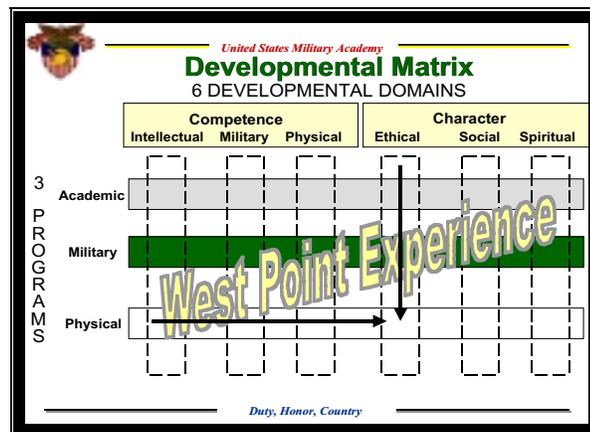
a. Inputs. CLDS begins by recruiting candidates who possess the potential and propensity to be developed intellectually, militarily, physically, spiritually, ethically, and socially into commissioned leaders of character for our Army and the Nation. The other critical input is a high quality staff and faculty. Although USMA retains a predominately military faculty and staff (rotating and permanent military officers), civilian and military members work collaboratively to design and implement developmental experiences (courses and programs) consistent with the principles of CLDS. This blend of excellence enhances CLDS by providing a diverse mix of mentors, teachers, and role models from the various activities and agencies of the Military Academy. All members of the staff and faculty have as their ultimate responsibility the development of cadets in accordance with CLDS.

b. Throughput Processes. As described in Chapter 3, the West Point Experience is the *process* by which USMA accomplishes its mission. This experience is organized around three primary programs of development: Academic, Military, and Physical. Programs are formal, approved, directed, organized, and resourced sets of activities designed to accomplish Academy and Program goals within the West Point Experience. In addition to the three primary developmental programs, other significant activities contribute to cadet development across all six domains. Activities are supporting *organizations* and *actions* that are authorized and resourced to support specific aspects of cadet development. Examples of such organizations include Admissions, the Garrison, USMAPS, and USCC. Examples of authorized actions include MA100 (an academic

course), Special Olympics (a significant extracurricular event), and MD200 (performance of cadet duty for members of the Third Class during Cadet Field Training). The three primary programs and numerous supporting activities are allocated time, manpower, facilities, and other resources to support cadet development.

c. Outputs. USMA’s contribution to the Army is not only a fresh class of second lieutenants. There are two graduating classes from West Point each year. Clearly, USMA’s primary output is to graduate commissioned leaders of character for the Army. However, a significant by-product of this process is a second output of great value to the Army. Each year, West Point returns a highly educated, professionally developed cohort of field grade officers and senior NCOs to the force.

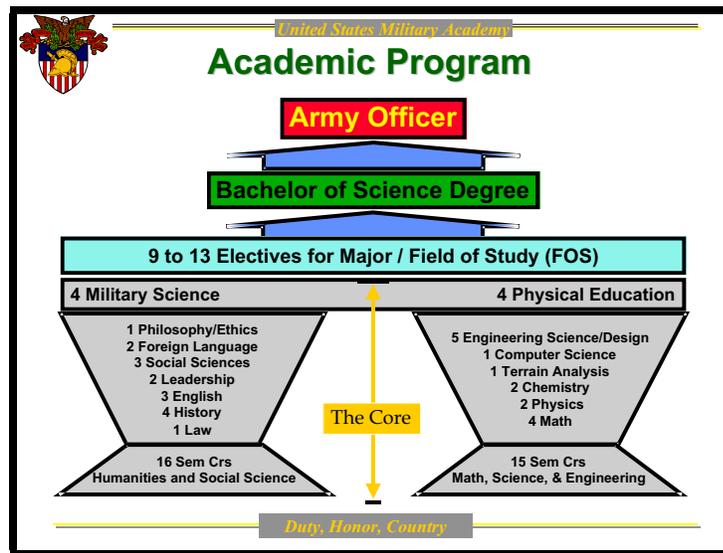
4-2. Developmental Programs. The matrix below illustrates the West Point Experience. Each major developmental program provides progressive and sequential opportunities to develop cadets across all six domains. For example, the Physical Program reinforces ethical development by honesty on the field and good sportsmanship.



While each program has a primary focus, all three contribute *significantly* to cadet development across *all* domains. Boundaries do not constrain developmental domains; both the domains and the programs provide structure to help us organize cadet development in a systematic way. From a cadet’s perspective, development is seamless. The overarching focus on officership pervades every activity within the West Point Experience. To the extent that all staff and faculty, regardless of primary program affiliation, share a common understanding of our institutional mission, the developmental experience will be seamless. Moreover, the organizational lines will be transparent, and cadets will perceive their West Point Experience as a powerful holistic, integrated, and inspirational 47 months.

a. Academic Program. The Academic Program is a dynamic and integrated undergraduate curriculum. The curriculum has two principal structural components. The first is a broad set of core courses that balances mathematics, the physical sciences, and engineering with the humanities and social sciences, providing a base of knowledge

necessary for all career Army officers. The second component of the curriculum offers cadets the opportunity to specialize in a discipline of their choice through the selection of a field of study or a major. Building on expertise within their chosen areas of specialization, cadets participate in an integrated experience that requires them to respond effectively to complex situations involving uncertainty and change in the social, economic, technological, and political dimensions of our world (for details see the Red Book, Academic Program, Office of the Dean).



b. *Military Program.* The Military Program provides a comprehensive developmental foundation for officership and is structured into four principle components: military training, military science, professional development, and the military environment. These components are integrated as part of the West Point Experience through a variety of courses, activities (for details, see Green Book, Military Program, Commandant of Cadets).

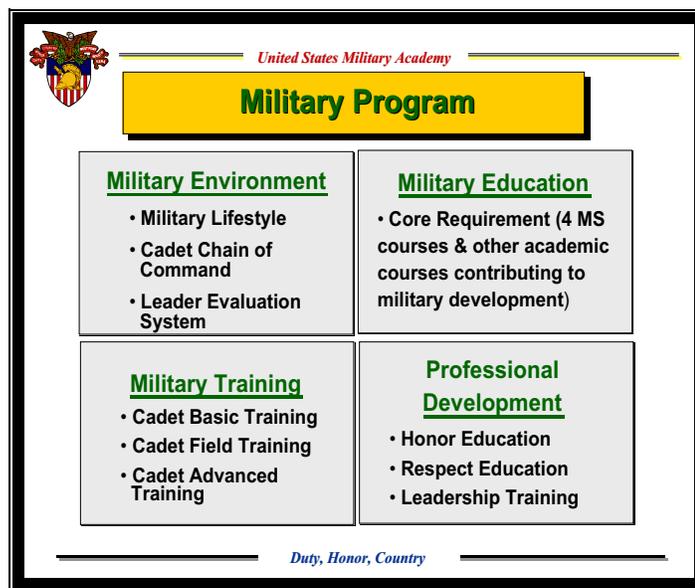
(1) The military environment is the orchestration of cadet interactions in the daily performance of their assigned duties and structured living conditions. This environment is based upon an integrated, sequential, and progressive design that promotes greater leader development each year by increasing cadet responsibilities and roles. The supporting activities within this program component include chain-of-command duties, planning and executing small unit training, participation in drill and ceremony, classroom duties, and extracurricular events. The Cadet Leader Evaluation System within this program component establishes the requirements and opportunities for cadets to experience different leadership positions and roles throughout their West Point Experience.

(2) Military Science (MS) instruction consists of graded and non-graded activities. MS courses that are taught during military intersession are formally evaluated as academic courses. The MS courses taught during the academic year are non-graded activities designed to enhance the professional military education of cadets.

(3) Military Training (MT) is comprised of the military-related training events and activities that are normally conducted during the summer term. The MT activities include Cadet Basic Training (CBT), Cadet Field Training (CFT), Drill Cadet Leader Training (DCLT), Cadet Troop Leader Training (CTLT), and Military Individual Advanced Development (MIAD) training. Selected Army pre-commissioning requirements are also evaluated during MT events.

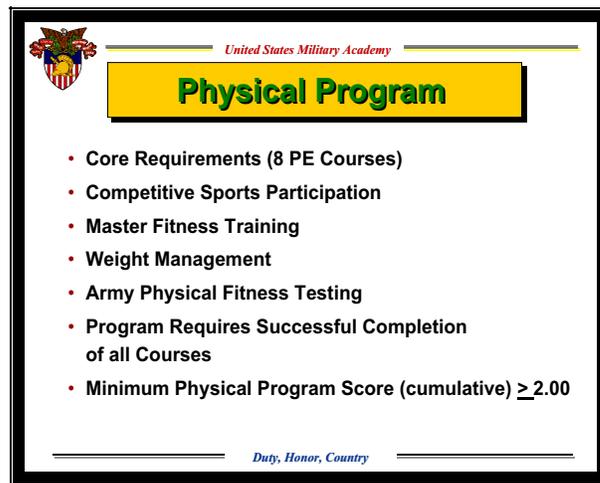
(4) Cadet Professional Development training consists of instruction designed to enhance a cadet’s professional development in the areas of values education, officership, conduct, and social development.

Each of these components provides performance data for the subjective assessment of a cadet’s military development within the framework of Army values, leader attributes, and leader skills. This assessment is categorized and reported as a Military Development (MD) grade and a cadet performance report, which is similar to the Army’s Officer Evaluation Report.



c. *Physical Program.* Physical Program activities provide cadets with physical skills, self-confidence, the warrior spirit, respect for fair play, and a commitment to maintain their own physical fitness and that of their soldiers. Physical development encompasses both physical education and competitive athletic programs. Emphasis is on the physical and mental aspects of fitness, teamwork, perseverance, and the will to win. A fundamental component of physical development is getting cadets to recognize that

fitness is a life-long pursuit. The Physical Program challenges cadets to achieve high standards of physical strength, agility, speed, and endurance to prepare them for the physical demands of officership. They achieve these results through participation in a comprehensive program of formal education, involvement in competitive sports, and constant evaluation (for details see White Book, Physical Program, Commandant of Cadets).



4-3. Role of Cadet Companies. The United States Corps of Cadets is organized into a brigade of four regiments, eight battalions, and thirty-two companies. Cadet companies are the primary structural feature in a cadet's life. They provide the military context within which all development takes place. As the central organizational structure for the West Point Experience, cadet companies serve several roles in cadets' development.

a. Command and Control. In accordance with standard military practice, West Point organizes the Corps into cadet companies (Title 10 USC, Sec 4349) to provide for the legal command and control of all assigned cadets.

b. Model Army Units. Being assigned to cadet companies allows cadets to experience first-hand what it's like to live and work in an Army unit. Cadets learn what it's like to live in a military barracks, how to use a chain of command, how to function as part of various military formations (team, squad, platoon, etc.), and how military units organize to accomplish collective tasks. Life in cadet companies provides the immersion in a total military environment that is essential to developing cadets' professional identity as future Army officers.

c. Administrative Support. Companies provide all the basic administrative support to meet the daily demands of over 4,000 cadets. Barracks and personal equipment have to be maintained, laundry has to be delivered, disciplinary actions have to be administered, and personnel accountability has to be maintained, just to name a few of the routine support functions provided by cadet companies.

d. Leadership Opportunities. Cadet companies do not have a collective mission like a field artillery battery or infantry company. Instead, they contribute directly to the broader institutional mission of the Academy by providing numerous rich opportunities for cadets to both lead and follow. Companies serve a critical role in a cadet's West Point Experience by providing the opportunities to develop as an officer and practice appropriate leader-subordinate relations, all within a disciplined, military environment. Chain of command assignments for cadets of all classes and ranks provide unparalleled opportunities to observe, develop, and practice leading others in a military context.

e. Supportive Developmental Environment. Cadet companies provide the organizational context within which individual development occurs. Therefore, the culture in these companies must support cadets' pursuit of excellence across all developmental domains. Company norms must be consistent with Army Values, reinforce institutional goals, and facilitate the internalization of the four roles and eight principles of officership.

f. Social Support. The West Point Experience is very demanding. Close, personal relationships fostered within cadet companies provide the powerful social support necessary to sustain the Corps through difficult times. Company cohesion and esprit support cadet development by motivating and inspiring cadets to excel, persevere, and accept the calling of the profession of arms. Experiencing the camaraderie of shared hardships and collective life in cadet companies prepares cadets to enter a profession sustained by similar personal ties and professional bonds.

g. Military Environment. Life in cadet companies is purposefully military. West Point is not a typical college. While it offers one of the Nation's preeminent bachelor's degrees, it does this explicitly in support of a higher mission. Cadets sacrifice many personal freedoms enjoyed by peers in other universities. USMA is a *military* leader development institution graduating commissioned officers for the Army. The military environment, with its focus on standardization, order, and discipline, is deliberately austere. Life as a cadet is designed to be a difficult, all-consuming experience. Daily, cadets must make tough choices and establish priorities to accomplish everything that needs to be done. A military environment minimizes distractions and allows cadets to focus on those tasks critical for their development as officers in training. A significant step in accepting the calling to be an Army officer is accepting the inherent hardships of a very demanding profession. Accepting the regimented demands of life in cadet companies is an important first step in this process.

4-4. Role of Tactical Officer (TAC) Teams. An experienced TAC team supports each cadet company. These teams consist of a commissioned (Tactical Officer -- TAC) and noncommissioned officer (Tactical Noncommissioned Officer -- TAC NCO). TACs are specially selected, branch-qualified commissioned officers who have successfully commanded at the company level. Following their selection, TACs attend a one-year Tactical Officer Education Program (TOEP). This deliberately designed, intensive masters program in counseling and leader development prepares them for the unique demands of being a tactical officer at West Point or at USMAPS. TAC NCOs are

typically seasoned noncommissioned officers in the grade of Staff Sergeant or Sergeant First Class with significant troop experience. These NCOs play an extremely important role, assisting TACs with their duties and introducing cadets to the roles and functions of an NCO in the Army. TAC teams fill several roles and perform numerous functions critical to the development of cadets.


United States Military Academy

Role of Tactical Officer (TAC) Teams

Legal Commander
Tactical officers serve as the legal commanders for cadet companies. Tactical NCOs introduce cadets to the roles and functions of NCOs in the Army.

Integrator
TAC Teams customize the generic West Point Experience for each individual cadet.

Mentor
TAC Teams:

- Facilitate the individual development of cadets in their Companies
- Assist cadet chains-of-command to create environments that support cadet development across all domains and ensures appropriate organizational standards are achieved
- Evaluate and counsel cadets on their holistic progress through the West Point Experience
- Role model what it means to BE a commissioned leader of character



TAC Teams are comprised of company / field grade officers and senior NCOs

Duty, Honor, Country

a. Legal Commander. While each cadet company has an entire cadet chain of command, to include a cadet company commander, tactical officers are the legal commanders of cadet companies (Title 10 USC 4349(a)). As such, they discharge all normal duties and requirements of command. This role requires a unique balance between the need to create a company environment to support cadet development and the need to ensure appropriate organizational standards are achieved through the chain-of-command.

b. Integrator. As cadets' primary leader development integrators, TAC teams customize the generic West Point Experience for each individual cadet. The TAC and TAC NCO are uniquely positioned to integrate all aspects of a very complex leader development system and apply them directly to meet the unique requirements of each individual cadet in their company. For TAC teams to be effective in this role, CLDS must empower them to make significant decisions concerning the course and progress of cadets in their charge.

c. Mentor. The primary function of TAC teams is to facilitate the individual development of cadets in their companies. As mentors, they do this in many ways. First, they assist the cadet chain of command to create an environment in their companies that supports development across all domains. Second, they counsel individual cadets on their holistic progress throughout all programs and across all domains of development. Third, they evaluate specific aspects of cadets' military and social development and provide them with meaningful feedback and opportunities for guided reflection, and direct subsequent actions to further their progress. Finally, TACs role model what it means to be a commissioned leader of character committed to the values espoused in our mission.

4-5. Role of Staff and Faculty. West Point goes to great lengths to attract, select, and retain a world-class staff and faculty. While most are hired to meet a specific need, all members of the West Point community must understand their broader role in the preparation of future Army officers. In addition to teaching specific subjects, members of the faculty are also expected to help students link classroom experiences to their chosen profession, seek out every opportunity to reinforce the four roles of officership, enforce high standards of personal and professional conduct, and model the commitment to excellence and lifelong service expected of future officers. The same expectations apply to our athletic coaches, chaplains, and support staff; not only are they required to perform their primary functions, but they are also expected to reinforce the Academy's broader mission in everything they do. Members of the staff and faculty support officer development beyond the formal classroom. By supporting cadets' ethical development, by mentoring cadets as Officer Representatives (ORs) of athletic teams and club organizations, by lending their personal and professional expertise to support a wide range of cadet extracurricular activities, by teaching core military science courses during Intersession, and by serving as officer cadre members during summer military training, all members of the West Point community contribute to cadet development across the entire range of domains.

4-6. Integrating and Coordinating Mechanisms. Planning and delivering the West Point Experience is a complex task. To support the unique developmental demands of over 4,000 future Army officers requires a staff and faculty that are equally diverse in terms of their expertise and approach to development. If not properly managed, such specialization can lead to divergence; well-meaning people may send mixed signals and much of our opportunity to influence cadets can get lost in the noise. In addition to CLDS itself, several mechanisms have been designed specifically to help coordinate and integrate important aspects of the West Point Experience to maximize our impact on cadet development.

a. Governance. At the strategic level, coordination and integration is provided by the Superintendent with the advice and counsel of the Leader Team, the Policy Board, the Academic Board, and the Board of Visitors. In pursuit of our Vision, Mission, and Academy Outcome Goal, activity and program directors plan and execute specific cadet events and activities. Functioning at the operational level, CLDS is designed to frame integration issues that cut across programs. Two additional USMA organizations have specific responsibility to help coordinate and integrate cadet developmental activities across programs and activities.

(1) Office of Policy, Planning, and Analysis (OPA). In addition to performing several functions at the strategic level, OPA is the Superintendent's agent for CLDS. In accordance with USMA Regulations 10-1, OPA serves as the proponent for CLDS, provides for the assessment of CLDS, monitors the cadet leader development programs (Academic, Military, and Physical) and coordinates directly with respective program directors.

(2) *Simon Center for the Professional Military Ethic (SCPME)*. Consistent with our strategic focus on officership, the SCPME has the mission to develop, coordinate, integrate and assess programs and activities concerning the professional military ethic in order to promote an understanding of officership and the development of a professional self-concept within cadets. In addition, the SCPME supervises the Honor and Respect Committees. It also conducts research on the professional military ethic and coordinates outreach initiatives to share these findings with the Army and other interested parties outside the Academy.

b. Chain-of-Command. The United States Corps of Cadets' dual chain-of-command structure functions as a powerful integrating and coordinating mechanism within CLDS. Military ("green suit") and cadet chains of command complement each other as part of a developmentally focused dynamic that helps to not only to run the Corps but to also give upperclassmen leadership experience. Cadets run the Corps, while the experienced military officers and noncommissioned officers supervise, counsel, and mentor them. Both chains of command work closely together to enforce standards, pass information, accomplish required tasks, and lead the Corps of Cadets. Wherever practical, cadets and military officers share leadership burdens in such a manner so that cadets feel responsible and empowered. If we are to realize the full benefits of these rich developmental opportunities, cadets must feel the weight of carrying the "leadership rucksack" as they lead and supervise the Corps through its daily activities. This dynamic is most critical at the cadet company level, as TAC teams work through their cadet chains of command to accomplish a myriad of developmental and administrative tasks. This same sharing of responsibility is also practiced in the classroom, in club activities, and on sports teams. Ultimate decision authority and responsibility rests with the military chain-of-command; but wherever possible, it should be exercised with maximum cadet chain-of-command involvement to realize the full developmental impact of these valuable leadership opportunities.

c. Academy Schedule. Cadet time is perhaps the most valuable commodity at West Point; hence, the Academy Schedule is perhaps the most important coordinating mechanism in CLDS. Since there will always be more good ideas for cadet development than there will be time to execute them effectively, CLDS needs a mechanism to make sure that valid institutional demands on cadet time do not conflict with each other or detract from the overall experience. The purpose of the Academy Schedule is to allocate and protect cadet time so that cadets have the opportunity to achieve excellence in all developmental domains (Annex A, USMA Regulation 1-1). The purpose is not to tell cadets what to do or when to do it, but rather to discipline the institution, to protect cadets from our tendency to schedule more activity than there is time to experience in a meaningful way.

d. Honor Code, Honor System, and Respect Program. Development of character is central to the West Point Experience. It is integral to the Academic Program, imbedded in the Military Program, and imbued throughout the Physical Program. The Academy focuses on developing leaders of character, men and women who revere honesty, pursue justice, and demonstrate respect for others and their property. Cadets are guided by the

values of the Academy's enduring motto, *Duty, Honor, Country*. These words provide the foundation for the Army's professional ethic. Together, the Honor Code, the Honor System, and Respect Program serve as the key mechanism to focus character development within the West Point Experience.

(1) *The Honor Code*. The minimum standard for honorable conduct is proscribed by the Cadet Honor Code: "A cadet will not lie, cheat, steal, or tolerate those who do." However, the Military Academy seeks to inspire adherence to the *spirit* of the Code. All aspects of the institution emphasize honor: in classrooms, in cadet companies, on athletic playing fields, and in cadet extracurricular activities. It is incumbent upon all members of the staff and faculty to understand fully and be conversant with both the educational and administrative aspects of the Cadet Honor System.

(2) *The Honor System*. West Point implements the Honor Code through the Cadet Honor System. This system includes procedures for investigating and adjudicating alleged violations of the Honor Code. While the Corps of Cadets has stewardship of the code and system, the SCPME has staff proponentcy under the supervision of the Commandant for the design, education, and execution of this important integrating mechanism.

(3) *Respect Program*. The Army defines respect as treating people as they should be treated. It is the "Golden Rule" principle -- *do unto others as you would have them do to you*. Cadets' attitudes about the worth of people, concepts, and personal belief systems are expressions of their values. Respect means recognizing and appreciating the inherent dignity and worth of all people. This concept goes well beyond issues of discrimination and harassment; respect includes the broader issue of civility, the way people treat each other. Respect involves being sensitive to diversity and the impact of one's own behaviors on others -- behaviors that others may perceive as being insensitive, offensive, or abusive. The Respect Program supports the USMA mission by fostering a commitment to ethical excellence essential to leaders of character for our military and our Nation. This program not only educates the Corps of Cadets on a wide range of professional and ethical issues, but it also helps cadet commanders establish ethical climates in their companies.

"He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests disrespect towards others, especially his inferiors, cannot fail to inspire hatred against himself."

Major General John M. Schofield

e. Mentoring Relationships. Without mentors to help cadets make sense of their experience in a meaningful way, the experience itself, and even the reflection upon it, may not yield the expected or desired results that we are seeking. To the extent that a cadet can develop a rich mentoring relationship with a member of the staff and faculty, he or she stands a better chance to make the most out of the West Point Experience. Hence, every cadet is encouraged to seek out and develop a personal relationship with at least

one mentor. Similarly, every member of the staff and faculty is encouraged to seek out cadets to mentor. Company tactical officers and NCOs, serving as the focal point and source of reference on the development and performance of each cadet, augment the impact of other mentors. While CLDS offers many mentorship opportunities (e.g. Fourth Class sponsorship program, branch support groups, honor mentor program, athletic coaches, extracurricular and religious officer representatives, etc.), it stops short of mandating a one-for-one assignment of cadets and mentors. Within this mentoring context, company tactical officers and NCOs serve as the focal point and source of reference on the development and performance of each cadet. We know that mentoring relationships have a much greater chance to be meaningful for both mentor and cadet if they are entered into voluntarily. Additionally, learning how to seek out, establish, and maintain such relationships with mentors is an important skill that will help graduates continue to grow throughout their careers.

4-7. Assessment and Evaluation of Cadet Development. Determining and reporting cadets' progress toward achieving institutional goals is a central part of CLDS. From the minute they arrive at West Point until the day they graduate and receive their commission, cadets are constantly assessed and evaluated across multiple domains of their development. Assessment processes create feedback loops that are absolutely essential to learning and development. Evaluation and grading processes generate formal records of individual progress and achievement for a wide variety of uses. These two processes combine to inform the readiness, feedback and support, and reflection components of our developmental model as described in Chapter Two. Furthermore, they help to inform the implementation of subsequent developmental experiences within the model.

a. Assessment. Cadets want and need meaningful feedback. This feedback must come from credible sources, deliver consistent messages over time, and be perceived by cadets as both relevant and timely. There are two primary sources of developmental feedback within CLDS: external and self.

(1) External assessment. External assessment of cadet progress is provided in multiple forms, from multiple sources, at multiple points throughout the West Point Experience. Military inspections, physical fitness tests, academic practical exercises, quizzes, classroom recitations, athletic competitions, counseling sessions, informal mentoring, tactical exercises, psychological instruments, peer evaluations, and military skills competitions are all examples of external assessment mechanisms that provide cadets with valuable feedback concerning their progress across all domains. The institutional challenge is to facilitate the integration, alignment, and communication of this information to cadets in such a way that it contributes to their broader development as commissioned leaders of character. As leader development integrators, TAC teams play a vital role in helping cadets to make sense of all this in a useful way. However, to keep the messages consistent over time, from all sources, every member of the West Point community must understand how his or her particular role in a cadet's experience fits into USMA's overall mission.

(2) *Self-assessment.* Not all assessment comes from external sources. In fact, perhaps the most important source of long-term, continuously meaningful feedback comes from cadets themselves. Developing within cadets the ability and discipline to assess their own progress is an institutional priority that facilitates their continued growth after they graduate. The following phrases in our mission statement formally capture self-assessment as an important specified task.

To educate, train, and inspire the Corps of Cadets so that each graduate is . . . committed to . . . professional growth throughout a career as an officer in the United States Army. . .

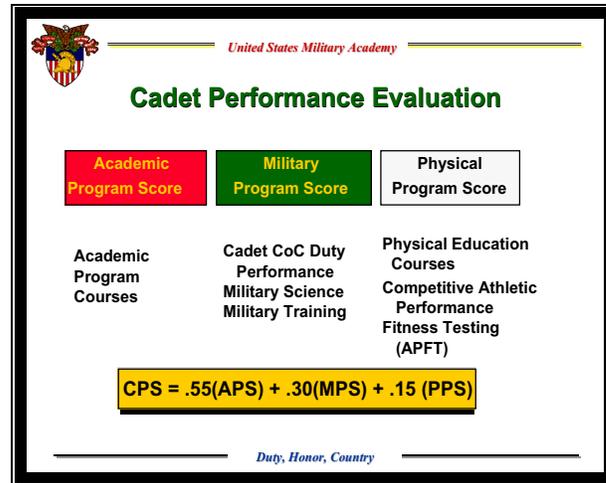
Helping cadets understand and internalize the value of self-assessment and continuous learning is a valuable component of CLDS. One way we do this is by systemically planning for and assisting cadets in structured reflection at critical points throughout their development.

b. Evaluation. Performance is formally evaluated in selected activities in each developmental program. Each program assigns and averages grades to create a program score. All three program scores are then combined to generate a Cadet Performance Score (CPS) that is a cumulative record of a cadet's progress over the entire four years.

(1) *Academic Program Score (APS).* The APS represents the cumulative grade point average for all academic subjects, excluding core military science and physical education courses. The grade point average is the sum of the numeric grade (on a 4.00 scale) earned in each course multiplied by the credit hour weight of the course divided by the total credit hours completed.

(2) *Military Program Score (MPS).* Military Program activities are evaluated as described in the Green Book. These include summer training, military duty performance during each term, and military science courses during the Intersession. The MPS represents the weighted average of grades in each activity. These weights are progressive -- activities completed at higher levels of responsibility generally have greater weight.

(3) *Physical Program Score (PPS).* The PPS represents the weighted average of all graded events in the physical program. The PPS includes physical education course grades, fitness testing scores, and competitive athletic performance. Results of relevant graded activities are reported at the end of each term. Cadets' overall cumulative PPS are reported at the end of Term 2.



(4) *Cadet Performance Score (CPS)*. This score is the weighted average of the cumulative program scores. The APS contributes 55%, the MPS contributes 30%, and the PPS contributes 15%. Program Scores are standardized before being combined with their weights. Rank ordering of Cadet Performance Scores by USMA class creates the Cadet Performance Rank (CPR).

(5) *Cadet Performance Rank (CPR)*. The CPR is used to determine the sequence in which First Class cadets select their commissioning branch, the order in which they choose their initial assignments, and (upon commissioning) their sequence onto the active duty rolls of the Army. Other honors and graduation criteria are also based on cadets' program scores. Criteria for all performance awards are approved by the Superintendent and described in USMA Regulation 672-2, Cadet Awards Program.

4-8. A Foundational Experience. The developmental process for commissioned leaders of character is continuous; it does not end with graduation and commissioning, but continues throughout an officer's career. By providing a conceptually sound organizing framework to integrate and coordinate cadet developmental activities across the entire West Point Experience, CLDS helps lay the foundation for entry into the profession of arms and for continued growth throughout a career as an officer in the United States Army.