Air University Quality Enhancement Plan
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Air University Quality Enhancement Plan

"Leadership and Ethics across the Continuum of Learning"

Contents

AU Quality Enhancement Plan

Abstract

The Air University and the Air Force have highlighted the need to enhance and reinvigorate the development of leaders in the Profession of Arms. As "The Intellectual and Leadership Center of the Air Force," Air University is uniquely positioned to evaluate existing Air Force Leadership Development and to develop enhancements to leadership development. Air University can place the realities of modern warfare in the context of deliberate leadership development to prepare the leaders of today for the world of tomorrow. Air University has elected to approach the formation of a Quality Enhancement Plan as the first step in a long-term commitment to support the enhanced development of leadership at all Air Force levels.

Air University's Quality Enhancement Plan focuses on the development of a sound conceptual and theoretical basis for the development of leadership. Informed by an intensive leadership and ethics literature review, Air University has developed a conceptual QEP framework to integrate the intersection of ethical and strategic leadership. The framework is designed to create a deliberate and comprehensive leadership development program for the University and the Air Force. The framework focuses on three specific strategic capacities that are foundational traits and skills necessary to create leaders who understand and display ethical leadership within the demanding Air Force mission. These capacities—absorptive, adaptive and decision-making—can be structured for the continuum of learning elements of training, education, and experience. The QEP framework will focus on the ethical and strategic leadership development of Air Force leaders in the context of individual/self, team/group, and organization/enterprise.

The QEP will consist of elements to support student learning, faculty development and the development of subject matter expertise. The first key element is the engagement of faculty and curriculum developers to enhance expand or add courses, curriculum elements and instructional practices in leadership, leader development and ethics. A second key element is the development of case studies and a database to provide tools to capture the complexity of a case for assessment, analysis and evaluation. The third key element is the creation of an annual forum for theorists, researchers and practitioners in leadership and ethics.

Leadership development is a University-wide endeavor across all centers, schools and major programs. In the first year of QEP implementation, the QEP Director will establish both a standing working group and advisory board with representatives from the major centers, schools and programs. In order to develop curriculum that facilitates the development of leadership competencies for each Air University student, the QEP begins by creating a baseline of existing knowledge of Air University students and over the five years of the QEP, will facilitate the design of curriculum appropriate at each level of an Airman's education. At the end of the QEP, the University will determine if and how the ethics and leadership curriculum impacted the overall state of the Air Force.

Background and Institutional Context

In 2015, Air University conducted an analysis and evaluation of the institution through the strategic planning process. The strategic planning process engaged all elements of the University—faculty, administration, staff, and Board of Visitors—to establish a new strategic plan and highlight areas for institutional improvement. The result was a renewed focus on efforts to enhance the institution's vision to be the intellectual and leadership center of the Air Force. The Quality Enhancement Plan topic—Leadership and Ethics across the Continuum of Learning—is a product of the strategic planning process. The topic is nested in the continuous process of deliberate, critical, and thoughtful analysis of the United States Air Force and Air University needs in leadership and ethics across the career of Airmen. The Quality Enhancement Plan reflects the focus on impacting the current students of Air University who will become the leaders of the Air Force.

The Commander, Air Education and Training Command, in the 2018 Air Education and Training Command Strategic Plan outlined the new requirements placed on Airmen in the modern context of combat and warfare: "In the face of an increasingly complex security environment, and with a spiraling growth in technological innovations that is delivering to us as many challenges as it is opportunities, our senior leaders have rediscovered a basic principle of warfare; the ultimate weapon system lies in the collective minds of our Airmen. A warrior's ability to assimilate vast quantities of information, make meaning out of that input, act decisively, and almost simultaneously evaluate effects to influence subsequent action, constitutes the intellectual warfighting acumen that has prevailed in every age and in every challenge. Our leaders know this, and it is the enhancement of this "ultimate weapon system" that is at the heart of who we are and what we do."

As "The Intellectual and Leadership Center of the Air Force," Air University must place the realities of modern warfare in the context of Air Force Leader and Leadership Development. Air University, through its continuous processes of deliberate assessment, analysis, and evaluation, must holistically examine the meanings of derived from analysis, develop, and apply updated principles and doctrine to our continuum of leadership development programs. It is critical for Air University to provide development opportunities that are cutting-edge, relevant, and impactful; opportunities that are coherent and cohesive for our Air Force as an organization, while meeting the unique needs for every Airman's individual development. Air University must carefully examine each element of the developmental process—training, education, experience, self-development and mentoring/coaching—to shape the leaders of today for the world of tomorrow. Air University must forge a vision for the development of exemplary strategic leaders and teams of strategic leaders through methodical goals and strategies.

The development of the Profession of Arms and Core Values of all Air Force members are at the center of the Air Force's foundational principles and doctrine. The central focus of the Profession of Arms is warfighting; through an oath, Airmen have committed themselves to our country, the Air Force and its mission to "Fly, Fight and Win, in Air, Space and Cyberspace (AF Doctrine Leadership Vol 2).The core tenets of the profession are embedded in each of the Air Force Core Values (AF Doctrine Leadership Vol 2):

- Integrity First: "Integrity is the willingness to do what is right even when no one else is looking. It is the "moral compass," the inner voice, the voice of self-control, the basis for the trust imperative in today's Air Force. Integrity is the most important part of character. It makes Airmen who they are and what they stand for, and is as much a part of their professional reputation as their ability to fly or fix jets, operate a computer network, repair a runway, or defend an airbase. Airmen must be professional, both in and out of uniform. Integrity is not a suit that can be taken off at night or on the weekend or worn only when it is important to look good. Instead, it is the time we least expect to be tested when possessing integrity is critical. People are watching us, not to see us fail, but to see us live up to their expectations. Anything less risks putting the heritage and reputation of the Air Force in peril." (p2)

- Service Before Self: "…an enduring commitment and dedication of the individual Airman to the age-old military virtue of selfless dedication to duty at all times and in all circumstances…. It is a willingness to set aside one's needs and to make personal sacrifices…. Service before self is total commitment to the highest ideals of personal sacrifice in defense of the Constitution and the United States… Airmen have a duty to the Service and an equally strong duty to their families…. As professionals, they exercise good judgment while performing their duties and understand rules exist for good reason. They also understand service before self asks us to subordinate our personal interests, attitudes, and aspirations to the greater cause and the demands it places on us. It means Airmen place the welfare of their peers and subordinates ahead of their own personal needs or comforts. (p3)

- Excellence In All We Do: "…Airmen constantly strive to perform at their best. It is a commitment to high standards and an understanding that each Airman has been entrusted with our nation's security…. Therefore, they must always strive to meet or exceed standards objectively based on mission needs and continuously search for new and innovative ways to successfully accomplish the mission. It is not only a professional obligation but a moral responsibility as well. … Airmen seek out and complete developmental education; work to stay in their best physical, mental, and moral shape; and continue to enhance their professional competencies. They are diligent to maintain their job skills, knowledge, and personal readiness at the highest possible levels. They understand organizational excellence can only be achieved when its members work together to successfully reach a common goal in an atmosphere that preserves individual self-worth. No Airman wins the fight alone. (p. 4-5)

The Air Force Core Values exist to provide Airmen—enlisted, officers, and civilians—with the key attributes of the profession. Integrity, service and excellence make up the structure for leading and following in the Air Force. These core values support a culture oriented to quality at the individual, team, and organization level. The core values foster honesty, respect, discipline and self-control in individuals, team, and in the organization. These core values support the development of professional attributes including duty, honor, country, dedication, fidelity, and competence as well as support for the continuous focus on the development of the organization and renewing of the profession.

The Air Force, the Sister Services, and the Department of Defense are entrusted by the public to preserve, protect and defend the United States. The Air Force Core Values—integrity, service, and excellence—an oath taken by all members of the Air Force reflect the sacred trust and responsibility of the profession.

The Air Force is comprised of Civilians, Officers and Enlisted members. The Total Force of 641,489 Air Force personnel consists of Active Duty, Reservist, and Guard members (Table 1: USAF Total Force). Air University serves as the Air Force's touchpoint for Force Development and Education by providing educational opportunities for 637,489 of the Total Force members. Air University's scope of offerings include Associate, Master, and Doctoral levels degree programs, non-degree programs for professional continuing education, and non-degree programs for professional military education. For example, Air University's programs for Officer Accessions (entry into the Service) accounts for over 70% of all active duty officers (ROTC 41.1%, OTS 19.1%, Other 16.8%). Thus, Air University as the intellectual and leadership center for the Air Force supports the development of the profession and leadership across the Air Force.

Table 1: USAF Total Force #

	Active Duty	Air Force Reserves	Air National Guard	Total Force
Civilians	140,155			140,155
Officers	62,699	17,310	14,699	94,708
Enlisted	258,235	52,490	91,901	402,626
Cadets*	4,000			4,000
				641,489

* Attending USAF Air Force Academy.
# Current as of June 30, 2018. https://www.afpc.af.mil/About/Air-Force-Demographics/

The Air Force's Core Values and Air University's educational offerings work in concert to develop its leaders across a large Federal organization. Unfortunately, the Air Force has not been immune to erosions and breakdowns in the adherence to the Core Values by individuals, groups and organizations. Air Force members across the spectrum of enlisted, officers and civilians have experienced ethical lapses, often referred to as lapses in professionalism. These lapses have included individual, group and organizational breaks from the standards for leadership, values, ethics, and decision-making, which reflect negatively on the Air Force and the public trust it holds.

When placed in the context of the evolutions in peer and near peer competition, national security and defense complexity, global and societal integration, and technological innovation and proliferation, these lapses can have significant implications for the future of the leaders in the profession of arms, the professionalism of the military, and the application of the Military instruments of power (Schulzke, 2016). For example, the last 17 years—almost two decades— has seen the emergence of remote and unmanned tools to support, augment and replace "boots on the ground" in warfare. At the same time, the changes in access to traditional media outlets and social media have increased public awareness of military operations and military leaders. These changes have created dilemmas for leaders in applying the rules of engagement to the new technologies and the public's media shaped perception of technology and its use (Meine & Dunn, 2017). These events reinforce the importance for the Air Force and Air University to reevaluate and revise its curriculum, particularly leadership curriculum, programming, and assessment.

Institutional Process: Conceptual Framework

The United States Air Force engages in a continuous process of deliberate assessment, analysis, and evaluation of plans and programs at all levels. Air University engages in this continuous process at the Air Force, Major Command, and institutional level in the areas of education and force development. In the execution of these processes, Air University developed a revised strategic plan in 2015 and integrated the Air Force's 2015 Strategic Plan. Air University has continued to assess and analyze the ongoing needs of the Air Force in education and force development. The Air Force and Air University processes highlighted the need to enhance and reinvigorate the development of leaders in the Profession of Arms. Air University has elected to approach the formation of a Quality Enhancement Plan as the first step in a long-term commitment to support the enhanced development of leadership at all levels of the Air Force. Air University intends for the SACSCOC QEP process to guide the institution in the development of a long-term framework for leadership theories, models, research, methodologies, and assessments across the Air Force's Continuum of Learning and an individual's career.

Philosophy: Conceptual

Air University's Quality Enhancement Plan focuses on the development of a sound conceptual and theoretical basis for the development of leadership and ethics. The Quality Enhancement Plan rests in the pursuit of a comprehensive model of leadership and the development of leaders. The comprehensive model enables a holistic view of leaders and leadership capacities across the continuum of a career. The holistic view of the development of professionalism and leadership brings together the intersections of:

- The literature on leadership and ethics;

- The development, delivery, and evaluation of curricula;

- The Air Force Continuum of Learning;

- The Air Force's Institutional Competencies model;

- Pre-existing Air Force, Sister Services, Department of Defense, and U.S. Government models for leadership and ethics;

- A methodology to maintain currency and relevance of leadership and ethics models in a curricular context.

The comprehensive and holistic approach supports the vision to develop leadership and ethics in all Air Force personnel—Officers, Enlisted, and Civilians—across all levels of leadership situations. A review of existing literature on leaders, leadership, and leadership development suggests that the comprehensive and holistic approach to leadership development addresses the Air University vision to develop leadership and ethics across the Total Force.

Review of Literature: Leadership Theories

This review of the literature on leadership theories identified the ongoing use of several foundational leadership theories. The literature also identified the emergence of research on neurological perspectives, creativity, innovation, and strategic leadership as theories of leadership (Dinh, Lord, Gardner, Meuser, Liden, & Hu, 2014). Current leadership theories cover a wide spectrum of topics that include neo-charismatic theory; leadership and information processing; social exchange/relational; dispositional/ trait theory; leadership and diversity; follower-centric leadership theory; behavioral theory; contingency theory; power and influence of leadership; strategic leadership; team leadership; contextual, complexity and system perspectives of leadership; leader emergence and development; ethical/ moral leadership theories; leading for creativity; innovation and change; identity-based leadership theory; and other nascent approaches (Dinh et al., 2014). The current leadership theories were examined for the intersection with pre-existing Air Force, Sister Services, Department of Defense, and U.S. Government models for leadership. The current leadership theories were also reviewed for the intersection with the Air Force's Continuum of Learning and Institutional Competencies.

Adaptive Leadership Theory

Adaptive leadership theory views leadership as a social construct, made up of interactions between leaders and followers (DeRue, 2011). Traditional leadership theories view leadership as hierarchal with leaders and followers fulfilling their assigned roles. DeRue (2011) provides a model of adaptive leadership theory stating all members of a group can engage in leader-follower acts (double interacts); double interacts construct leader-follower relationships; leader-follower interactions are endogenous and exogenous; leadership is a social construct- the process should be fluid; and a more fluid pattern of leading and following should allow structures to adapt more effectively. Adaptive leadership theory explains how leader-follower interactions produce relationships and structures that promote adaptability within an organization.

- Pro: Recognizes that leader-follower interactions need to be fluid for structures to adapt more effectively.

- Con: Does not rely on hierarchal leadership processes; all aspects of the theory may not be applicable to military operations given the hierarchal nature of the military.

- Related: *Social-Cognitive Theory and Social Identity Theory* - Social-cognitive and social identity theories in leadership look at the interpretation of leader-follower interactions and their reactions to their behavior. An important aspect of this theory is the perceived behavior of leader and follower and its effect of the leadership process. Other social-cognitive and social identity approaches to leadership include behavioral ratings and implicit leadership theories, leader categorization theory, and attribution theory. Lord, Gatti, & Chui (2016) argued that both leader and follower cognitive and social identities, and understanding the social-cognitive process, are important in understanding the relational process between leaders and followers. However, more research is needed to validate Social-Cognitive Theory.

Design Thinking

Design thinking is a strategic approach to solving problems during the design process. Rather than using an approach that focuses on the end goal, design thinking incorporates a holistic and strategic approach to solve current problems and takes a proactive approach to solving future problems (Lam, 2017). Key tenets of design thinking include the use of interconnected relationships in an organization and involving multiple actors in the process (Sanders & Stappers, 2008). Lam (2017) stated that one of the most important characteristics of design thinking is that the user is also part of the design process. Whatever is being created needs to center around the user; design must include the user as part of the process.

- Pro: Views the design process as a collaborative effort and recognizes the interdependencies in organizations.

- Con: There is a lack of empirical research supporting design thinking in leader-follower contexts and it does not have strong theoretical basis.

Emotional Intelligence

Mayer and Salovey (1993) defined emotional intelligence as a form of social intelligence involving the management of one's and others' emotions. A model for emotional intelligence includes knowledge, abilities, and traits of emotions: knowledge of emotions is the ability to identify emotions and how to manage emotions in certain situations; ability refers to applying emotional knowledge in a situation; finally, traits refer to the ability to behave appropriately in an emotional situation (Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009). Emotional intelligence is a viable quality in leadership processes given that leadership is a relationship between individuals. A study conducted by Eberly and Fong (2013) linked leadership effectiveness via follower emotions, emotional convergence occurs in groups, and positive moods have favorable outcomes. This study emphasized the clear importance of managing emotions in leaders because of the impact on followers and the leadership process. Emotional intelligence is also useful in stressful situations and increasing one's emotional intelligence effects one's stress resilience (Schneider, Lyons, & Khazon, 2013). Training sessions have shown to be effective in increasing emotional intelligence and can be measured using the Trait Emotional Intelligence Questionnaire, Emotion Regulation Profile Questionnaire, Emotional Management Abilities, Dimensions of Openness to Emotional Experience, Dimensions of Openness to Emotional Experiences, and Toronto Alexithymia Scale (Nelis et al., 2009).

- Pro: Research suggests strong relationships between leader emotional intelligence and follower perception of the leader. Emotional intelligence also plays a role in stress management, which has implications for high stress organizations such as the military.

- Con: Researchers question the validity of emotional intelligence. Emotional intelligence alone may not have the validity to stand as a foundation for leadership theory.

Leader-Member Exchange Theory

Leader-Member Exchange Theory (LMX) is central to many organizational processes because it is rooted in places where social exchanges occur. Chang and Johnson (2010) define LMX theory as how leaders and followers develop relationships and how these relationships effect individual and organizational outcomes. LMX theory also proposes that high-quality relationships between leaders and followers leads to effective leadership outcomes. Just as high-quality relationships lead to effective outcomes, low-quality relationships may be damaging and harmful to individual and organizational outcomes (Chang & Johnson, 2010). Lord, Gatti, and Chui (2016) discuss dynamics of LMX stating that though traits and individual characteristics play a role early on, behavioral factors play a major role in LMX relationships. LMX has several practical implications and is integrated into several emerging leadership theories, such as social network theory, due to its attention on the importance of relationships between actors (Balkundi & Kilduff, 2006).

- Pro: LMX considers both the leader, follower, and their relationship in the leadership process. Research supports the importance and effectiveness of relationships between those considered leaders and followers.

- Con: LMX does not address issues that leaders, followers, and out-group members may face if they do not have meaningful interactions and relationships.

Meta-Leadership

Meta-leadership is an emerging leadership theory rooted in the connectivity or unified action among all stakeholders in and outside of an organization. The three dimensions of meta-leadership include the leader's self-awareness, an accurate perception of the situation, and connectivity, which includes the four 'directional' aspects of leading "down," leading "up," leading "across," and leading "beyond." Meta-Leadership requires individuals to have high emotional intelligence, a knowledge of multiple perspectives, and an ability to integrate those perspectives into the organization, and engaging with those considered followers, other leaders, and those outside of the organization. Capabilities of meta-leadership outlined by Marcus, Dorn, Ashkenazi, Henderson, and McNulty (2009) combines traditional hierarchal leadership and social movement leadership.

- Pro: Recognizes the importance of interconnectivity within an organization and the individual development of all members no matter where they fall in the hierarchy.

- Con: Theoretically based, but there is not much empirical research on meta-leadership itself to provide structure and guidance in applying it across large, complex organizations.

Network Organization Theory

Network Organization Theory proposes decentralization and breaking away from traditional bureaucratic, hierarchal structures. Bjornstad (2011) explores the effects of changes to central network organizational variables in a military context. Variables associated with network organization theory include organizational structure, processes, flexibility, alignment, information sharing, decision-making, and organizational rating. Bjornstad (2011) proposes that a flat structure and decentralization have positive effects on flexibility and effectiveness.

- Pro: Adopting network organization may improve decision-making processes in a military context due to the emphasis on decentralization. Could also distribute leadership among actors that would emphasize the importance of increasing moral competence and ethical training of all military personnel.

- Con: More applicable to short-term decision-making rather than institution-wide leader development.

Organizational Change Theory

Organizational change theory analyzes ways to change an organization or structure's culture, strategies, processes, and procedures (ASHE-ERIC Higher Education Report, 2001b). Some scholars use model and theory interchangeably and ASHE-ERIC Higher Education Report (2001a) provides six organizational change models including evolutionary, teleological, life cycle, dialectical, social cognition, and cultural. The most prevalent change models in organizational change literature are the teleological (scientific management or planned change) and evolutionary (adaptive) models (ASHE-ERIC Higher Education Report, 2001a). ASHE-ERIC Higher Education Report (2001a) provides an in-depth analysis of the six organizational change models including key assumptions, examples of theories, benefits, and weaknesses of each. The analysis of information shows overlap among the six models. A key part of organizational change theory is that in complex structures, one model or theory may not be suitable for every situation and it is important to utilize the best model for the situation (ASHE-ERIC Higher Education Report, 2001b). Terriff (2006) discusses ways to implement change in the U.S. Marine Corps through a shift in language, educational system reform, and demonstrating ways that change will benefit all members of an organization. Licina (2012) presents Kotter's 8-step organizational transformation process to transform the Department of Defense military health system. Similar to other organizational change theories/ models discussed, Kotter's process addresses the importance of utilizing multiple change agents and the need to adapt throughout the process.

- Pro: There are several models and theories that support organizational change theory. Having an array of models and theories supports a flexible choice of methods that best fit the structure at hand.

- Con: Lack of literature specific to military organizational change.

Organizational Theory

Organizational theory analyzes organizational operations, procedures, and culture. Classic organizational theorists address how rationalization and systemic processes contribute to the formation of bureaucracies. Organizational theory also predicts that once a system is established through competing interests, those competing interests are reproduced across all organizational levels. Environmental forces influence the structure of an organization through path dependency across all organizational levels (King & Sekerka, 2017).

- Pro: Provides an understanding of how organizations operate, the influence of stakeholders on operations, and problems that occur as bureaucracies grow and develop.

- Con: Demonstrates the magnitude of difficulty in changing an organization when processes have become institutionalized and normative over time, like in the military.

Relational Leadership Theory

Relational leadership theory is an emerging theory and does not recognize leadership as an act but as a process and social construction. This means that leadership is not viewed as a position held by an individual based on traits and attributes, but on the relationship that develops among actors. Relational leadership theory also addresses how individuals define themselves based on their relation to others within a system and the implications of this relationship (Uhl-Bien, 2006).

- Pro: Theoretically based from multiple leadership theories including LMX, social network theory, and others. Views leadership as a relationship between members and places importance on the quality of the relationship. Leadership is viewed as a process.

- Con: Lacks a solid foundation in empirical research.

Social-Cognitive Theory and Social Identity Theory

Social-cognitive and social identity theories in leadership look at the interpretation of leader-follower interactions and their reactions to their behavior. An important aspect of this theory is the perceived behavior of leader and follower and its effect of the leadership process. Other social-cognitive and social identity approaches to leadership include behavioral ratings and implicit leadership theories, leader categorization theory, and attribution theory (Lord, Gatti, & Chui, 2016).

- Pro: Argues that both leader and follower cognitive and social identities, and understanding the social-cognitive processes, are important in understanding relations process between leaders and followers.

- Con: Theoretical foundation is emerging, but may not contribute significantly to applications of leadership and ethics in the military context.

Social Network Theory

Social network theory analyzes the way in which social relationships within an organization play a role in organizational structures and processes. The perception and management of social networks plays an important role in leadership processes. Leadership from a social network perspective looks at the position of the individual in relation to the whole organization- a macro focus on relationships. Balkundi and Kilduff (2006) present social network theory by connecting cognitive processes and social structures.

- Pro: Theory links cognitive processes and social structures; networks are cognitive structures in the minds of individuals and structures developed through relationships in an organization.

- Con: Does not address the influence of external factors on these networks.

Full Range Leadership Model (FRLM)

Transactional Leadership: According to Bass (1999), transactional leadership is the exchange between actors to achieve their own self-interest. Transactional leadership may take many forms including contingent reward, passive leadership, or laissez-faire. This leadership theory relies on rewarding desirable behaviors in subordinates (Pearce & Sims Jr., 2002). Leaders motivate subordinates to display certain behaviors or achieve certain goals by providing rewards for inputs. Behaviors that leaders display to achieve goals include providing personal rewards, providing material rewards, and managing by exception; either passive or active (Pearce & Sims Jr., 2002).

- Pro: Transparency in terms of what is expected from followers; largely focused on productivity.

- Con: Short-term exchange of rewards, more of a managerial approach rather than leadership approach. Does not consider motivational forces or the relationship between leader and follower.

Transformational Leadership: According to Bass (1999) transformational leadership is a leadership style concerned with uplifting, motivating, and empowering followers. Research on transformational leadership shows that behaviors displayed by transformational leaders increase job satisfaction and performance in followers. Behaviors commonly displayed by transformational leaders include "providing vision, expressing idealism, using inspirational communication, and having high performance expectation" (Pearce & Sims, 2002, p. 173). Kozlowski, Watola, Jensen, Kim, and Botero (2009) integrate aspects of transformational leadership such as the role of influence and motivation on follower perceptions in the leader-follower process. Transformational leadership moves the follower beyond self-interests and elevates their concerns for personal and organizational achievement (Bass, 1999).

- Pro: Long-term outcomes focus on empowering and developing members of an organization.

- Con: Difficult to implement in certain cultures and organizations.

Vertical Leadership

Vertical leadership is the analysis of leader development throughout critical markers in leaders' careers progressing from novice to intermediate to expert (Lord & Hall, 2005). Understanding the deeper, principled aspects of leadership in terms of skill, cognitive, and identity development over an extensive period of time has practical implications for leader development. Different conceptualizations of knowledge (symbolic, connectionist, and embodied-embedded) are also useful in understanding the leadership process across time (Lord & Shondrick, 2011). Complexity leadership theory, as a component of vertical leadership, recognizes that systems are made up of complex interactions among agents and focusses on the learning, creative, and adaptive functions of a complex adaptive system (CAS). The foundational leadership theories in CLT are administrative leadership - leadership through the use of formal acts to structure activities and achieve goals within an organization; enabling leadership – leadership that fosters and facilitates space so that CAS are able to address creativity and knowledge; and adaptive leadership – leadership that emerges as a result of tension and underlies emergent change activities. Uhl-Bien, Marion, and McKelvey (2007) refer to the interaction of these three leadership styles as "entanglement" and essential to maintain and promote function in CAS systems. In terms of leadership, leaders must be complex, adaptive, and utilize tensions between operational systems and entrepreneurial systems to create change. In organizations that are bureaucratic, hierarchal and respond to order, leaders need to enable adaptive responses by engaging in and creating conditions that promote emergence (Uhl-Bien & Arena, 2017). Identity formation is influenced by multiple factors including sociocultural factors. A sociocultural approach to identity formation recognizes the influence of cultural tools, historical resources, and meaningful human action in identity formation (Penuel & Wertsch, 1995). Penuel and Wertsch (1995) provide an overview of both Erikson's and Vygotsky's theory on social development. Erikson is primarily concerned with the formation of identity by how the individual makes choices in response to sociocultural, historical, and institutional actualities. Vygotsky posits that development is a process of individual functions as external and social factors become internalized.

- Pro: Recognizes that leadership is a multi-faceted, complex process with learning and the ability to adapt as the outcome. Analysis of cognitive and knowledge structures in leaders; development overtime. May help pinpoint key developmental markers in the leadership development process. Recognizes the role that external forces (sociocultural processes) such as culture, artifacts, and historical resources play on identity formation.

- Con: Does not fully address/ consider external influences on the leadership process. More research needed on cognitive processes of complex leader. Still needs to take into consideration that interpretations of sociocultural process may be subjective and difficult to understand at the individual level.

Unger's Constructive Social Theory

According to Unger's (1987) social theory, society is created and recreated by human interactions; there is no natural order in the way that society has been created. As a result,

humans have the ability to create and recreate social structures. Unger (1987) refers to organizational change as social reconstruction- for organizational change to occur we must understand formative contexts (assumptions and beliefs that guide behaviors and approaches to problem solving), fundamental institutional arrangements, shared preconceptions, beliefs and values. Crawford and Mills (2011) draw on the work of Unger (1987) to analyze elements of organizational change specifically looking at gender relations. According to Crawford and Mills (2011) language is a powerful tool in organizations and uphold oppressive systems. Applying Unger's (1987) constructive social theory to the use of language, Crawford (2011) proposes that because language is a social construction, it has the ability to initiate organizational change.

- Pro: Society and organizations are created by human agency and can therefore be re-created.

- Con: Does not consider the role that the individual plays, in terms of thought processes, meaning-making, and cognitive structures, in organizational change.

Informed by the literature, leadership curriculum should include theory as foundational in the development and application of ethical decision-making skills and use theory to create immersive learning experiences that ensure deep learning of key leadership concepts already built into existing Air University curriculum. Air University leadership curriculum will be situated in the empirical, validated theories of leadership development that are both validated by the literature and familiar to Air University curriculum and Air Force leaders, namely Leader-Member Exchange theory (LMX), Vertical Leadership (or Cognitive-Complexity) theory, the Full Range Leadership Model, and Meta-Leadership.

First, LMX provides an understanding of leader-follower relationships to help Air Force leaders understand how to promote and facilitate ethical behavior. LMX also provides strategies for follower motivation through high-quality interactions and trust, key in the creation of an ethical environment. Grounding the QEP in LMX supports the need for, role of the quality of a relationship, and its effect on leadership outcomes, which in turn effects organizational outcomes. Second, Vertical Leadership is key in understanding how ethical leadership development occurs vertically as well as horizontally and provides insight in the need to support individual ethical development throughout one's career. Vertical leadership recognizes that leadership is a multi-faceted, complex process with learning and the ability to adapt as the outcome. Vertical leadership emphasizes continual cognitive development as key to promoting career-long ethical development for military leaders and personnel. Third, informed by FRLM, research-based leadership strategies and behaviors to develop ethical subordinates are informed by an approach to leadership that focuses on facilitating individual development. Because of its current use in a wide array of Air Force programs, revisiting and reinforcing the understanding and application of the FRLM will help leaders to connect and apply ethical leadership principles to background knowledge and current practice. Finally, Meta-Leadership provides leaders an understanding of and practice in leveraging influence where formal authority is non-existent or inappropriate. It is especially relevant in the context of allowing for institutional change and creating channels of dissent within a traditionally hierarchical structure.

Review of Literature: Leadership and Ethics/Virtues

The contextual environment for Governmental and Military organizations continually evolves through shifts in geo-political, socio-cultural and technological advances. These changing contexts create incongruences, disconnects, and cognitive dissonance for leaders at all levels, and manifest in decision-making dilemmas in the application of the military instruments of power, the rules of engagement, and the cost of war. The difficulty of dilemmas will continue to increase as confluence of factors or data involved evolves such as the complexity of war (Wead, 2015); the blurring of lines between civilian and combatant (Mastroianni, 2011); the undefined combat zones; and the alternative means of action—unmanned weapons, cyber weapons, etc. (Asencio, Byrne, & Mujkic, 2017; Meine & Dunn, 2017). Jennings and Hannah (2011) suggest that the internalization of values, norms, and behaviors by leaders and modeling them to others, will help enhance decision-making skills when faced with a dilemma. The literature emphasizes the importance of role modeling and the influence that leaders have on follower perceptions of values and ethics. Jennings and Hannah (2011) suggest that exemplary military values and ethics include the modeling of the morality of obligation, morality of aspiration, rule following, and identity conferring. Berghaus (2016) suggests adopting an apprenticeship model in which individuals are assessed and monitored by a peer, rather than senior leader, to develop moral and ethical decision-making skills. The literature also suggests self-reflection and the validation of self-reflection by others during military training, positive reinforcement for positive ethical decisions, and addressing and punishing unethical behavior may also contribute to sustainable ethical and moral development (Asencio, Byrne, & Mujkic, 2017).

Governmental and Military organizations are a microcosm of society and reflect its social, cultural, and political values, perceptions and thinking (APS, 2013). In many cases, Governmental and Military organizations are sentinels of society's changes, challenges and evolutions in values, perceptions and thinking. Military history contains examples of several positive social changes where the military was at the forefront including in racial integration and gender equality. For example, a history of racial integration in the military occurred long prior to President Truman's 1948 Executive Order 9981 officially desegregating the military stating, "there shall be equality of treatment and opportunity for all persons in the armed forces without regard to race, color, religion, or national origin." The Executive Order predated *Sweatt v. Painter* and *McLaurin v. Oklahoma State Regents* by two years, *Brown v. Board of Education* by six years, Montgomery Bus Boycott by seven years, and *Loving v. Virginia* by 19 years.

The societal microcosm of governmental and military organizations also reflect the negative elements found in society. The decision-making failures, the ethical lapses, and the unprofessional behaviors are reflective of those across our society. However, the public visibility and awareness of these events has a negative effect on the public's perception of the military (Arbeit, 2018; Meine & Dunn, 2017; Schulzke, 2012). As a result, ethical and moral decision-making continues to be a key focus in military leadership training and development (Pfaff, 2003; Seiler, Fischer, & Voegtli, 2011; Wead, 2015).

The research on ethics, values, and virtue through the lens of leadership development is a growing field. Research on leadership development is rooted in theories of moral development and draws upon positive psychology based theory for character development, human development, social development, and cognitive development. :

- Women's Ways of Knowing (Belenky, Clinchy, Goldberger, & Tarule, 1986);
- Attachment Theory (Bowlby, 2005);
- Ecological Systems Theory (Bronfenbrenner, 1977);
- Identity Development Theory (Chickering, 1993);
- Psychosocial Development (Erikson, 1950);
- Psychosexual Development (Freud, 1923);
- Constructive Developmental Model (Kegan and Lahey, 1984);
- Reflective Judgement Model (King and Kitchener, 1994);
- Model of Epistemological Reflection (Baxter-Magolda, 2004);
- Cognitive Development (Piaget, 1932);
- Intellectual and Ethical Development (Perry, 1970);
- Rest (Modifications of Kohlberg);
- Strengths and Virtues (Seligman and Peterson, 2004);
- Cultural-Historical Psychology (Vygotsky, 1978); and
- Evolutionary Developmental Psychology.

The current literature on ethical leadership indicates several general conclusions for leadership development (Chuang & Chui, 2018; Gavriely-Nuri, 2012; Haubrich, 2004; Pfaff, 2003; Seiler, Fischer, & Voegtli, 2011; Zhu, Zheng, Riggio, & Zhang, 2015). First, ethical leadership occurs in two domains or levels: individual/self and institutional/organizational (Asencio et al., 2017; Ash, 2001; Denny, 2014; Jennings & Hannah, 2011; Michelson, 2013; Schulzke, 2012; Warner & Appenzeller, 2011). The research in this area on ethical leadership development previously focused on developing an ethical individual which influenced the existing military efforts to train and develop ethical individuals (Asencio et al., 2017). The recent body of research suggests that the development of leadership ethics and values at the organizational level is needed in addition to the development of individuals to foster a culture of ethics (Asencio et al., 2017; Pyman, 2017). The research indicates a model to standardize ethics development in the military throughout a career may help develop ethical decision-making skills (Immel, 2016). The research indicates leadership development occurs three levels from the individual to the organization. These three levels align directly with the Air Force's approach to workforce development—Individual/Self, Team/Group, and Organization/Enterprise.

Informed by the foundational leadership theories discussed previously, ethical leadership development occurs in two major continuums. First, development as an ethical leader occurs in a socio-cognitive developmental continuum, as an individual identifies and solidifies their internal moral and ethical selves and acts in accordance with their internal beliefs. Second, ethical leadership development occurs within the three major interpersonal domains: Individual/Self; Team/Group; and Organization/Enterprise. We define ethical leadership in the Air Force context as individuals who "are moral persons who manifest moral traits and behaviors in their personal lives. In addition to these personal characteristics, ethical leaders also practice moral management, actively influencing employees to be conscientious of ethics and encouraging them to act morally. They do this through communication, discipline, and the effects of role modeling" (Ko, Ma, Bartnik, Haney, & Kang, 2018, p. 106). Socio-cognitive development occurs in each domain (Baarle, Bosch, Widdershoven, Verweij, & Molewijk, 2015).

Schulzke (2016) applied Kant's moral theory to military operations, specifically to drone use stating that the internalization of moral rules will help solve ethical issues the military is currently facing. Through the use of the Socratic Method, virtue ethics, and living learning in a military training program, Baarle et al. (2015) found that intervention methods through reflection helped military personnel identify and understand moral dilemmas and their moral competence. Virtue ethics are ethics that reflect the individual's virtues of mind and character. They are not something that can be forced upon individuals in the learning process. Utilizing Socratic dialogue, engaging in dialogue with oneself and others, is a way to engage individuals to think about and develop their virtue ethics (Baarle et al., 2015). Virtue ethics may vary across individuals, which may lead to differences in ethical decision-making. There is extensive literature on military ethics and the need to increase moral development in military personnel. Reflection proved to be an effective method to increase military personnel's moral competence, specifically through organized training sessions. However, there has been a focus on increasing the moral competence of senior leaders rather than on all levels of military personnel. Additionally, much of the research in ethics lacks a theoretical basis and serves more as a "call to action" than as a guide for developing common ethical understanding.

Military organizations currently face several ethical dilemmas due to the shift in warfare through the use of unmanned weapons and increased public perception on military operations (Meine & Dunn, 2017). As a result, military training and education must include content on ethical and moral decision-making and leaders must assess how subordinates act when confronting ambiguous situations. Some scholars believe that ethical decision-making begins with those in leadership positions and the internalization of certain norms and behaviors will become embedded in followers (Jennings & Hannah, 2011). Jennings and Hannah (2011) also suggested that exemplary military ethics include morality of obligation, morality of aspiration, rule following, and identity conferring. Literature emphasizes the importance of role modeling and the influence that leaders have on follower perceptions of ethics. Berghaus (2016) suggested the adoption of an apprenticeship model in which soldiers are assessed and monitored by a peer, rather than senior leader, to develop moral and ethical decision-making skills. Immel (2016) offered a way to standardize ethics in the military through the use of an Ethical Fitness Assessment. Standardizing ethics and testing service members throughout their career may help develop the ethical decision-making skills necessary. Reflection during military training, positive reinforcement for positive ethical decisions, and addressing and punishing unethical behavior may also contribute to sustainable ethical and moral development training (Asencio, Byrne, & Mujkic, 2017).

Approach: Framework

The Air Force defines leadership as "the art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission in joint warfare" (Air Force Doctrine Document Volume 2, *Leadership*). While there are many universal truths to the notion of leadership and the skills and tasks required of leaders to influence others, the Air Force operates in its own unique context and environment. First, the Profession of Arms is unique in that its central focus is on warfighting. It is a Constitutional duty and moral obligation for members of our Nation's Armed Forces to defend our Nation, its citizens, and its vital interests. The inclusion of deliberate and often routine decisions of life and death and the protection of our Nation and its way of life from immediate and existential threats creates a level of duty and

responsibility unlike most other leadership roles in society. Furthermore, even within the context of warfighting, the Air Force and its Airmen have a unique perspective based on the Air Force's mission to "Fly, Fight, and Win in Air, Space, and Cyberspace" (AFDD Vol 2). Airmen must operate with a global, strategic mindset, as these domains are vast, flexible and dynamic. Airmen generally think of warfighting in terms of creating effects in the battlespace rather than pursuing specific geographies or targets, which requires Air Force leaders to take a more holistic and comprehensive approach in both design and execution of strategies and plans (AFDD Vol 2). The Airman's perspective of warfighting is unique among the Services and requires a leadership development effort designed to develop leaders who execute the Air Force's role as a member of the larger joint military team.

Military organizations, and specifically the Air Force, need members at every level with the knowledge, skills and resources to confront current, emerging, and future tactical, operational, and strategic dilemmas of today's socio-political and cultural climate (Asencio, Byrne, & Mujkic, 2017; Mastroianni, 2011; Meine & Dunn, 2017; Wead, 2015). The Air Force also needs leaders who can continue to learn and adapt to the evolutions in global social and cultural context and the tactical, operational and strategic dilemmas of the future (Asencio et al., 2017). Leaders must be prepared to make ethical decisions in a volatile, uncertain, complex and ambiguous environment; and these decisions must be founded on and reflect the Air Force Core Values and the unique expectations, requirements, and standards inherent in the Profession of Arms. Leaders must also be prepared to lead others in the profession as exemplars and create a culture that reflects the Core Values (Jennings & Hannah, 2011).

Air University has developed a conceptual QEP framework to integrate the intersection of ethical leadership and strategic leadership. This QEP framework is designed to create a deliberate and comprehensive leadership development program for the University. The framework is founded on an individual's ethical capacity, which is their ability to establish, apply, and demonstrate standards of ethics and values. This includes the Airman's ability to demonstrate the four ethical dimensions (process, judgment, development, and system dimensions) as a context for analyzing and resolving behavioral, moral, and legal ethical issues at the individual, team, and organizational levels. In addition, leadership development includes the Airman's ability to manage morally complex dilemmas by demonstrating the four ethical dimensions domestically and globally (Asencio et al., 2017; Ash, 2001; Baarle et al., 2015; Denny, 2014; Jennings & Hannah, 2011; Michelson, 2013; Schulzke, 2012; Warner & Appenzeller, 2011). An individual's ethical capacity is the precursor to their ability to foster subordinate's individual ethical development while building, reinforcing, and enforcing the Air Force as an ethical organization.

While ethical leadership is in and of itself a noteworthy academic pursuit, Air University is looking to situate this framework within the context of the Air Force environment. Given the imperative of the Air Force's mission and the unique perspective and context Airmen operate within, the QEP framework focuses on three specific strategic capacities of particular interest to Air Force senior leaders. These capacities are foundational traits and skills necessary to create leaders who understand and display ethical leadership within the demanding Air Force mission, which requires leaders to think and act strategically. These three supporting capacities—absorptive capacity, adaptive capacity, and decision-making capacity—are inherent in the context of a developmental continuum across an Airman's career (Boal & Hooijberg, 2000).

The three capacities (Boal & Hooijberg, 2000) defined:

- Absorptive Capacity: Ability to learn. Ability to learn through "know-why," "know-how," and "know-what" processes (Garud, 1997). Ability to engage in directed and self-directed learning, to recognize new information, assimilate it and apply it to a context or a targeted end. The ability to create and recreate gestalts and logical structures based on new information and understanding. Individual absorptive capacity depends on an organization's systems capabilities (procedures and policies), coordination capabilities (intra-relationship building), and socialization capabilities (Daghfous, 2004). Absorptive capacity also refers to an individual or organization's ability to understand and value new external knowledge, engage in a transformative learning process, and to apply the transformed knowledge (Lane, Koka, & Pathak, 2006). Tenets of absorptive capacity are found in vertical leadership including the leader's ability to develop one's knowledge over time (Lord & Hall, 2005; Lord & Shondrick, 2011; Uhl-Bien, 2006; Uhl-Bien, Marion, & McKelvey, 2007; Uhl-Bien & Arena, 2017).
- Adaptive Capacity: Ability to change. Ability to be creative and innovative in the face of incongruence, complexity, disequilibrium, dissonance, and hypercompetition. Adaptive potential relies on all members of an organization, particularly in leaders' cognitive, behavioral, and flexibility abilities (Boal & Whitehead, 1992; Hooijberg, Hunt, & Dodge, 1997; Zacarro, 1996). Tenets of adaptive capacity are found in meta-leadership theory which incorporates the need for leaders to be adaptive in complex situations when multiple stakeholders and actors are involved (Marcus, Dorn, & Henderson, 2006; McNulty et al., 2018a; McNulty et al., 2018b; Marcus, Dorn, Henderson, & McNulty, 2015) and vertical leadership theory which refers to adaptive leadership as the ability to respond under tension (Uhl-Bien, Marion, McKelvey, 2007)
- Decision-making Capacity: Ability to discern variations in the environment, understand the social actors and their relationships, and to discern the timing of the "right action at the right time" (Gardner, 1985, 1993; Sternberg, 1985; Zaccaro, Gilbert, Thor, & Mumford, 1991). Tenets of the decision-making or managerial wisdom capacity are found in Leader-Member Exchange Theory (Balkundi & Kilduff, 2006; Brower, Schoorman, & Tan, 2000; Chang & Johnson, 2010; Ko, Ma, Bartnik, Haney, & Kang, 2018; Lord, Gatti, & Chui, 2016), the Full-Range Leadership Model (Bass, 1990, 1999; Burns, 1978; Pearce & Sims Jr., 2002), and Meta-Leadership (Marcus, Dorn, Henderson, & McNulty, 2015). Decision-making capacity brings attention to the importance of a strategic leader having the social intelligence to create and maintain quality relationships among actors of the organization.

These three capacities (Boal & Hooijberg, 2000) are continually developed across the continuum of learning. The capacities and corresponding abilities can be structured for the continuum of learning elements of training, education, experience, self-development and mentoring/coaching. The capacities can also be structured across the levels of leadership from tactical to operational to strategic levels of operations.

The concept of strategic leadership has focused narrowly on the upper levels/echelons of an organization instead on broad integrated approach. This resonates in the Air Force, where the term "strategic leadership" usually refers to the most senior levels of leadership, or at least those distinguishing attributes and traits that are required of or reserved for these most senior leaders.

In order to develop strategic leaders, deliberate development must occur holistically across the individual's entire career for all Airmen. The emerging Air Force leader must begin developing and exercising the foundational traits and skills of a strategic leader at the beginning of a career, not only upon entry into the upper echelons of an organization (Boal & Hooijberg, 2000; Ko et al., 2018; Kozlowski, Watola, Jensen, Kim, Botero, 2009; Snider, 2008). An emerging leader must develop skills in cognitive complexity, social complexity, and behavioral complexity. Through these complexities, an emerging leader develops skills in critical thinking and decision-making (Asencio et al., 2017; Ko et al., 2018; Szfranski & Toner, 1994; Warner & Appenzeller, 2011; Weigle & Allen, 2017); interpersonal and public communication (Ko et al., 2018); personal competencies and capabilities (Asencio et al., 2017); organizational structures, processes, and controls (Marcus, Dorn, Henderson, McNulty, 2015); interpersonal, group and organizational relationship management (Asencio et al., 2017; Ash, 2001; Denny, 2014; Jennings & Hannah, 2011; Michelson, 2013; Schulzke, 2012; Warner & Appenzeller, 2011); identifying, selecting and developing future leaders (Immel, 2016); creating and managing organizational culture (Asencio et al., 2017; Michelson, 2013; Schulzke, 2012; Warner & Appenzeller, 2011); and infusing an ethical and values system (Asencio et al., 2017; Baarle et al., 2015; Immel 2016; Offstein, Dufresne, & Childres, 2017; Warner & Appenzeller, 2011).

In addition to ethical leadership and the three strategic capacities (Boal & Hooijberg, 2000), the foundational leadership theories discussed previously outline that leadership development occurs within three major interpersonal domains: Individual/Self; Team/Group; and Organization/Enterprise. Socio-cognitive development occurs in each domain (Baarle et al., 2015); one develops a clearer understanding of their values and, then, can act in accordance along a developmental continuum (self-domain). The leadership development process proceeds horizontally and vertically; a leader develops as a leader with increasing role responsibilities and develops in each domain, deepening their skills as a part of the development process.

Thus, the Air University's proposed QEP framework integrates ethical leadership with a specific focus on the three strategic capacities (Hooijberg & Boal, 2000) (absorptive, adaptive, and decision-making) across the three major interpersonal domains. This framework provides a construct that promotes a deliberate and methodical way to analyze, evaluate, develop and assess existing and future leadership development programs across the University. Depicted visually in Figure 1, the framework conveys there is a relationship between an individual's understandings of "self," their ability as a "team" leader to create an environment that fosters subordinates' individual development, and the capacity to foster culture/climate of the Air Force as an organization. Further, this is a bi-directional relationship of influence between the capacities within Airmen and the teams they lead, and the Air Force as a broader organization.
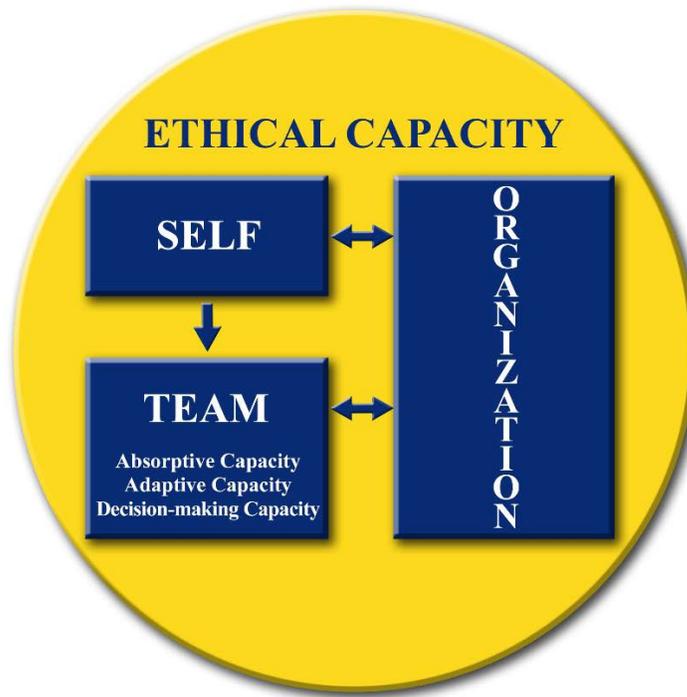
Figure 1: AU QEP Framework

The framework acknowledges all learning begins with the self-domain. Air Force programs and development efforts must ensure Airmen are deliberately developed in these capacities across a continuum of their learning, from introductory concepts during accessions and early stages of their careers, to more advanced concepts and applications as they mature in their experiences and levels of responsibility.

The literature shows that the strategic leader capacities manifest in the Team/Group domain (Asencio et al., 2017; Jennings & Hannah, 2011); the organizational structure of the Air Force is one that requires a particular focus on the Individual/Self-domain. This is due to the Air Force's size and dispersion across hundreds of geographic locations, combined with the dynamic nature of a rotational assignment system that requires individuals to change locations, organizations, and even job duties every few years. As a result of this construct, formal development generally occurs away from the assigned unit (although even this is relatively temporary) and instead occurs at Air University or other locations deliberately designed to focus on education and/or training development. Figure 2 a visual representation of the QEP framework in the context of the Air Force's organization.
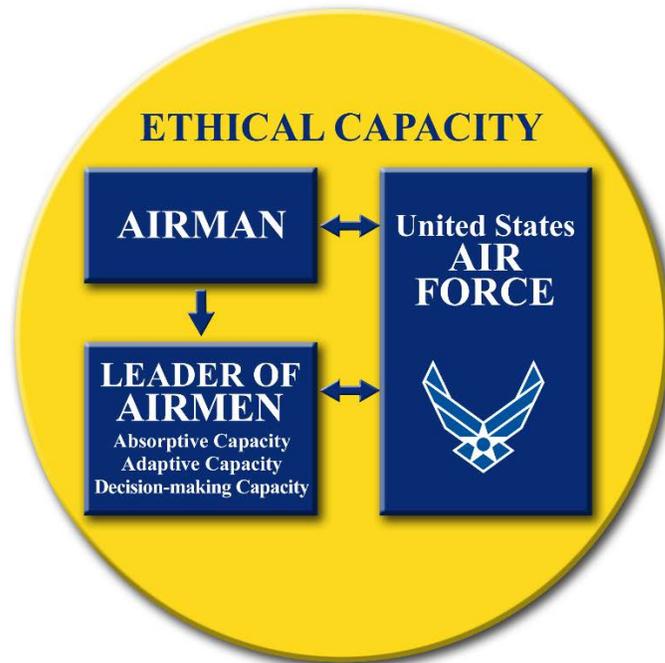
Figure 2: AU QEP Framework in Air Force Organization Context

The intent of Air University is to educate and develop individual Airmen in these capacities in order for them to take their knowledge, skills, and abilities back to their unit for application. This leadership development process proceeds horizontally and vertically; an Airman develops as a leader with increasing role responsibilities and develops in each domain, deepening their skills as a part of the development process. However, Air University acknowledges that the true measure of merit of any leadership development program will be in the impact the leader has in their leadership roles within their teams, whether that role is formal or informal. Therefore, Air University must seek every opportunity to create team development opportunities and include assessment mechanisms that measure Air Force teams in the field along these capacities. In turn, the totality of the impact on individual Airmen and Air Force teams will result in an overall set of capacities that are developed, nurtured, and eventually adopted as normative practices within the culture and climate of the Air Force as an overall organization.

The relationship between the core values of the Air Force as an organization and the leadership development of individual Airmen and the teams they lead is reciprocal in nature. The Air Force Core Values create an organizational ethic that are "the set of values that guides the way Airmen live and perform" (AFDD-1, Vol 2). As an organization, the Air Force's stated and espoused values, along with accepted normative behaviors and embedded mechanisms, are a significant influence on the broad organizational culture and climate of the Air Force, which influences the development process of Airmen as individuals and leaders of teams (Schein, 2010).

Leadership and Ethics across the Continuum of Learning

The contextual environment for Governmental and Military organizations continually evolves through shifts in geo-political, socio-cultural and technological advances. These changing contexts create incongruences, disconnects, and cognitive dissonance in the application of existing leadership models. All levels of leadership currently face several ethical dilemmas due to the shift in warfare through the use of unmanned weapons and increased public perception of military operations (Meine & Dunn, 2017). As a result, ethical and moral decision-making needs to be assessed and a focus in military training. Some scholars believe that ethical decision-making begins with those in leadership positions and the internalization of certain norms and behaviors will become embedded in followers (Jennings & Hannah, 2011). Jennings and Hannah (2011) also suggest that exemplary military ethics include morality of obligation, morality of aspiration, rule following, and identity conferring. Literature emphasizes the importance of role modeling and the influence leaders have on follower perceptions of ethics. Berghaus (2016) suggests adopting an apprenticeship model in which soldiers are assessed and monitored by a peer, rather than senior leader, to develop moral and ethical decision-making skills. Immel (2016) offers a way to standardize ethics in the military through the use of an Ethical Fitness Assessment. Standardizing ethics and testing service members throughout their career may help develop the ethical decision-making skills necessary. Reflection during military training, positive reinforcement for positive ethical decisions, and addressing and punishing unethical behavior may also contribute to sustainable ethical and moral development training (Asencio, Byrne, & Mujkic, 2017).

The Quality Enhancement Plan (QEP) conceptual framework provides a structure to understand the capacities evident in strategic leaders and strategic organizations. The vision is to develop individuals—Officers, Enlisted and Civilians—within the three domains: Individual/Self, Team/Group, and Organization/Enterprise with the ethics capacity and three specific strategic leadership capacities.

Informed by the foundational leadership theories discussed previously, leadership development occurs within the three major interpersonal domains: Individual/Self; Team/Group; and Organization/Enterprise. Socio-cognitive development occurs in each domain (Baarle et al., 2015); for example, one develops a clearer understanding of their values and, then, can act in accordance along a developmental continuum (self-domain). The ethical leadership development process proceeds horizontally and vertically; a leader develops as a leader with increasing role responsibilities and develops in each domain, deepening their skills as a part of the development process.

Therefore, the Quality Enhancement Plan conceptual framework will focus on the ethical leadership development of leaders in the Air Force context in each of the domains:

A. Individual/Self: Airman will develop an ethical foundation and act in accordance in their personal lives.

Airman will be able to:

1. Identify personal values as they align with Air Force values of integrity, service, and excellence
2. Demonstrate ethical traits
3. Identify the values of others
4. Recognize the moral dimension of a situation and the values at stake
5. Judge a moral question or dilemma and communicate this judgment
6. Act in accordance with judgement in a morally responsible manner
7. Be accountable for actions and decisions

B. Team/Group: Airman will practice moral management and influence subordinates to make ethical decisions. Airman will be able to:

1. Model ethical behavior
2. Develop ethical behavior in subordinates
3. Reward ethical behavior in subordinates (morality of aspiration)
4. Punish unethical violations **equitably** (morality of obligation)
5. Foster an environment that supports ethical behavior (i.e., safe, secure, and stable within the constraints of the field)

C. Organization/Enterprise: Airman will develop and promote an ethical organizational structure. Airman will:

1. Reinforce organizational ethical values through modeling, open conversations, rewarding ethical behavior and enforcing punishment equally for violations
2. Create a shared vision
3. Implement checks and balances for personal leadership roles
4. Provide opportunities for dissent (e.g., dissent channels)

Individual/Self

The foundation of ethical development begins with the development of the ethical self-authored self, where one identifies ethical beliefs and values and is able to act on those internal beliefs through moral reasoning and decision-making (Ascencio et al., 2017). Those traits include honesty, courage, responsibility, agreeableness, respect, duty, loyalty, conscientiousness, and empathy (Baarle et al., 2015; Ko et al., 2018; Shulzke, 2012; Toner, 2008). The key focus at the individual level, considering ethical development within the context of the Air Force, is to provide the opportunity to identify and reflect on one's internal beliefs and to connect individual ethical values to Air Force values, so that individual Airmen see their beliefs as aligned with the Air Force as an organization: in short, their internal beliefs align with organizational ethical beliefs (Ash, 2001).

In contrast to a training culture such as the one traditionally seen in the Army, indoctrination and mass briefings are not enough to ensure ethical behavior (Mastroianni, 2011). While behavior

reinforces value identification and values are reinforced by practice, simply behaving ethically is not enough to ensure ethical behavior and ethical leadership. In curriculum, applying traditional ethical theory is especially relevant in this development process. For example, Schulzke (2016) applied Kant's moral theory to military operations, specifically to drone use to help Airmen consider ethical ramifications of UAV use. Baarle et al. (2015) described how to apply virtue ethics and reflection to promote ethical development and moral competencies. Using ethical theorists such as Kant, Airmen need to be able to see ethics in everything (Offstein, Dufresne, & Childers, 2017) and ethical decisions need to be habitual by developing an automatic trigger of ethical schemas (Immell, 2016; Offstein, Dufresne, & Childers, 2017; Warner & Appenzeller, 2011).

Development at the individual level is facilitated by opportunities to apply ethical decision-making in real-world settings with real-world rewards and punishments (Asencio et al., 2017; Szfranski & Toner, 1994; Warner & Appenzeller, 2011). Frequently found throughout the literature is the emphasis on the importance of punishment for ethical violations that are immediate and equally applied regardless of rank (Asencio et al., 2017; Ko et al., 2018; Szfranski & Toner, 1994; Warner & Appenzeller, 2011) to create an "ethical culture" where it is clear that ethical lapses are not tolerated. Similarly, soldiers should not only be encouraged to act ethically through an equitably applied system of rewards and punishments, they should also be encouraged to report ethical violations. This is important to reinforce individual ethical development and demonstrate how individual ethical beliefs align with organizational beliefs (Ko et al., 2018; Weigle & Allen, 2017). Research suggests that ethical individuals are more likely to behave ethically even in the presence of unethical leadership (Schulzke, 2012): individual ethical development is still an imperative in the Air University academic environment.

Team/Group

Within the Team/Group domain, ethical leadership training and development focuses on creating the environment that fosters subordinate's individual ethical development while building, reinforcing, and enforcing the Air Force as an ethical organization. Prior research suggests that low levels of training and poor unit discipline are indicators of misconduct and high levels of stress lead to an increased likelihood of unethical behavior (Warner & Appenzeller, 2011). Additionally, subordinates are more likely to engage in unethical behavior when following orders (Ascencio et al., 2017) and are reluctant to report ethical violations for members of their unit (Warner & Appenzeller, 2011), a key consideration in addressing sexual violence and harassment (Schulzke, 2012). These findings are in contrast to the suggestion that ethical lapses are individual; organizational culture, leader characteristics, and environment all contribute to the ethical behavior of subordinates. Research suggests that leaders cannot assume that Airmen know what is right and will behave ethically, as is typical in a laissez-faire leadership model (Michelson, 2013). Ethical behavior is developed through constant and consistent attention to ethics.

At the Team/Group level, leaders must continue to behave ethically at the individual level and must create an ethical culture for subordinates. First, a leader must immediately punish ethical violations equitably, without regard to differences in rank (Asencio et al., 2017; Ko et al., 2018; Szfranski & Toner, 1994; Warner & Appenzeller, 2011), and must reward ethical decisions, reinforcing both the morality of obligation and the morality of aspiration (Asencio et al., 2017;

Jennings & Hannah, 2011). Second, a leader needs to model ethical behavior (Asencio et al., 2017; Ko et al., 2018; Warner & Appenzeller, 2011), connect with subordinates by showing respect equally, regardless of rank (Schulzke, 2012), and know subordinates as individuals (Ko et al., 2018; Warner, 2011). Additionally, it is important that leaders foster conversations about ethics, making ethical decisions clear, and provide opportunities for discussion and reflection (Asencio et al., 2017). This is a key aspect of engaged leadership, where direct leader involvement creates a culture where the leader is not the only one holding Airmen responsible for ethical decisions, but Airmen hold each other accountable as well (Warner, 2011). An ethical leader at the Team/Group level is responsible for determining the key areas that support the Air Force mission and values by creating systems of checks and balances that communicate those values to Airmen and holds them accountable (Warner, 2011). Finally, leaders need to create an environment that is, as possible given the constraints of the field, stress free, supportive, and meets the basic needs of the soldier (Immel, 2016).

Organization/Enterprise

Ethical behavior should be an institutional norm (Weigle & Allen, 2017) and need to occur in an ethical organization. This can be achieved by creating and reinforcing structures that punish ethical lapses equitably, providing channels for dissent that do not interfere with the larger mission of the Air Force, and reinforcing ethical norms (Asencio et al., 2017). As such, leaders need to facilitate organizational conditions that allow individuals to ask questions, dissent, and report violations without fear of repercussion (Asencio et al., 2017; Lucas, 2009). Further, there needs to be an implementation of checks and balances both intra-team and intergroup where senior leaders are similarly accountable for their behaviors as subordinates are (Asencio et al., 2017). Finally, it is key that senior leaders build and communicate a shared vision to subordinates (Ryan, 2016).

The development of emerging leaders individually supports the collective development of a team of emerging leaders. The development of the individual and collective, in turn facilitates emerging leaders across the continuum of a career to support leaders across the tactical, operational, and strategic levels. The holistic vision is to develop the capacities, abilities and skills in Officers, Enlisted, and Civilians via a foundation established in Primary Developmental Education and other foundational/acculturation forums, extended in Intermediate Developmental Education and Professional Continuing Education, and exercised in Senior Developmental Education and other senior leader developmental courses/forums.

The holistic vision models the professional development/training/education of professions in medicine, theology and law. This model establishes a broad and solid foundation of knowledge and skills at the entry into the profession and progresses to increasing deeper and specialized levels of knowledge and skills in post-doctoral specialization. In the holistic vision, Primary Levels of PME (and equivalent) provide the broad foundation for each Service and the Profession of Arms. As an individual progresses across the continuum of a career, the Intermediate Levels of PME (and equivalent) begin to focus on applying leadership and strategy to warfighting. Senior Levels of PME (and equivalent) then focuses on the strategic level of leadership and decision-making akin to a medical post-doctoral or residency experience.

Institutional Fit

Air University's Quality Enhancement Plan conceptual framework reflects the mission and vision of the institution and its role in the development of leaders for the Air Force. The Quality Enhancement Plan provides the core framework for models, curriculum and research in leadership and ethics across the Air Force's Continuum of Learning (CoL). The establishment of the Air University Leadership Institute provides organizational structure to direct and oversee the QEP across the institution.

The Air University Quality Enhancement Plan supports the mission of Air University to "*develop leaders, enrich minds, advance airpower, build relationships, and inspire service*" and the vision to "*Be the intellectual and leadership-development center of the Air Force.*" (Air University, 2015, p. 6). The Quality Enhancement Plan supports the Air University Strategic Plan's Lines of Operation (Air University, 2015, p. 7):

- Line of Operation 1—Deliver the best training, education, and leadership development opportunities possible to all Airmen and other AU students;

- Line of Operation 2—Conduct research and analysis to make recommendations that address Air Force, national security, and leadership challenges of today and tomorrow;

- Line of Operation 3—Improve integration and outreach;

- Line of Operation 4—Execute robust lessons-learned and doctrine development, delivery, and education programs that underpin and guide Air Force and airpower strategies, concepts, and operations; and

- Line of Operation 5—Build Air University's capability to deliver development opportunities, research/problem solving, outreach, and doctrine.

Focus on Learning

Air University's Quality Enhancement Plan focuses on learning at the institutional and individual level. At the institutional level, the Quality Enhancement Plan seeks to develop the knowledge and expertise across Air University and the Air Force. At the individual level, the Quality Enhancement Plan seeks to develop the knowledge and expertise of faculty and students.

Expected QEP Impact/Value Added

Air University's Quality Enhancement Plan design will impact Air University and the development of leaders across the Air Force. The research conducted to establish the conceptual framework coalesced the various leadership models used across the United State Government into a succinct model for understanding leaders and leadership development. The Quality Enhancement Plan will provide the mechanism to establish best practices and promote these across Air University and the Air Force. Air University expects the Quality Enhancement Plan to impact the curriculum and learning engagement to develop leaders across its academic degree

programs over the next five years. Air University expects the impact to expand in the future to its non-degree programs and the broader Air Force.

Intended Outcomes (Student Learning Outcomes or Student Success Outcomes)

Air University has identified the following institutional outcomes for the QEP

- Air University will:

    1. Develop a leadership model and leader development framework for the continuum of learning.

    2. Develop faculty expertise in leadership development.

    3. Develop a forum for theorists, researchers and practitioners.

Air University has identified the following Student Learning Outcomes (SLOs) for the QEP

- Students will:

    1. Understand the domains of ethical leadership, with specific focus on strategic leadership capacities, in the context of a developmental continuum across an individual's career.

    2. Apply leadership development theories and models as appropriate to their career level and roles.

    3. Demonstrate leadership skills appropriate to their career level and roles.

Intervention: Activities, Curriculum, Faculty Development

The Quality Enhancement Plan will consist of elements to support the learning of students, development of faculty, and the development of subject matter expertise. The Quality Enhancement Plan will shape the content and design of curriculum, learning engagements and learning activities across Air University. The Quality Enhancement Plan will also shape faculty development and learning engagement across Air University. Air University's Quality Enhancement Plan will also shape and be shaped by the scholarship on professionalism, leadership and ethics.

Courses and Curriculum

The first key element of Air University's Quality Enhancement Plan is the engagement of the Leadership Institute with faculty and curriculum developers to enhance, expand, or add courses, curriculum elements, and instructional practices in leadership, leader development, and ethics. The Air University Leadership Institute provide the venue for the engagement of subject matter expertise in professionalism, leadership, leader development, and ethics internally and externally for development of courses, curriculum, and instructional practices. The Air University

Leadership Institute will also utilize the Leadership Forum LEDx and the Case Studies to inform the development and enhancement of courses and curriculum. The Air University Leadership Institute will develop a mechanism to disseminate the lessons learned from the engagement with subject matter experts and the development of courses, curriculum, and instructional practices.

Case Studies and Database

A second key element of Air University's Quality Enhancement Plan is the development of case studies and a database by the Leadership Institute. Case studies play a prominent role in social science research and teaching methods. Case studies provide a tool to capture the complexity of a case for assessment, analysis, evaluation, modelling, and testing. Case methodology in teaching provides a tool to guide students in problem-based learning. Through the Quality Enhancement Plan, the Air University Leadership Institute will facilitate the development and evaluation of case studies relevant to professionalism, leadership, leader development, and ethics in the Air Force, Sister Services, and National Defense. The Air University Leadership Institute will provide faculty with development opportunities to enhance their competency in developing and utilizing high quality case studies. The Air University Leadership Institute will also develop a database to disseminate reviewed case studies faculty and curriculum developers across the Air Force and the Sister Services.

Leadership Forum

A third key element of Air University's Quality Enhancement Plan is the establishment of an annual forum for theorists, researchers and practitioners in professionalism, leadership, leader development, and ethics by the Leadership Institute. The forum will seek the engagement of experts from academia and Government for professional exchange and collaboration. The forum will solicit formal manuscripts for peer review and publication in the annual proceedings. The forum will be utilized to disseminate Air University's Quality Enhancement Plan efforts and seek peer feedback.

The concept for an annual forum will leverage a pilot program at the University started within the Air Command & Staff College as a combined effort between the Department of Leadership and the Air University Leadership Institute. The current forum is LEDx – Leadership Education Development eXperience -- a leadership event which brings together a diverse cohort of civilian and military professionals who share a passion for leadership in all its forms. The forum is focused on the intersection of theory and practice in leadership, strategy and innovation. LEDx differs from other leadership events, particularly in the Air Force, in that it is designed around the total event 'eXperience.' LEDx incorporates formal keynote presentations, brief talks (TED-style), small group speaker engagements (Lab-style), collaboration/discussion spaces; all bridged by social activities such as live music, food trucks, and meet and greet opportunities. LEDx participants are given multiple opportunities to learn, engage, and collaborate with experts and peers.

LEDx's second iteration—LEDx 2.0—occurred in January 2019. LEDx 2.0 built upon the success of the inaugural event in 2018 and its theme was "Diversity at the Intersection of Leadership, Strategy, and Innovation." This year's speakers and topics were chosen to present participants with various perspectives on leadership, from which attendees (students) could

challenge their own assumptions and reframe the leadership challenges unique to themselves and their organizations. LEDx 2.0 Keynote speakers were Mr. Ori Brafman, author of *Starfish and the Spider*; Mr. Steve Justice, former Director of Lockheed Martin 'Skunk Works'; and Dr. Jeff DeGraff, Fortune 500 advisor, innovation expert, and professor at Ross Business School, University of Michigan.

The Air Command and Staff College and the Air University Leadership Institute continue to expand the LEDx concept and intend to add a more academic component in the next offering, anticipated in the spring of 2020. The University intends to include a day of academic forums and presentations, and will begin the process of soliciting for formal manuscripts and will create a publication of the proceedings. The scholarship from the forum will be incorporated into the Quality Enhancement Plan and its continuous improvement.

Capability

Air University established the Leadership Institute in 2018 to support the development and execution of the Quality Enhancement Plan. The Leadership Institute Director position included the role of Quality Enhancement Plan Director.

The Leadership Institute serves as a central point for expertise, collaboration, and research in professionalism, leadership and ethics across Air University and the Air Force.

Manageable Scope of Intervention

Air University has focused the scope of the QEP on:

- The establishment of a leadership model in the context of the continuum of a career.

- The establishment of learning engagement and activities in the context of the continuum of learning

Air University has designed the QEP to support a deliberate and phased approach to integration, implementation, and execution across the enterprise. The phased approach scopes the QEP execution into planned and manageable activities.

Air University will design the effort at a manageable scope that will focus initially on key programs, courses, faculty, and student audiences, particularly in the first two years of the QEP. This will enable Air University to take meaningful, methodical, and measurable steps in developing and implementing learning outcomes, supporting curriculum, and assessment tools that support the QEP framework. The establishment of a leadership model relevant and suitable across an Airman's entire career and across the various components of the continuum of learning will also be a result of the QEP framework. The Leadership Institute after an initial review of existing curricula identified courses for piloting of the leadership model during the QEP initial implementation. The pilot courses include:

- Officer

- o Leadership Development Course for Squadron Command

- o Air Command and Staff College Leadership Courses

- o Flight Commander's Edge

- Enlisted

  - o Chief Leadership Course

  - o First Sergeant Course

- Civilian

  - o USAF Emerging Leader Course

  - o USAF Developing Team Course

Adequate Resources

Air University is utilizing a newly established organization – the Air University Leadership Institute – as the lead organizational unit to implement and assess the QEP. Air University has assigned sufficient O/M funds and Contract Support funds for the implementation and execution of the QEP. Air University has assigned sufficient personnel funds and personnel for the implementation and execution of the QEP.

Personnel

The Air University Leadership Institute has sufficient personnel to support the QEP. The Leadership Institute consists of 7 full-time positions and one over hire for a total of eight positions—a Director, a Deputy Director (currently an over hire position) and six faculty positions that support existing Air Command and Staff College and Air University courses. Air University is also in the hiring process for a Professor of Ethics that will have shared responsibilities between the Air War College and the Leadership Institute. In addition, the Institute intends to gain additional Air Force manpower and/or contract positions to support the long-term effort, primarily in the areas of:

- Continued academic research;

- Design, creation, implementation, and analysis of supporting assessment tools;

- Curriculum development and support to external course curriculum development; and

- Program management for specific sub-programs (i.e., LEDx, Case Study Resources, Outreach, etc.).

In addition to the Director and Deputy Director and the seven faculty members, the projected required manpower positions or contract equivalents are as follows in estimated full time equivalent positions (FTE):

	Year 1	Year 2	Year 3	Year 4	Year 5
Research/Writing	1	1	1	1	2
Assessments	2	2	2	2	2
Project Management	1	1	2	2	2
Curriculum Support	0	2	2	2	2
Total FTEs	4	6	7	7	8

Positions in the Leadership Institute

Director and Deputy Director: Roles and Responsibilities

Leads all facets of the AU Leadership Institute business. Specifically, leads the maturation of the new institute to include establishing the vision, mission, and substantiation of resources in line with the Commandant and Dean. Responsible for all aspects of faculty preparation and execution. Manages support to other Department course development activities and standalone courses offered within and outside Air Command and Staff College. Routinely reviews student and faculty course feedback to ensure courses are rated effective and meet institutional standards of content, organization, rigor and teaching effectiveness. Conduct an annual review of Departmental Courses. Proposes and executes an annual budget for course materials and activities. Personnel management actions initiated are typically prompt, accurate, and well considered in terms of mission, legal, regulatory, and EEO objectives. Consistently observes and complies with health, safety, and security directives. Ordinarily recognizes and arranges for training of subordinates in a timely manner to ensure instructor qualifications are met. Observes faculty in the classroom in accordance with Air Command and Staff College policy standards. Guide, stimulate, and assess classroom learning, and evaluate participation and contribution of students. Meet 95% of all suspenses for graded material and provide constructive feedback to 100% of the students. Generally, courses and lessons are rated effective and meet institutional standards of content, organization, rigor, and teaching effectiveness. With few exceptions, lectures are rated satisfactory by students and supervisors. Prepares and delivers lectures, conducts seminars, and participates in panel discussions related to Air Command and Staff

College curriculum and in area of expertise. Regularly maintains academic currency by consistently reviewing professional literature and conducting scholarly research in support of Air Command and Staff College curriculum and in area of expertise. Research and products meet graduate standards of content, quality, analysis and composition. Performs such duties as directed by the Commandant, Dean or Department Chair in order to fulfill the service and outreach requirements of the College and/or University. Advise students in support of their research. Assistance and advice are given in a timely manner and reflects sound understanding of research principles and subject matter discipline. Generally, counsel and evaluation are sufficient comprehensive tools to allow students to use as a basis for improvement. Sponsor appropriate dissemination of student research in briefings, presentations, scholarly journals or commercial and government publications.

Faculty Positions: Roles and Responsibilities

Faculty guide, stimulate and assess classroom learning, and evaluate participation and contribution of students as well as routinely publish scholarly works in peer-reviewed scholarly journals, professional journals and other outlets. Prepares and delivers lectures, conducts seminars, and participates in panel discussions related to Air Command and Staff College curriculum and in area of expertise. They regularly maintain academic currency by consistently reviewing professional literature and conducting scholarly research in support of Air Command and Staff College curriculum and in area of expertise. In addition, faculty advise students in support of their research and sponsor appropriate dissemination of student research in briefings, presentations, scholarly journals or commercial and government publications.

Management/Oversight

The Director of the Leadership Institute serves as the Director of the Quality Enhancement Plan. The Director provides the leadership and direction for faculty, staff, and students to facilitate the integration of the Quality Enhancement Plan across Air University. The Director provides the management and oversight of the Quality Enhancement Plan and the associated activities. The Director manages the documentation and reporting requirements and ensures alignment with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards. The Director's responsibilities and duties for the Quality Enhancement Plan include:

- Ensure alignment with SACSCOC standards.

- Ensure alignment with the Air Force's Force Development requirements and the Continuum of Learning.

- Liaison with the Air University Academic Affairs through the Chief of Institutional Analytics.

- Work closely with Center and School Commandants/Commanders, Deans, and Academic Program Coordinators to integrate and implement the QEP.

- Work closely with Academic Program Coordinators, faculty and subject matter experts to develop curriculum and/or learning engagement to integrate and implement the QEP.

- Foster an environment of collaboration to support the integration and implementation the QEP.

- Foster an environment of collaboration with external constituencies, stakeholders and subject matter experts on areas relevant to the QEP.

- Coordinate and provide professional development for faculty to implement and integrate the QEP.

- Promote the QEP internally and externally through appropriate means.

- Promote participation in the QEP throughout the university and to the Air Force Community

- Lead and manage the annual forum

- Design and manage the QEP assessment plan, and conduct the assessment and evaluation of the integration, implementation, and impact of the QEP.

- Develop and promote best practices and high impact practices relevant to the QEP. Coordinate the training for faculty and staff to develop best practices and high impact practices.

- Manage the budget inputs and processes to support the QEP

Faculty

The Leadership Institute faculty consist of subject matter expert scholars and practitioners. The Leadership Institute has six assigned full-time faculty positions that instruct full-time in existing Air University programs. Air University has prepared a Faculty Roster using the SACSCOC Faculty Roster template for the for Leadership Institute (Appendix: Leadership Institute Faculty Roster). The University is also in the hiring process for a Professor of Ethics position that will have shared responsibilities between the Air War College and the Leadership Institute. Air University also has full-time faculty positions embedded in academic programs that will support the QEP effort as representatives of their respective leadership programs. As part of Year 1, the Leadership Institute will establish formal relationships with the leadership program representatives with the various centers/schools/programs around the University. The Leadership Institute has sufficient faculty to support the QEP.

Physical

The Air University Leadership Institute is located in Building 1402 on Maxwell Air Force Base. The Director and Deputy Director positions have dedicated, private offices within these facilities, and there is additional office space available for the six assigned faculty members to utilize when they are performing duties away from their primary location, Building 803. The Leadership Institute's six assigned faculty members reside primarily in Building 803 on Maxwell. Faculty are provide office space with bookshelves, file cabinets, and computers. In addition to faculty

office space, Building 803 provides the Leadership Institute access to five seminar style classrooms. The seminar rooms have projection systems, a Microsoft HUB, and white boards to support learning. Building 803 houses two auditoriums, which hold 274 and 98 students respectively, and a computer lab that seats 40 students. There is also a distinguished visitor's office, a kitchenette, and lounge area.

The Leadership Institute facilities provide spaces to support administration, faculty and support personnel. The Leadership Institute also has access to instructional and collaboration spaces across the campus in numerous other facilities as required. The Leadership Institute has sufficient space and adequate resources to support the Quality Enhancement Plan.

Fiscal

Air University has allocated sufficient financial resources to support the mission of the institution and its programs and services—including the QEP. Air University is fully funded under the Federal budget appropriations from the United States President's Budget to the United States Department of Defense and the Department of the Air Force. As a United States Government entity, Air University does not operate based on revenue (such as tuition or donations) or incur debt to sustain operations. Air University's financial resource management is governed by the policies established by United States Secretary of Defense and overseen by the Under Secretary of Defense Comptroller (CFO).

Air University's Commander and President has designated Operations and Maintenance Funds for the QEP through the Leadership Institute. Air University's Commander and President has also designated $185,000 annually for QEP contracted support services to Academic Affairs.

The Air University Commander and President approved a projected budget to support the QEP effort as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5
Contract Support (in place)	$185K	$185K	$185K	$185K	$185K
Assessment Tools	$100K	$100K	$100K	$100K	$100K
LEDx	$80K	$120K	$150K	$150K	$150K
Faculty Development Programs/Education	$150K	$150K	$150K	$150K	$150K

	Year 1	Year 2	Year 3	Year 4	Year 5
Misc. O&M (travel, admin, etc.)	$150K	$150K	$150K	$150K	$150K
Sub Total	$665K	$715K	$735K	$735K	$735K
Additional Manpower Contract Support (if required)	$450K	$600K	$900K	$900K	$1,050K
Total	$1,065K	$1,315K	$1,635K	$1,635K	$1,785K

Information/Education Technology

The Air University Information Technology Directorate (A6) provides information and education technology to support students, faculty, and staff. Air University Information Technology Directorate coordinates, provides or manages information and education technology resources to support the institution's mission. The Information Technology Directorate provides secure, reliable, and integrated technology enterprise solutions in alignment with academic and administrative goals. The Information Technology Directorate works with colleagues within and beyond the campus to enhance teaching and learning; enable research and collaborations; facilitate outreach; and foster strategic partnerships. The Information Technology Directorate provides wired networks, wireless network, student information systems, learning management system, institutional management system, and other software tools and resources. The Information Technology Directorate will support the Leadership Institute in the identification, selection, acquisition and approval of software systems and/or technology products required for either curriculum, case studies/database, and forum. Air University's information and education technology resources are sufficient to support the requirements of the QEP.

Institutional Support Elements

In addition to Air University's Information and Education Technology resources, the QEP has the support of two additional institutional organizations for academic and student support services to students, faculty and staff—the Air University Library and the Air University Teaching and Learning Center.

The Air University Library is a comprehensive library and research center for Air University students, faculty and staff. The Air University Library will support the QEP through access and connection to authoritative and relevant information resources, to knowledgeable research experts, and to tailored library tools. The Air University Library will facilitate the Leadership

Institute's dissemination of research, publications and other information resources to Air Force personnel.

The AU Teaching and Learning Center provides a focal point for the examination of best practices, development of capabilities, and the exploration of tools. The AU Teaching and Learning Center will support the Leadership Institute in development of instructional resources for the QEP.

The Chief Academic Officer and the Office of Academic Affairs also provide subject matter expertise and support to Air University's President and its academic programs. The Chief of Institutional Analytics serves as the institutional liaison to the Leadership Institute for the Quality Enhancement Plan.

Project Design, Implementation and Management

Air University's QEP reflects a design to conduct sufficient baseline and benchmark activities for effective enhancement of learning engagement and faculty development. The design supports the deliberate analysis of existing curricula, case studies, and other instructional elements for incorporation of the QEP's framework. The design also incorporates the establishment of an annual forum for theorists, researchers and practitioners in professionalism, leadership, leader development, and ethics. The forum plays a key role in the QEP's scholarly engagement of experts from academia and Government. The forum solicit formal manuscripts for peer review and publication in the annual proceedings. Air University will disseminate progress in Quality Enhancement Plan efforts and seek peer feedback through the forum.

Air University has designed the QEP to support a deliberate and phased approach to integration, implementation, and execution across the enterprise. Air University has identified the following timeline for the Quality Enhancement Plan's integration, implementation and execution.

- Year 1: Baseline Assessment and Benchmark Current State.

    o LEDx Pilot: review assessment and evaluation

    o Baseline assessment(s): develop/select assessment(s), conduct baseline assessment(s), and evaluate results of baseline assessment—Judgment Index, Leadership/Ethics Survey, etc.

    o Air University will conduct a baseline assessment of selected degree and non-degree program students

    o Benchmark existing curriculum use of leader development models and activities

    o Benchmark existing faculty engagement and development in leader development models and activities

- Year 2: Design of Learning Engagement and Faculty Development

    o Design learning engagement for students. Pilot with a defined cohort of students.

- o Design faculty development. Pilot with a defined cohort of students.

- o Assessment of students and faculty for piloted engagement and baseline instruments.

- o LEDx Pilot: review assessment and evaluation

- Year 3: Formal Design and Implementation of Curriculum, learning engagement and learning activities

  - o LEDx: review assessment and evaluation

  - o Design and deliver curriculum, learning engagement and learning activities

  - o Design and deliver faculty development

  - o Assessment and evaluation

- Year 4: Continuous Review and Improvement

  - o LEDx: review assessment and evaluation

  - o Continuous assessment, analysis, evaluation, and review of curriculum, learning engagement and learning activities

  - o Continuous assessment, analysis, evaluation, and review faculty development

  - o Assessment and evaluation

- Year 5: Continuous Review and Improvement

  - o LEDx: review assessment and evaluation

  - o Continuous assessment, analysis, evaluation, and review of curriculum, learning engagement and learning activities

  - o Continuous assessment, analysis, evaluation, and review faculty development

  - o Assessment and evaluation

Broad-Based Involvement

The Air University Quality Enhancement Plan is a product of Air University's comprehensive strategic planning process. Air University leaders collaborate to develop, refine, execute, and assess progress toward the institution's mission, vision and goals through the strategic planning process. The product of this collaboration and the institution's guiding document is the Air University Strategic Plan published and available on a link on the Air University web page. (http://www.au.af.mil/au/index.asp)

The Air University mission is to "Develop leaders, enrich minds, advance airpower, build relationships, and inspire service." The Air University vision is to 'Be the intellectual and leadership-development center of the Air Force." Air University executes the mission and vision through a wide array of force development efforts and programs. Focusing on airpower and the development of the future leaders entrusted into its care, Air University expands the understanding of airpower while building professionalism, leadership and ethics across the Air Force. The university's products include the Airmen and other students educated through its programs; validated lessons learned; and the innovative solutions, war games, problem solving, and doctrine that it designs, develops, tests, and delivers. (AU Strategic Plan, Sep 15, p. 6)

In 2014, the Chief of Staff of Air Force asked Air University leaders three questions: How might Air University reinvent education to educate more Airmen, more deeply and more broadly? How might Air University leverage its tremendous intellectual potential to help senior leaders overcome the challenges the Air Force is facing today and in the future? How might Air University connect more fully with the communities the Air Force serves? (AU Strategic Plan, p. 7). The Air University Commander and President subsequently implemented the process to develop a revised strategic plan and concurrently answer the Chief of Staff's questions—Air University's key stakeholder. This resulted in the 2015 publication of the Air University Strategic Plan.

In the strategic planning process, Air University leaders and faculty concluded that Air University must be more than a "teaching university" or a "research university." Air University must be a hybrid educational institution, combining teaching, research, and on-demand expertise with problem solving and experimentation. The university must embed itself fully in the operations of the Air Force, drawing lessons learned from current operations to analyze, test, and provide new solutions for the future application of air, space, and cyberspace power. The University must seek to create the spaces—both physical and virtual—in which forward-thinking experts and advocates learn about, and share ideas on, the theory and practice of leadership and the application of airpower. The University must provide an environment in which students not only attain mastery of instructional objectives but also gain skills in how to learn, instilling in them an insatiable thirst for learning for the rest of their lives. The Leadership Institute and the Quality Enhancement Plan reflect this conclusion and the formulation of a systematic effort to develop professionalism, leadership, and ethics in Air University programs to support the Air Force.

The Air University Office of Academic Affairs through the Chief of Institutional Analytics conducted the preliminary research, assessment and analysis in the general concept of developing a Quality Enhancement Plan and in the topical areas of professionalism, leadership, and ethics. This preliminary effort enabled the institution to define organizational needs, resources, and requirements for a Quality Enhancement Plan. Air University established an initial Quality Enhancement Plan task force to coordinate the development of the formal Quality Enhancement Plan. The Chief of Academic Affairs, the Chief of Institutional Analytics, the Leadership Institute Director, and a faculty representative comprised the initial task force. The Director of Leadership Institute maintained engagement with the Deans and Academic Program Coordinators across the institution during the development of the plan. The Director of the Leadership Institute will establish a permanent advisory task force and associated working groups for the implementation and execution of the Quality Enhancement Plan.

Campus Understanding of QEP

Air University will utilize its existing enterprise processes to promote an understanding of the QEP. The Director of the Leadership Institute will conduct a series of initial briefings and open discussion forums at a number of these key meetings to include the Air University Commander's weekly Strategy Meeting, which is attended by senior leadership from every major organization as well as school Deans or equivalents; the Air quarterly University Dean's Counsel meeting, which is attended by every school/organization's Dean or equivalent; the University's Faculty Senate, a quarterly meeting attended by faculty elected representatives from each major center/school/program/organization. The director will follow-up the University level meetings by scheduling forums with each primary center/school/program/organization to ensure a clear understanding of the QEP within the context of their educational mission set. The University will conduct an annual review of the QEP through the Educational Program Review process. The Leadership Institute will also provide periodic progress updates through Academic Affairs to the University's leadership to ensure that timely and comprehensive status updates are provided to relevant stakeholders, which includes commanders, directors, Deans, and faculty-elected leadership representatives.

Campus Participation in QEP

As "The Intellectual and Leadership Center of the Air Force," leadership development is a University-wide endeavor across all centers, schools and major programs. The strategic planning process that lead to the QEP topic reflected an institution-wide recognition of an area for improvement. The linkage to the University's vision and to the Strategic Plan necessitate University-wide participation in the QEP. In the first year of QEP implementation, the QEP Director will establish both a standing working group and advisory board. The working group will consist of representatives from the major centers, schools and major programs; these representatives will be those that represent the various leadership programs and/or equities within these programs. This will allow those that are directly involved with the development and execution of leadership programs, as well as the development of their respective faculty, to be directly involved in both the beginning stages and maturation of the various elements within the QEP, as well as the broader effort. This will help ensure that efforts are maximized for effectiveness within each individual program, given the diverse nature of each program's student demographics (Airmen within various stages of their career and level of responsibilities) and desired learning and program outcomes. The Air University Commander will also establish a standing QEP Advisory Board that will consist of members of Air University military and academic leadership to provide advice to the Director of the Leadership Institute (and the QEP) and feedback to the Commander and President of Air University outside the formal QEP review process.

Due to the size and complexity of Air University, the Director of the Leadership Institute will design the effort at a manageable scope that will focus initially on key programs, courses, faculty, and student audiences, particularly in the first two years of the QEP. This will enable Air University to take meaningful, but methodical and measurable, steps in developing and implementing learning outcomes, supporting curriculum, assessment tools that support the QEP framework, and establish a leadership model relevant and suitable across an Airman's entire

career and various components of the continuum of learning. Highly probable candidates for initial implementation include:

- Officer

    - Leadership Development Course for Squadron Command

    - Air Command and Staff College Leadership Courses

    - Flight Commander's Edge

- Enlisted

    - Chief Leadership Course

    - First Sergeant Course

- Civilian

    - USAF Emerging Leader Course

    - USAF Developing Team Course

Assessment Plan

In order to develop curriculum that facilitates the development of leadership competencies for each Air University student, assessment begins by creating a baseline of the existing knowledge of Air University students. While the literature has described ethical lapses by military leaders and staff, limited research exists that seeks to describe the current ethical state of the Air Force, as described by the ethical knowledge, skills, and dispositions of individual Airmen. In order to design curriculum that meets the needs of Airmen at each level of their Air University education, we need to understand the ethical knowledge, skills, and dispositions of Air University students. Over the five years of the QEP, we will begin with assessment to facilitate the design of curriculum that is appropriate at each level of an Airman's education. We will conduct the full assessment again at the end of the QEP to determine if and how the curriculum impacted the overall ethical state of the Air Force. Through this plan, we will adhere to the mission of Air University to "develop leaders, enrich minds, advance airpower, build relationships, and inspire service" (Air University, 2015, p. 6) through theoretically supported curriculum. The use of the baseline assessment will be formative as well as summative; the results of the baseline assessments will direct the curriculum and faculty development. In addition, each measure will be used within courses and lessons integrated into the curriculum as formative measures of success that faculty and students can use to direct their own development.

Assessment will be aligned to QEP institutional goals and student learning outcomes:

Air University will (Institutional Goals/Outcomes):

1. Develop a leadership model and leader development framework for the continuum of learning;
2. Develop faculty expertise in leadership development; and
3. Develop a forum for theorists, researchers and practitioners.

Air University has identified the following Student Learning Outcomes (SLOs) for the QEP

Students will (SLOs):

1. Understand the domains of strategic-ethical leadership in the context of a developmental continuum across an individual's career;
2. Apply leadership development theories and models as appropriate to their career level and roles; and
3. Demonstrate leadership skills appropriate to their career level and roles.

To measure institutional Goal 1 which provides understanding of the third domain of ethical leadership, the organizational domain (SLO 3), the Organizational Ethical Culture Measure (OECM; see Appendix: Assessment Tools; 3 versions) will be delivered to all Air Force officers, enlisted, and civilians. Version A will be delivered to those in junior leadership positions. Version B will be delivered to all but the most senior leaders. Version C will be delivered to senior leaders and Air University Faculty/Instructors. Each version will allow Airmen to assess the current state of strategic-ethical leadership development and, in each stage of the QEP, to measure the success of the leadership development framework outlined in the QEP.

To measure Institutional Goal 2, the development of Air University faculty in the area of strategic-ethical leadership, Version C of OECM will provide an assessment of faculty expertise in leadership development and competence. Second, the completion of the Moral Metacognition Scale (MMS; see Appendix: Assessment Tools) by faculty (a self-assessment) will assess faculty's self-assessment of their competence as strategic-ethical leaders. Third, the ELQ (see Appendix: Assessment Tools) will measure the perceptions of others of the competence of Air University faculty in strategic-ethical leadership. Finally, based on the results of the baseline assessments, a Faculty Teaching Effectiveness Rubric for evaluations of Air University faculty will be created that will assess strategic-ethical leadership knowledge and competence in delivering leadership competency to students. The development of a Teaching Effectiveness Rubric will be a formative tool that helps faculty to identify areas of weakness and develop strategies to develop strategic-ethical leaders and design strategic-ethical leadership curriculum and lessons.

To measure Institutional Goal 3, a (Strengths, Weaknesses, Opportunities, Threats) SWOT analysis of past leadership forums (LEDx) will be conducted. The most recent LEDx occurred in January 2019, and that SWOT analysis will occur later in 2019 to plan for the 2020 LEDx forum. In addition to the SWOT analysis, results from the baseline assessments will inform the content of future LEDx forums; areas of needed development will be focused on in the presentations and workshops for future forums.

To measure SLOs 1, 2, and 3 in the Individual/Self domain, each Airman will complete the MMS designed to measure individual ethical competence and self-knowledge. There will be no

differences in the scale according to rank or responsibility. To measure SLOs 1, 2, and 3 at the Team/Group level, the ELQ will be modified according to level of responsibility. Those in junior leadership positions will complete Version A of the ELQ, which measures the ethical leadership of their leaders. For those in senior leadership positions, they will complete Version B of the ELQ. This will allow those developing leadership skills to identify the ethical leadership skills necessary to ethical leadership while still allowing for assessment data that reflects the team/group ethical development of Air Force leaders. In addition to the MMS and ELQ scales, the Judgement Index will also be used to measure strategic-ethical leader development in each of the domains.

The Judgment Index is a unique assessment tool providing real, quantifiable insight into a person's judgment and decision-making capacities (Pomeroy, 2005). Described as one of the most scientific, mathematical and logically based assessment tools in the world, the Judgment Index measures over 50 areas of judgment strength. These are sorted into three core areas: 1) People/Relationship judgment, 2) Work/Task Tactical Judgment, and 3) Big Picture Strategic judgment.

Areas of measure include:

- Decision-making/Problem-solving ability and style;
- Big Picture Strategic insight;
- Ability to Deal with Change;
- Focus and Concentration;
- Morale and Positive Self Attitude;
- Intuition and Noticing;
- Dealing with Difficult People;
- Trustworthiness;
- Stress and Coping capacity;
- Assertiveness;
- Resiliency/Strong Judgment under Stress; and
- Safety and Risk Management.

The Judgment Index is designed to enhance understanding of human beings both individually and in operational teams. It shows the leader how to improve and develop themselves on the personal side of "who" they are. "*Who*" we are vitally supports "*what*" we do (Pomeroy, 2005). In addition, and with equal importance, leaders must be able to gauge the potential of the individuals and groups who work for them. Leaders must have paradigms for selection, promotion, and—most importantly—development. The Judgment Index enables enhanced conversations about leadership judgment, development of better judgment in subordinates, creating intentional high-judgment teams, issues of character that extend beyond competence, and the kinds of value orientations that inform ethical behavior and decision-making (Pomeroy, 2005). Use of this information can have three significant applications: (1) building stronger individuals; (2) building stronger teams; and, (3) contributing in specific ways to enhancing organizations in general.

Because the Judgement Index has already been used to collect data from a select population of Air Force Airmen and the categories of Intrinsic (self and others), Extrinsic (social and practical solutions), and Systemic (ideas, rules, regulations, and order) align with the domains of Individual/Self, Team/Group, and Organization/Enterprise, the use of the Judgement Index will provide familiar scale to validate findings and provide a holistic assessment of strategic-ethical leadership.

Assessment timeline:

Year 1: Baseline and Analysis	The survey will be delivered using TK20 to all Air University Students to measure ethical leadership development at the individual, team, and organization level (MMS, ELQ, and OECM). Existing Judgement Index data already collected will be analyzed and used to validate findings from the survey.
Year 2: Pilot Design and Analysis	After data collection from the survey and conference is complete, we will analyze the data in order to understand the ethics KSDs of Air University students, focusing on specific KSDs that are underdeveloped. Analysis of the data will inform the development of the ethics curriculum. Survey data will be analyzed statistically using descriptive statistics and t-tests after confirming the reliability of survey data. Second, the Teaching Effectiveness Rubric will be developed and pilot tested.
Year 3: Expanded Implementation:	After curriculum design is complete, we will deliver the curriculum designed in Year 2 to all Air University students. To measure the effectiveness of the redesigned curriculum we will use the appropriate measure pre- and post-curriculum delivery for course-specific understanding of the effectiveness of each component of the curriculum. Second, the Teaching Effectiveness Rubric will we revised based on Year 2 pilot testing and implemented Air University-wide.
Year 4: Ongoing Evaluation:	Based on the data gathered in the Year 3 implementation of the curriculum, we will redesign the curriculum to better meet ethics learning outcomes. Redesigned curriculum will be implemented in Year 4 barring any needed major changes based on assessment data. At the conclusion of Year 4, we will re-send the full assessment delivered in Year 1 to all Air University students as well as the Judgement Index. Second, data from the implementation of the Teaching Effectiveness Rubric will be analyzed and aggregated.
Year 5: Impact Analysis and Evaluation	As a result of the data collected, additional changes to the curriculum and the Teaching Effectiveness Rubric will begin; a final report will describe the results of the assessment and describe how assessment was used formatively to improve leadership curriculum and leadership development.

Appendix: Leadership Institute Faculty Roster

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Air University

Name of Primary Department, Academic Program, or Discipline: Leadership Institute/Leadership Department

Academic Term(s) Included: AY 2018-2019   **Date Form Completed:** <u>01/25/2019</u>

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Tatum, Kenneth (F)	1. LD5510, Leadership Development, 3.0 (G) 2. LC5510, Leadership and Command, 2.0 (G)	MPhil, Military Strategy, Air University, 2004	• Retired US Air Force Colonel • Graduate of Air Command & Staff College residential program • Graduate of School of Advanced Air & Space Studies • Graduate of US Army War College residential program • Former Air War College Vice Commandant • Former US Air Force Squadron Commander • Former US Air Force Vice Wing Commander • Former Air University Center Commander

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK** **Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS** **Related to Courses Taught**
Allison, Megan (F)	1. LD5510, Leadership Development, 3.0 (G) 2. LC5510, Leadership and Command, 2.0 (G)	MA, National Security & Strategic Studies, Naval War College, 2012	• Retired US Air Force Lieutenant Colonel • Graduate of College of Naval Command & Staff residential program • Former US Air Force Squadron Commander
Bartlett, Mary (F)	1. LD5510, Leadership Development, 3.0 (G) 2. RE5323, Psychology of Leadership, 2.0 (G) 3. MLMDC850, Leadership Development Course for Squadron Command (D)	PhD, Counselor Education, Auburn University, 2006	• Myers-Briggs Type Indicator Type 2 Certified • Emotional Intelligence Certified • Air Force Master Resilience Trainer • National Certified Counselor • Suicide Prevention Coordinator
Arenas, Filomeno (F)	1. LD5510, Leadership Development, 3.0 (G) 2. EL6262, North Star Leadership, 2.0 (G) 3. RE5321, Transforming Toxic Leadership, 2.0 (G) 4. MLMDC850, Leadership Development Course for Squadron Command (D)	EdD, Leadership in Higher Education, George Washington University, 2005	
Davis, Stephen (F)	1. MLMDC850, Leadership Development Course for Squadron Command (D) 2. Proposed AY20, Rise and Fall of Nazi Germany, 2.0 (G)	PhD, History, Texas A&M University, 2017 BA, Sociology, Texas A&M University, 2006	• Myers-Briggs Type Indicator Type 2 Certified

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK** **Relevant to Courses Taught, Including Institution & Major** List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** **Related to Courses Taught**
Womack, Jason (F)	1. MLMDC850, Leadership Development Course for Squadron Command (D) 2. LD5510, Leadership Development, 3.0 (G) 3. Proposed AY20, Get Momentum, 2.0 (G)	EdM, Education, University of California, Santa Barbara, 1996	• Executive Coach (6 years), David Allen Academy • Founder of Get Momentum Leadership Academy • Faculty Member of Institute for Management Studies (10 years)
Altieri, Jayson (F)	1. MLMDC850, Leadership Development Course for Squadron Command (D) 2. LD5510, Leadership Development, 3.0 (G) 3. LC5510, Leadership and Command, 3.0 (G)	Master of Strategic Studies, US Army War College, 2011	• Retired US Army Colonel • Graduate of Air Command & Staff College residential program • Graduate of School of Advanced Air & Space Studies • Graduate US Army War College residential program • Former US Army Battalion Commander • Former US Army Brigade Commander • Former US Army Chair at the National War College

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Hinck, John (F)	1. MLMDC850, Leadership Development Course for Squadron Command (D) 2. LD5510, Leadership Development, 3.0 (G) 3. LC5510, Leadership and Command , 3.0 (G) 4. Proposed AY20, Leading Change and Transformation, 2.0 (G) 5. Proposed AY20, Leadership in Civil Society, 2.0 (G) 6. Proposed AY20, Games of Leadership: Human Centered Design Approach to Leadership Development, 2.0 (G)	PhD, Leadership Studies, San Diego University, 2018	• Retired US Army Colonel • Graduate of US Army Command & General Staff College residential program • Former US Army Battalion Commander • Myers-Briggs Type Indicator Type 2 Certified • National Coaching Certification

Appendix: Assessment Tools

Judgment Index

The Judgement Index is a proprietary tool.

Scale for Air Force Institutional Competencies

Global View of Airman

Please indicate the extent to which you agree with the following statements regarding Airman: 1 = Very strongly disagree; 2 = Strongly disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Strongly agree; 6 = Very strongly agree

A. Self: Airman develop an ethical foundation and act in accordance in their personal lives.

1. Airman are able to:
    a. Identify personal values as they align with Air Force values of integrity, service, and excellence
    b. Demonstrate ethical traits
    c. Identify the values of others
    d. Recognize the moral dimension of a situation and the values at stake
    e. Judge a moral question or dilemma and communicate this judgment
    f. Act in accordance with judgement in a morally responsible manner
    g. Be accountable for actions and decisions

B. Team/Group: Airman practice moral management and influence subordinates to make ethical decisions.

2. Airman are be able to:
    a. Model ethical behavior
    b. Develop ethical behavior in subordinates
    c. Reward ethical behavior in subordinates (morality of aspiration)
    d. Punish unethical violations **equitably** (morality of obligation)
    e. Foster an environment that supports ethical behavior (i.e., safe, secure, and stable within the constraints of the field)

C. Organization: Airman develop and promote an ethical organizational structure.

3. Airman are able to:
    a. Reinforce organizational ethical values through modeling, open conversations, rewarding ethical behavior and enforcing punishment equally for violations
    b. Create a shared vision
    c. Implement checks and balances for personal leadership roles
    d. Provide opportunities for dissent (e.g., dissent channels)

Global View of Leaders

Please indicate the extent to which you agree with the following statements regarding Leaders: 1 = Very strongly disagree; 2 = Strongly disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Strongly agree; 6 = Very strongly agree

A. Self: Leaders develop an ethical foundation and act in accordance in their personal lives.

1. Leaders are able to:
    a. Identify personal values as they align with Air Force values of integrity, service, and excellence
    b. Demonstrate ethical traits
    c. Identify the values of others
    d. Recognize the moral dimension of a situation and the values at stake
    e. Judge a moral question or dilemma and communicate this judgment
    f. Act in accordance with judgement in a morally responsible manner
    g. Be accountable for actions and decisions

B. Team/Group: Leaders practice moral management and influence subordinates to make ethical decisions.

2. Leaders are be able to:
    a. Model ethical behavior
    b. Develop ethical behavior in subordinates
    c. Reward ethical behavior in subordinates (morality of aspiration)
    d. Punish unethical violations **equitably** (morality of obligation)
    e. Foster an environment that supports ethical behavior (i.e., safe, secure, and stable within the constraints of the field)

C. Organization: Leaders develop and promote an ethical organizational structure.

3. Leaders are able to:
    a. Reinforce organizational ethical values through modeling, open conversations, rewarding ethical behavior and enforcing punishment equally for violations
    b. Create a shared vision
    c. Implement checks and balances for personal leadership roles
    d. Provide opportunities for dissent (e.g., dissent channels)

Global View of Self

Please indicate the extent to which you agree with the following statements regarding yourself: 1 = Very strongly disagree; 2 = Strongly disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Strongly agree; 6 = Very strongly agree

A. Self: I have an ethical foundation and act in accordance in my personal life.

1. I am able to:

      a. Identify personal values as they align with Air Force values of integrity, service, and excellence
      b. Demonstrate ethical traits
      c. Identify the values of others
      d. Recognize the moral dimension of a situation and the values at stake
      e. Judge a moral question or dilemma and communicate this judgment
      f. Act in accordance with judgement in a morally responsible manner
      g. Be accountable for actions and decisions

B. Team/Group: I practice moral management and influence subordinates to make ethical decisions.

2. I are be able to:
      a. Model ethical behavior
      b. Develop ethical behavior in subordinates
      c. Reward ethical behavior in subordinates (morality of aspiration)
      d. Punish unethical violations **equitably** (morality of obligation)
      e. Foster an environment that supports ethical behavior (i.e., safe, secure, and stable within the constraints of the field)

C. Organization: I develop and promote an ethical organizational structure.

3. I are able to:
      a. Reinforce organizational ethical values through modeling, open conversations, rewarding ethical behavior and enforcing punishment equally for violations
      b. Create a shared vision
      c. Implement checks and balances for personal leadership roles
      d. Provide opportunities for dissent (e.g., dissent channels)

Moral Metacognition Scale

(McMahon & Good, 2016)

Please indicate the extent to which you agree with the following statements regarding how you think when faced with an ethical dilemma, using the following scale: 1 = Very strongly disagree; 2 = Strongly disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Strongly agree; 6 = Very strongly agree

Items

4. I ask myself what is important before engaging in the ethical decision-making process.
5. I am a better ethical decision maker when faced with an ethical dilemma that directly impacts me.
6. I try to apply ethical guidelines that I found helpful when faced with ethical dilemmas in the past.
7. I am good at making ethical decisions.
8. I know which factors are important to consider when making an ethical decision.
9. I consider several possible courses of action before making an ethical decision.
10. I know when I need to consider the ethical aspects in a dilemma.
11. After engaging in the ethical decision-making process, I ask myself if I successfully followed an ethical guideline.
12. I am a better ethical decision maker when faced with an ethical dilemma that is interesting to me.
13. I know my strengths and weaknesses when it comes to making an ethical decision.
14. I stop and review the elements of an ethical dilemma when I remain unclear.
15. I spend time reflecting on my decision after I have made it.
16. I am a better decision maker when faced with an ethical dilemma that is important to me.
17. I do a good job considering the important factors needed to make an ethical decision.
18. During the ethical decision-making process, I periodically check to make sure the ethical guideline I am using is effective in making an ethical decision.
19. I know what is ethical and unethical.
20. I find myself pausing regularly to confirm that I am considering all aspects of an ethical dilemma.
21. I try to make sense of an ethical dilemma by breaking down the main elements I need to consider.
22. I am a better ethical decision maker when faced with an ethical dilemma that is about a topic I care about.
23. Before engaging in the ethical decision process, I determine the appropriateness of the ethical guideline I normally use to solve ethical dilemmas.

Scoring
Factor 1: Regulation of Cognition = Items 1, 6, 11, 12, 17, 18
Factor 2: Knowledge of Cognition (Declarative) = Items 4, 5, 7, 10, 14, 16
Factor 3: Knowledge of Cognition (Procedural) = Items 3, 8, 15, 20
Factor 4: Knowledge of Cognition (Conditional) = Items 2, 9, 13, 19

ELQ

(Yukl et al., 2013)

At the team/group level, the ELQ will be modified according level of responsibility. For those in junior leadership positions, they will complete **Version A** of the ELQ, which measures the ethical leadership of their leaders. For those in senior leadership positions, they will complete **Version B** of the ELQ. This will allow those developing leadership skills to begin to identify the ethical leadership skills important to ethical leadership while still allowing for assessment data that reflects the team/group ethical development of Air Force leaders.

Version A:

For each of the following questions, respond using the following scale: Strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, strongly disagree.

My Boss

1. Shows a strong concern for ethical and moral values.
2. Communicates clear ethical standards for members.
3. Sets an example of ethical behavior in his/her decisions and actions.
4. Is honest and can be trusted to tell the truth.
5. Keeps his/her actions consistent with his/her stated values ("walks the talk").
6. Is fair and unbiased when assigning tasks to members.
7. Can be trusted to carry out promises and commitments.
8. Insists on doing what is fair and ethical even when it is not easy.
9. Acknowledges mistakes and takes responsibility for them.
10. Regards honesty and integrity as important personal values.
11. Sets an example of dedication and self-sacrifice for the organization.
12. Opposes the use of unethical practices to increase performance.
13. Is fair and objective when evaluating member performance and providing rewards.
14. Puts the needs of others above his/her own self-interest.
15. Holds members accountable for using ethical practices in their work.

People orientation
16. Is interested in how I feel and how I am doing.
17. Takes time for personal contact.
18. Pays attention to my personal needs.
19. Takes time to talk about work-related emotions.
20. Is genuinely concerned about my personal development.
21. Sympathizes with me when I have problems.
22. Cares about his/her subordinates.

Fairness
23. Holds me accountable for problems over which I have no control.
24. Holds me responsible for work that I gave no control over.
25. Holds me responsible for things that are not my fault.

26. Pursues his/her own success at the expense of others.
27. Is focused mainly on reaching his/her own goals.
28. Manipulates subordinates.

Power sharing
29. Allows subordinates to influence critical decisions.
30. Does not allow others to participate in decision-making.
31. Seeks advice from subordinates concerning organizational strategy.
32. Will reconsider decisions on the basis of recommendations by those who report to him/her.
33. Delegates challenging responsibilities to subordinates.
34. Permits me to play a key role in setting my own performance goals.

Ethical guidance
38. Clearly explains integrity related codes of conduct.
39. Explains what is expected from subordinates in terms of behaving with integrity.
40. Clarifies integrity guidelines.
41. Ensures that subordinates follow codes of integrity.
42. Clarifies the likely consequences of possible unethical behavior by myself and my colleagues.
43. Stimulates the discussion of integrity issues among subordinates.
44. Compliments subordinates who behave according to the integrity guidelines.

Role clarification
45. Indicates what the performance expectations of each group member are.
46. Explains what is expected of each group member.
47. Explains what is expected of me and my colleagues.
48. Clarifies priorities.
49. Clarifies who is responsible for what.

Integrity
50. Keeps his/her promises.
51. Can be trusted to do the things he/she says.
52. Can be relied on to honor his/her commitments.
53. Always keeps his/her words.

Version B:

For each of the questions below, respond as you think your subordinates perceive you using the scale strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, strongly disagree.

For example, for question one, do you think your subordinates would strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, or strongly disagree that you show a strong concern for ethical and moral values?

My subordinates think that I:

1. Show a strong concern for ethical and moral values.
2. Communicate clear ethical standards for members.
3. Set an example of ethical behavior in my decisions and actions.
4. Am honest and can be trusted to tell the truth.
5. Keep my actions consistent with my stated values ("walks the talk").
6. Am fair and unbiased when assigning tasks to members.
7. Can be trusted to carry out promises and commitments.
8. Insist on doing what is fair and ethical even when it is not easy.
9. Acknowledge mistakes and takes responsibility for them.
10. Regard honesty and integrity as important personal values.
11. Set an example of dedication and self-sacrifice for the organization.
12. Oppose the use of unethical practices to increase performance.
13. Am fair and objective when evaluating member performance and providing rewards.
14. Put the needs of others above my own self-interest.
15. Hold members accountable for using ethical practices in their work.
16. Am interested in how they feel and how they are doing.
17. Take time for personal contact.
18. Pay attention to subordinate's personal needs.
19. Take time to talk about work-related emotions.
20. Am genuinely concerned about their personal development.
21. Sympathize with subordinates when they have problems.
22. Cares about subordinates.
23. Hold them accountable for problems over which they have no control.
24. Hold them responsible for work that they have no control over.
25. Hold them responsible for things that are not their fault.
26. Pursue my own success at the expense of others.
27. Am focused mainly on reaching my own goals.
28. Manipulate subordinates.
29. Allow subordinates to influence critical decisions.
30. Do not allow others to participate in decision-making.
31. Seek advice from subordinates concerning organizational strategy.
32. Will reconsider decisions on the basis of recommendations by those who report to me.
33. Delegate challenging responsibilities to subordinates.
34. Permit subordinates to play a key role in setting their performance goals.
50. Keep my promises.
51. Can be trusted to do the things I say.
52. Can be relied on to honor my commitments.
53. Always keep my words.

For the following questions, please respond using the same scale with the following statements about yourself.

I:

38. Clearly explain integrity related codes of conduct.
39. Explain what is expected from subordinates in terms of behaving with integrity.
40. Clarify integrity guidelines.

41. Ensure that subordinates follow codes of integrity.
42. Clarify the likely consequences of possible unethical behavior by myself and my colleagues.
43. Stimulate the discussion of integrity issues among subordinates.
44. Compliment subordinates who behave according to the integrity guidelines.
45. Indicate what the performance expectations of each group member are.
46. Explain what is expected of each group member.
47. Explain what is expected of me and my colleagues.
48. Clarify priorities.
49. Clarify who is responsible for what.

Organizational Ethical Culture Measure

(Huhtala et al., 2018)

To understand the third domain of ethical leadership, the organizational domain, the Organizational Ethical Culture Measure will similarly have two versions, with Version A being delivered to the same groups as Version A of the ELQ and Version B to all but the most senior Air Force leaders. Version C will be delivered to senior leaders and Air University Faculty/Instructors.

Version A:

For each of the following questions, respond using the following scale: Strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, strongly disagree.

Organization
1. The Air Force makes it sufficiently clear to me how I should conduct myself appropriately toward others within the organization.
7. The Air Force makes it sufficiently clear to me how I should deal with confidential information responsibly.
8. The Air Force makes it sufficiently clear to me how I should deal with external persons and organizations responsibly.
10. In my immediate working environment, it is sufficiently clear how we are expected to conduct ourselves in a responsible way.

Congruency of Management
17. The conduct of Senior Leadership reflects a shared set of norms and values.
18. Senior Leadership sets a good example in terms of ethical behavior.
19. Senior Leadership communicates the importance of ethics and integrity clearly and convincingly.
20. Senior Leadership would never authorize unethical or illegal conduct to meet business goals.

Feasibility
21. I am not asked to do things that conflict with my conscience in my immediate working environment.

22. I do not have to sacrifice my personal norms and values in order to be successful in the Air Force.
25. I have adequate resources at my disposal to carry out my tasks responsibly.
26. I am not put under pressure to break the rules in my job.

Supportability
29. In my immediate working environment, everyone has the best interests of the Air Force at heart.
30. In my immediate working environment, a mutual relationship of trust prevails between Airmen and senior leadership.
31. In my immediate working environment, everyone takes the existing norms and standards seriously.
32. In my immediate working environment, everyone treats one another with respect.

Transparency
33. If a member of my unit does something which is not permitted, leadership will find out about it.
35. If my leader does something which is not permitted, someone in the Air Force will find out about it.
38. In my immediate working environment, adequate checks are carried out to detect violations and unethical conduct.
39. Senior Leadership is aware of the type of incidents and unethical conduct that occur in my immediate working environment.

Discussability
42. In my immediate working environment, there is adequate opportunity to discuss unethical conduct.
43. In my immediate working environment, reports of unethical conduct are taken seriously.
44. In my immediate working environment, there is ample opportunity for discussing moral dilemmas.
48. In my immediate working environment, there is adequate opportunity to correct unethical conduct.

Sanctionability
51. In my immediate working environment, ethical conduct is valued highly.
55. In my immediate working environment, ethical conduct is rewarded.
56. In my immediate working environment, employees will be disciplined if they behave unethically.
57. If I reported unethical conduct to management, I believe those involved would be disciplined fairly, regardless of their position.

Version B:

For each of the following questions, respond using the following scale: Strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, strongly disagree.

Organization

1. The Air Force makes it sufficiently clear to me how I should conduct myself appropriately toward others within the organization.
7. The Air Force makes it sufficiently clear to me how I should deal with confidential information responsibly.
8. The Air Force makes it sufficiently clear to me how I should deal with external persons and organizations responsibly.
10. In my immediate working environment, it is sufficiently clear how we are expected to conduct ourselves in a responsible way.

Congruency of Supervisors
11. My supervisor sets a good example in terms of ethical behavior.
12. My supervisor communicates the importance of ethics and integrity clearly and convincingly.
14. My supervisor does as s/he says.
16. My supervisor is honest and reliable.

Congruency of Management
17. The conduct of Senior Leadership reflects a shared set of norms and values.
18. Senior Leadership sets a good example in terms of ethical behavior.
19. Senior Leadership communicates the importance of ethics and integrity clearly and convincingly.
20. Senior Leadership would never authorize unethical or illegal conduct to meet business goals.

Feasibility
21. I am not asked to do things that conflict with my conscience in my immediate working environment.
22. I do not have to sacrifice my personal norms and values in order to be successful in the Air Force.
25. I have adequate resources at my disposal to carry out my tasks responsibly.
26. I am not put under pressure to break the rules in my job.

Supportability
29. In my immediate working environment, everyone has the best interests of the Air Force at heart.
30. In my immediate working environment, a mutual relationship of trust prevails between Airmen and senior leadership.
31. In my immediate working environment, everyone takes the existing norms and standards seriously.
32. In my immediate working environment, everyone treats one another with respect.

Transparency
33. If a member of my unit does something which is not permitted, leadership will find out about it.
35. If my leader does something which is not permitted, someone in the Air Force will find out about it.
38. In my immediate working environment, adequate checks are carried out to detect violations and unethical conduct.

39. Senior Leadership is aware of the type of incidents and unethical conduct that occur in my immediate working environment.

Discussability

42. In my immediate working environment, there is adequate opportunity to discuss unethical conduct.
43. In my immediate working environment, reports of unethical conduct are taken seriously.
44. In my immediate working environment, there is ample opportunity for discussing moral dilemmas.
48. In my immediate working environment, there is adequate opportunity to correct unethical conduct.

Sanctionability

51. In my immediate working environment, ethical conduct is valued highly.
55. In my immediate working environment, ethical conduct is rewarded.
56. In my immediate working environment, employees will be disciplined if they behave unethically.
57. If I reported unethical conduct to senior leadership, I believe those involved would be disciplined fairly, regardless of their position.

Version C:

For each of the following questions, respond using the following scale: Strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, strongly disagree.

1. I make it clear how Airmen/students should conduct themselves appropriately toward others within the Air Force.
7. I make it clear to Airmen/students how they should deal with confidential information responsibly.
8. I make it clear how Airmen should deal with external persons and organizations responsibly.
10. In my immediate working environment/classroom, I make it clear how Airmen are expected to conduct themselves in a responsible way.
11. I set a good example in terms of ethical behavior.
12. I communicate the importance of ethics and integrity clearly and convincingly.
14. I do as I say.
16. I am honest and reliable.
17. My conduct reflects a shared set of norms and values.
19. I communicate the importance of ethics and integrity clearly and convincingly.
20. I would never authorize unethical or illegal conduct to meet business goals.
21. I do not ask subordinates/students to do things that conflict with my conscience in my immediate working environment.
22. I do not ask Airmen/students to sacrifice their personal norms and values in order to be successful in the Air Force.
25. I provide Airmen/students adequate resources to carry out their tasks responsibly.
26. I do not put Airmen/students under pressure to break the rules in my job.
29. In my immediate working environment, everyone has the best interests of the Air Force at heart.

30. In my immediate working environment, a mutual relationship of trust prevails between Airmen and senior leadership.

31. In my immediate working environment, I make it clear that everyone should take the existing norms and standards seriously.

32. In my immediate working environment, I make sure that everyone treats one another with respect.

33. If a member of my unit does something which is not permitted, I will find out about it.

35. If I do something which is not permitted, someone in the Air Force will find out about it.

38. In my immediate working environment, I carry out adequate checks to detect violations and unethical conduct.

39. I am aware of the type of incidents and unethical conduct that occur in my immediate working environment.

42. I provide adequate opportunity to discuss unethical conduct.

43. I take reports of unethical conduct seriously.

44. I provide ample opportunity for discussing moral dilemmas.

48. I provide adequate opportunity to correct unethical conduct.

51. I value ethical conduct highly.

55. I reward ethical conduct.

56. I discipline employees if they behave unethically.

57. I discipline unethical conduct fairly, regardless of position.

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