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THE FOCUS OF THE AIR FORCE INDOCTRINATION PROCESS

by

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Lieutenant Colonel, USAF

A RESEARCH REPORT SUBMITTED TO THE FACULTY

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ABSTRACT

TITLE: Developing Airmanship: The Focus of the Air Force
Indoctrination Process

Author: Ernest S. Moore, Lieutenant Colonel, USAF

This paper emphasizes that entry-level training in the Air Force is a process that goes beyond military and technical skills training. It necessarily involves character development and value reinforcement. While the Air Education and Training Command is geared toward developing the technicians and specialists needed to support the Service's highly sophisticated mission, first and foremost it must produce people who have the personal characteristics to perform well in this environment--the qualities of airmanship. Currently, there is no central focus or overriding entry-level training philosophy that emphasizes the importance of this socialization, yet it is absolutely critical if we are to maintain the quality of the enlisted force in the years to come.

BIOGRAPHICAL SKETCH

Lieutenant Colonel Ernest S. Moore (M.A., Webster University) served as a Basic Military Training Squadron Commander, was the Deputy Commander for Military Training, and commanded the Training Support Squadron for the Air Force's Basic Military Training Group, Lackland Air Force Base, Texas from July 1988 to July 1992. Prior to this assignment, his tours of duty included three higher headquarters level assignments at the Military Personnel Center, Strategic Air Command Headquarters, and the Air Staff in both missile operations and personnel positions; five years as a Titan II intercontinental ballistic missile officer at McConnell Air Force Base, Kansas; and four years as an enlisted member stationed overseas in the Air Force's former Security Service Command. He completed Air Force Basic Military Training in January 1971.

PREFACE

Entry-level training (ELT) in the Air Force is a process that goes beyond military indoctrination and technical training. While it is geared toward developing the technicians and specialists to support the Air Force's highly sophisticated mission, ELT must first and foremost produce people who have the characteristics to perform well in this environment. The overriding goal of this process (which includes recruiting, basic military training, and technical training) is one of socialization--transforming civilian recruits into airmen-warriors whose behavior is consistent with the standards, values, and beliefs of the Air Force. Entry-level training molds the individual's personal approach to military duty, ethics, and relationships with others, and it serves as the foundation for building "airmanship" (a concept I will later define).

Everyone involved in ELT must be aware of his or her role in effecting this socialization, and understand that the qualities of airmanship can be developed only through proper motivation, professional conduct, and role modeling. ELT programs must be focused in this manner.

When I arrived at Lackland Air Force Base in July 1988 to become a Basic Military Training Squadron Commander, this was the direction I expected to receive from Air Training Command (ATC) and the Basic Military Training School (BMTS--later to become the Military Training Group [MTG]). On the contrary, I was

surprised that neither ATC nor the BMTS had a fundamental training philosophy. There was no central direction about what basic training ought to be or how it must be conducted. I (along with every other new person in BMTS) had to "certify" on things that were "not supposed to happen" in training--maltraining, maltreatment, verbal abuse, solicitation, fraternization, etc. Nothing was presented, however, that provided fundamental guidelines on what we "ought" to be doing. In my opinion, the problem was that in producing airmen from the basic training system we were too reliant on trial and error, on the maturation of instructors, and on having the people with the strength of character and experience to overcome those few that had the wrong focus--personal glorification, power over others, for example.

As a result of this lack of central guidance and direction, training operations and particularly recruit motivation techniques varied among the eight Basic Military Training Squadrons. Some were notoriously negative (and borderline abusive by using such methods as threatening language, physical intimidation, and excessive profanity). Others were more moderate, and several were quite positive in their training operations. The bottom line was that while there was a 6-week training schedule common throughout the school to guide training activities, there were eight different training philosophies in use simultaneously depending on the perspective of those in the unit supervising training.

The following paper will help rectify that problem. While it is written for the new military training instructor entering the basic military training arena, it is appropriate to commanders, supervisors, and instructors throughout the entire entry-level training apparatus of the Air Force and it can, in my opinion, form the basis of a USAF entry-level training doctrine--something that currently does not exist.

The paper is based on 22 years of personal experience in the Air Force (as an airman, non-commissioned officer, and officer), personal observation of people who have been successes and failures in uniform, and years of professional study and research. Much of my inspiration for this work came from the Army's TRADOC Regulation 350-6 and the United States Air Force Academy's Training Philosophy (The Positive Motivation in Model). The Army calls their entry-level training aim "soldierization." I describe how Air Force entry level training needs to build "airmanship."

DEVELOPING AIRMANSHIP

Although the Air Force operates in a highly technical and dynamic environment, attention to the human element of professional military education and training is critical for establishing a competent, self-confident force. Our technical training and operational training are inseparable from professional military training, in the sense that development of skills and proficiency without commitment produces a force with an absence of purpose [AFM 1-1, 1984].¹

Our military service is based on values--those standards that American military experience has proven to be the bedrock of combat success. These values . . . represent the essence of our professionalism [Joint Pub 1].²

The mission of the Military Training Group (MTG) is to introduce recruits to military regimen and to begin their transition into proud, productive, and disciplined members of the Air Force, devoted to service to the nation. The MTG helps airmen develop the fundamental skills, characteristics, and attitudes to perform effectively in technical school and in an increasingly sophisticated Air Force. This mission sounds simple, given our "total control" environment, but in reality it is perhaps the most difficult and challenging of assignments.

Our work directly influences the Air Force's most critical and complex resource--people. Air Force recruits come from all walks of life--from different racial, social, ethnic, economic, and geographical backgrounds. They have different personalities, values, experiences, religious

beliefs, maturity and motivational levels, traditions, and reasons for joining the Air Force. These differences, along with normal emotional development of 18-20 year olds and a few stressful similarities (e.g., first experience with the military; first time away from home, etc.), make our mission overwhelming. How do we handle young people of such diverse personalities, backgrounds and experiences? How do we begin molding the attitudes necessary to transform them into the "warriors" that the Air Force and our country need? How can our mission be effectively accomplished in six short weeks of Basic Training? The answer lies with the effort and energy of each one of us as we perform our duty, and with strict adherence to certain fundamental principles of leadership and training.

While the Air Education and Training Command is geared to producing the technicians needed to support the Air Force's highly sophisticated mission, it must first and foremost produce people who have the characteristics to perform well in this environment. We must produce airmen whose behavior is consistent with the standards, values, and attitudes of the Air Force.³ Basic Training starts the process. It begins molding the individual's personal approach to military duty, ethics, and relationships with others. And, it serves as the foundation for building airmanship, a concept defined as:

An understanding that an airman's moral character, conduct and commitment are essential in exercising

duty to the Air Force and country. Airmanship means respecting authority, willingly following orders, always performing at one's best, striving to exceed standards in every regard, respecting the dignity of all Air Force people, fostering teamwork and esprit de corps, following or leading as the situation dictates, placing organizational and unit goals ahead of personal desires when conflicts arise, and demonstrating honorable conduct at all times. Integrity is an airman's watchword.

It is easy to lose sight of this goal if our training methodology is focused strictly on negative rather than positive motivational techniques, or if we value the "mechanics" of training over promoting the qualities, values, and attitudes that are important for the Air Force.

While there is the need for "rigid" motivation in the MTG to instill certain military skills (i.e., discipline, following orders, etc.), and to organize and control large numbers of recruits, total reliance on the "negative" style won't produce the objectives we seek. For instance, an airman (or flight) that has been motivated mostly by fear, who repeatedly over six weeks has been corrected in a degrading or harassing manner, may end up resenting authority rather than respecting it. While we may produce someone who follows orders, he/she may not do so willingly. Further, a total emphasis on negative motivation risks

seeing individual effort dissipating in a more relaxed training environment later on.⁴ We can't afford that. Our focus must be on positive motivation. This does not mean that we "coddle" or "carry" trainees, nor does it mean eliminating the firmness that is an essential element of the Basic Training program. It does mean a total emphasis on professional behavior and proper role modeling.

Unfortunately, the system for evaluating success in the MTG does not provide a true measure of developing proper military values and attitudes. It relies almost entirely on measuring the "mechanical" aspects of training (e.g., flight drill, parade, retreat, dormitory setup, Honor Flight competitions, Standardization Inspections, etc.). While these areas are important, they primarily emphasize building military skills. They don't tell the whole story about the individual's character or necessarily increase our confidence that we are graduating people with the fundamental values and attitudes that the Air Force needs. Naturally, then, there is the tendency to base individual effectiveness as military trainers on these "secondary" measures.

Perhaps the best measures of developing airmanship are subjective assessments--the daily judgments about basic trainees' progress and their attitudes/adaptability. Are airmen progressively more motivated, excited, and proud about serving the Air Force and their country? Are they confident in themselves and can they work with others? Do

they fully appreciate the meaning of and need for honor and integrity in all that they do? Are they approaching the future determined to do their best, no matter what task is assigned? Will they trust and respect proper authority? If the answer to these and other similar questions is yes, we can be assured that we are on the right track. If the answer is no, we are doing something wrong.

Without question, the Military Training Instructor (MTI) is the most important element in helping airmen develop the proper attitudes and values. While there are detailed lesson plans that guide instruction on all aspects of military training and studies, there is no one lesson plan for developing airmanship. That lesson is taught and reinforced through the professional conduct of each MTI (and to a lesser extent other supervisory and permanent party personnel). For that reason, it is critical that the MTIs "live" airmanship everyday, be professional in all that they do, and remain constantly aware of how their conduct influences those being trained. By being sensitive to their role, responsibilities, and image at all points in training, instructors can promote the right qualities in airmen and profoundly influence the character of the Air Force for years to come. That is the power and challenge of the MTI position.

The discussion that follows highlights a few of the more critical tenets of airmanship. The instructor should be sensitive to these concepts and use them to guide

personal performance as well as the conduct of training on a daily basis.

a. Moral and Ethical Conduct:

The struggle which you describe your experience between doing what you ought and what you desire is common to all. You have only always to do what is right. It will become easier with practice and you will always enjoy in the midst of your trials the pleasure of an approving conscience. That will be worth everything else [Robert E. Lee to his daughter].⁵

As leaders who "Show the Way" for every new enlisted member of the Air Force, MTIs must demonstrate the highest example of moral and ethical conduct, both in their professional and personal lives. Instructors must be absolute role models for honor, integrity, truthfulness, and quality service, and, in accordance with the Human Goals of the Department of Defense, they must respect the principle that each individual has infinite dignity and worth.⁶ Without this perspective, it is easy to send the wrong message--to fall victim to our egos; to become obsessed with our control over others; to demand performance at the expense of honor; and to simply "intimidate" rather than "motivate." Such attitudes about basic training are unacceptable and do nothing to generate in airmen, pride and confidence in themselves, their work, their organization, and their profession.

Narrow views of ethics will not do for one who aspires to effective military leadership. One's character is what counts and evaluations of character are all encompassing [Colonel M.M. Wakin; War, Morality, and the Military Profession].⁷

Virtually everything we do has a value component in it, and--whether we like it or not, whether we realize it or not--we are revealing our values, teaching our values to others, in an almost constant stream of words and deeds throughout each day [Lewis Sorley, "Doing What's Right: Shaping the Army's Professional Environment"].⁸

b. Integrity:

It is difficult to expect integrity from the rank and file if the rank and file do not see the same quality in those who lead them [Lieutenant Colonel M. T. Smith, Air University Review 1974].⁹

Integrity can be ordered but it can only be achieved by encouragement and example [General John D. Ryan].¹⁰

Fierce adherence to one's personal integrity is the greatest strength that any soldier . . . could have [General John D. Ryan].¹¹

Integrity makes all other beliefs, values, and characteristics which are important to the military (e.g., discipline, teamwork, respect for authority, and pride) possible. And, it is a stated priority of today's Air Force. As we train, it is essential that we communicate the necessity for integrity loudly and clearly. MTIs must not reward and reinforce performance which may meet or exceed standards, if that performance was accomplished at the

expense of personal (or group) honor or integrity. The contrary must be absolute. While a flight or airman may need correction for not performing in accordance with a training standard, behavior which rejects lying, cheating, stealing, and willfully violating rules or regulations must be recognized and reinforced. Trainees can recover from making errors of effort, however, it is difficult to overcome errors of character.

People lie, cheat, steal more today not so much because they don't know right from wrong, but because in big, bureaucratized, corporatized, impersonal America, its harder to do the right thing and easier to do the wrong thing. When people feel deceived by leaders and institutions, its easier for them to deceive in return [Walt Harrington, "Has Truth Gone Out of Style"].¹²

c. Duty and Loyalty to Country:

I . . . do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God [Oath of Enlistment].¹³

There is nothing more honorable that a citizen can do than to serve his/her country in the Armed Forces. Understandably, however, most recruits did not enlist solely (or even primarily) for that reason. Most likely, they had such motives as furthering their education, being trained in a technical field, stable employment, travel, benefits, or

other reasons in mind. Regardless, the MTG must emphasize to trainees, right from the start, that their personal reasons for joining the Air Force become secondary to their duty to serve and defend this country. When they don the Air Force uniform on their first day of training, they no longer represent just themselves--they represent their country and all who wear (and have worn) the uniform. The freedoms and liberties that we as citizens enjoy have been ensured by men and women in uniform. As the future of the Air Force, today's airmen need to recognize their duty to carry on this tradition.

d. Obedience and Discipline:

. . . the country can never dare risk having a military that, when asked to carry out legitimate orders, is given the option of refusing those orders [General H. Norman Schwarzkopf].¹⁴

Teaching obedience and discipline is one of the first orders of business at the MTG for two reasons. First, it is essential that arriving recruits follow instructions without question or explanation so that we may organize, control, establish living priorities, start processing, and begin training activities. Second, and most importantly, basic trainees must recognize that obedience and discipline are fundamental to the effectiveness of any military organization. The prompt and precise execution of legal orders is critical to safety and efficiency of unit

operations in peacetime, and survival and victory in war. Failure to obey lawful orders is unacceptable and contrary to the principles each military member swears to uphold.

Your responsibilities in promoting the concepts of obedience and discipline (in addition to serving as an example yourself) are to ensure that your direction is clear, moral, and proper, and that there are constructive training purposes behind corrections. It is not to demonstrate your power over others through ridicule, embarrassment, or fear. If that is the case, obedience may occur, but we do nothing to build self-discipline and respect for authority. To build these qualities, training must emphasize the positive rather than the negative, people's strengths rather than their weaknesses, purposeful corrections rather than ridicule, and willing effort rather than forced compliance. Simply "intimidating" others in this environment is easy. Properly motivating them to perform and follow orders is a different story.

Your overall intention behind teaching and training is to help improve the subordinate in order to satisfy the mission--not to satisfy your ego [USAF Academy Training Philosophy and Positive Motivation Model]¹⁵

e. Teamwork:

Military action is the epitome of teamwork. What makes it so . . . important is that in military action the penalty for losing is so great. Teamwork is absolutely necessary That's

the reason so much emphasis . . . is placed on discipline and responsibility. If a team is to function properly, everyone has to do his part--he has to do it well and he has to do in a timely manner. If somebody fails, the team fails [General Curtis E. Lemay].¹⁶

Teamwork means everything to a military unit. The Air Force is not an organization of individuals, rather it is a 450,000 member team, with each member having a key role in the overall outcome of the mission. Airmen in basic training are important members of the team--they are the future of the Air Force. In a matter of a few short months they will be playing their part in operating, maintaining and supporting the world's finest team. Nowhere in civilian life would they have commensurate responsibilities at so young an age. Nowhere should they have a greater commitment.

Understanding the importance of teamwork and the close coordination necessary to get the mission accomplished requires recognizing group over individual achievement. While an individual's performance may exceed standards, that person's individual effort is tarnished if it demonstrates a lack of concern for the performance of others or of the team as a whole. For instance, if an element leader's personal performance is error-free in an evaluated area, but that of his/her element is poor overall, self-centeredness may have replaced concern and responsibility for group performance. If so, this type of behavior is not conducive to teamwork. The greatest quality that we can reinforce is individual

effort which fosters teamwork and supports the collective achievement of the team.

COOPERATION--this aspect of teamwork can be at tension with competition. Both are central human characteristics, but the nature of modern warfare puts a premium on cooperation with each other to compete with the enemy. Higher echelons should never have to mandate cooperation. Cooperation requires team players and the willingness to share credit with all team players [Joint Pub 1]).¹⁷

f. Commitment to Excellence:

Not to do one's utmost in the face of the enemy . . . to fail to support one's comrades, to fail in any way to give one's best--this is how a soldier can fail to observe the ethics of his profession [John R. Silber, President of Boston University, "The Ethics of the Sword"].¹⁸

We are responsible for tasks that must be done and done right to the best of our abilities. We can never stop striving to do our absolute best. We must never say, 'There, that's good enough', and sit back and take it easy. There is no room for mediocrity in the Air Force. The Air Force does not exist to provide a 'job' and a comfortable way of life . . . we are part of a calling [CMSAF Arthur L. Andrews].¹⁹

Promoting excellence as an attitude is understanding that our "audience" is prime for being molded to that course. Those that we train are making the transition not just from civilian to military life, but also from late adolescence to adulthood. This is a critical and influential period in their emotional development. Up to now, most have been sheltered from obligations and responsibilities of life's decisions. No longer. In basic training, young men and women find themselves in a totally

new, highly demanding, rigidly disciplined environment. They no longer enjoy the security of family and friends, nor the familiarity of their hometowns or surroundings. As if this weren't enough of a change, they now wear the uniform of their country and have undertaken the most solemn and overwhelming commitment that any citizen can make--defending the country, with their lives if need be, against all enemies foreign and domestic. Basic Training is a sobering experience. It offers for most airmen the first serious opportunity for self reflection and assessment, and it is their first exposure to duty. "How must I be?" is perhaps a question common to all. There is only one satisfactory answer: "The best that I can be." The country deserves no less.

A key factor in fostering excellence is to promote effort in every instance over error. Mistakes in training (those of effort, rather than those of character) are expected. They are part of doing business and help students learn to perfect their skills. If we reprimand error, we also risk discouraging the effort that goes along with it. To be successful, airmen must have the courage to keep trying in spite of their mistakes. The important thing is that learning takes place and that effort is recognized. General Al Gray, the former Commandant of the Marine Corps, summed up this principle well when he said: "If a carpenter doesn't hit his thumb now and again, he's not driving many nails." We need to inspire excellence by encouraging airmen

to drive nails. With this attitude, they will eventually attain it.

A mistake is forgivable. Doing nothing--no. Anyone who sits around and does nothing when action is called for, that I cannot tolerate [General Curtis E. Lemay].²⁰

In summary, the Military Training Instructor is the centerpiece of the MTG mission that begins the transition of quality young men and women into valuable members of the United States Air Force. The position goes beyond being good at the mechanics of instructing. Granted, the Air Force needs people who appreciate the fundamentals of drill, but, more importantly, it needs people who understand that precision, unhesitating response and group effort are critical to a military unit. Granted, the Air Force needs people who know how to get through inspections, but, more importantly, it needs people of integrity who understand that there is only one way to get something accomplished--the right way--and that compliance with standards may affect the well-being of their comrades. Granted, the Air Force needs people who know how to salute, but, more importantly, it needs those who respect authority and willingly follow orders. Granted, the Air Force needs people who perform individually, but, more importantly, it needs people whose individual effort fosters teamwork. Granted the Air Force needs people who know how to wear the uniform, but, more importantly, it needs people who understand what the uniform

represents and are determined to wear it with pride. These are the lessons of Basic Military Training--the characteristics of airmanship. If they are not reflected in our personal lives and communicated to those we train, we have missed the mark--we are doing a disservice to the Air Force. That must not happen.

The socialization process is also significantly influenced by the leader's behavior. His instructions and policy . . . may be read and understood by all . . . , but if his behavior implies otherwise, then the example implicit in his behavior will be the prevailing socialization factor [Dr. William R. Farrell, "Oft Forgotten Leadership Fundamentals"].²¹

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