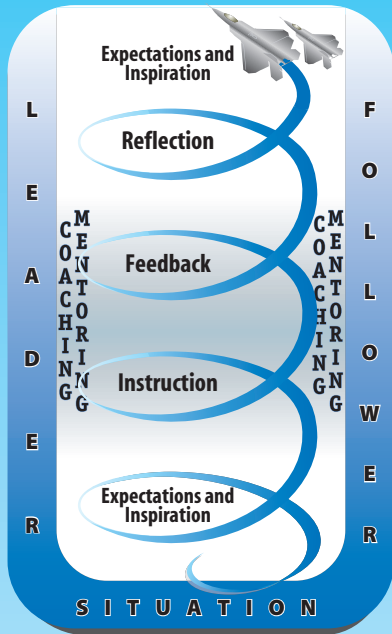


The Leadership Growth Model



Cadets must develop their skills and perspectives as both leaders and followers because they will serve simultaneously in both capacities at USAFA in the same way officers serve as both leaders and followers at every level of the Air Force.

The LGM defines the key relationships among leaders, followers, and the situation in terms of a four-stage, continuous process. The chart at left details the four stages of the LGM: **Expectations and Inspiration, Instruction, Feedback, and Reflection.**

First, the leader sets **expectations** with the follower and provides **inspiration** by developing a shared understanding of purpose. The leader then provides the essential **instruction** to help the follower meet the leader's, follower's, and organization's expectations and objectives. As the follower works toward these objectives, the leader coaches, mentors and assesses the follower's competency and provides **feedback** throughout their engagement.

Finally, the **reflection** stage (where the leader and follower review their expectations, instructions, and feedback) crystallizes any lessons learned and prepares participants to enter the next cycle.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

— Ben Franklin

The Guiding Principles

Putting PITO and LGM theories into practice requires a cross mission element strategy capitalizing on the talents of staff, faculty and cadets.

The challenge is to ensure all policies, procedures, standards, and expectations reinforce and support leader development within the PITO model.

While the competencies and outcomes represent the goals and experiences of the Officer Development System, the guiding principles represent the rules of engagement.

The principles below guide the implementation of the Officer Development System.

- 1) Align the USAFA experience with accepted USAF practices.
- 2) Emphasize cadet ownership and accountability for their own development.
- 3) Ensure all leaders and followers gain from each developmental experience, including both successes and failures.
- 4) Establish a common core of experiences and multiple paths to similar outcomes.
- 5) Strike an appropriate balance between quality and quantity of development experiences.
- 6) Create depth of expertise sequentially and progressively based on a cadet's developmental level using the PITO model.
- 7) Couple adequate support with every challenge; tailor every challenge with an appreciation that cadets develop differently and will move through the process at different speeds.
- 8) Use goal-oriented and standards-based approaches to build skill-set expertise.
- 9) Assess the effectiveness of education, training and experiential processes.



The United States Air Force Academy

Key Elements of the

officer development system

"I'm firmly convinced that leaders are not born; they're educated, trained and made, as in every other profession. To ensure a strong and ready Air Force, we must always remain dedicated to this process."
— General Curtis LeMay, CSAF, 1961-1965

July 2014

USAF Mission: To educate, train and inspire men and women to become officers of character, motivated to lead in the United States Air Force and in service to our Nation.

Purpose of The Officer Development System (ODS): Provides all members of the Academy a framework and set of strategies to accomplish our mission.

The path from Cadet Appointee to 2nd Lieutenant officer of character is shaped by three main elements:

- The **Foundation** is why we are educating and training cadets to become officers
- The **USAF Institutional Competencies & USAFA Outcomes** we expect cadets to develop and exemplify upon graduation and commissioning (refer to AFI 36-2014 and USAFA Strategic Plan)
- The **Process** is how we develop cadets through USAFA programs, activities and experiences (PITO, LGM and Guiding Principles).

The Foundation



The **Constitution** establishes that the President shall “Commission all the Officers of the United States” and provides both guidance and authority to the military officer, securing a direct tie between military officership and the American way of life.

The Air Force Officer’s **Oath of Office** outlines the commitment of officership and formally establishes the moral obligation for officers who act as agents of the Nation to “support and defend the Constitution of the United States.”

The **Core Values** (integrity first, service before self, and excellence in all we do) are at the heart and soul of the military profession, providing a bedrock for our military endeavors and fortified by service to country.

Officership: The embodiment of the attributes and expectations of a military officer as demanded by the office he/she holds. Officership includes but is not limited to the following four overlapping attributes:

- The **Warrior Spirit** is a hardiness of spirit despite physical and mental hardships—moral and physical courage, grounded in the refusal to accept failure.
- A **Professional Officer** embodies a unique competence and experience, with authority delegated by the Nation; maintaining a distinct culture with a recognized code of ethics; publicly accountable for their personal and professional conduct.
- A **Leader of Character** lives honorably by consistently practicing the Air Force Core Values, lifts others to their best possible selves, and elevates performance to a common and noble purpose.

A **Servant of the Nation** protects our democratic way of life. This requires a moral obligation, sense of duty, and total commitment to further the interests of the Nation, not the individual.

United States Air Force Academy PITO Model

2nd Lieutenant – A leader of character
Officer with Responsibilities, Skills and Knowledge



The PITO Leadership Model

- Cadets must internalize foundational, **Personal** elements before they can successfully execute **Interpersonal** leadership skills.
- Subsequent success leading **Teams** depends on both personal leadership and the ability to lead people.
- Finally, the ability to effectively lead an **Organization** is vitally dependent upon retaining the lessons learned from all three previous levels.