Department of the Army

The Army’s Framework for Character Development

Implementation and Assessment Plan

23 July 2018
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EXECUTIVE SUMMARY

The Army’s deliberate, coordinated effort to develop the character of Soldiers and Army Civilians applies to the Total Force. *The Army’s Framework for Character Development (AFCD)*, approved 28 August 2017, is intended to be fully integrated within the Army Leader Development Strategy (ALDS), requiring leaders at all levels (strategic, organizational, and direct) to fulfill their responsibilities to reinforce an Army *Culture of Trust*, establish *Professional Organizational Climates*, and strengthen our shared identity as *Trusted Army Professionals*.

Strategic leaders ensure that directives, policies, programs, and systems are ethical, effective, and efficient. Organizational leaders establish *Professional Organizational Climates* where the expectation and standard are that all live by and uphold the Army Ethic in the exercise of mission command. Direct leaders inspire and motivate their followers to embrace our shared identity.

For the Army, character development begins with strategic messaging to the American people that the Army Profession is a calling to honorable service. Efforts to recruit volunteers for Army service proceed from this foundation.

Within the Army, leader development through education, training, and experience -- complemented with self-development -- provides for simultaneous development in character, competence, and commitment. Thus, developing character in Army Professionals is not a separate strategy or program; it is inherent in all that we do.

The AFCD Implementation and Assessment (I&A) Plan identifies three lines of effort (LOEs), achieving overarching objectives, leading to attainment of the desired end state (see figure 1). The plan proceeds through four phases of implementation. Phase I is complete with the publication of this document. Phases II (FY19) & III (FY20) address supporting objectives within each LOE and Phase IV (FY21) culminates in full implementation, including assessment of progress and success.

Each Supporting Objective (SO) is assigned to an organization designated as the office of primary responsibility (OPR). The OPR is assisted by organizations designated to provide support (office of supporting responsibility (OSR)) or coordination (office of coordinating responsibility (OCR)), as requested. Efforts requiring synchronization across separate chains of command will be guided within a chartered working group.

Publication of this plan completes Army Leader Development Program (ALDP), FY 18, and Army Priority List #2P (I-14-007). Progress in Phases II-IV of implementation will be reported in accordance with policy governing the ALDP (AR 350-1, *Army Training and Leader Development*).

SIGNATURE

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THE ARMY’S FRAMEWORK FOR CHARACTER DEVELOPMENT

IMPLEMENTATION and ASSESSMENT PLAN

I. PURPOSE

This document provides guidance and objectives to achieve the desired end state for The Army’s Framework for Character Development (AFCD). The framework is approved for implementation and assessment to support the imperative that our Army must Fight and Win our Nation’s Wars in the right way – ethically, effectively, and efficiently.4

Peer and near-peer adversaries contest our traditional strengths in the air, land, maritime, space, and cyberspace domains, as well as within the information environment. Large-scale combat operations are complex, chaotic, lethal, and unforgiving. Units engaged in combat in multiple domains, in rugged rural or densely populated urban terrain, may be widely separated.5

Organizations may lack reliable communications – challenging shared understanding – and will struggle to resupply and provide other essential support to subordinate units. These conditions will compound uncertainty, requiring Army leaders to anticipate ethical issues, exercise disciplined initiative, and accept prudent risk, consistent with the Army Ethic and their commander’s intent, while operating with mission orders.6

We must be prepared to operate and prevail, in the right way, as the very character of war is rapidly changing.7 Mission command, as the synchronizing and integrating warfighting function and leadership philosophy, demands mutual trust, and trust requires character.

That’s the very essence of mission command and it’s all built upon that single word that’s in the doctrine, the bedrock of the Army Ethic, which is trust. I trust that you will achieve the purpose and you will do it ethically and legally and morally … and that takes an immense, off-the-charts level of character.

General Mark A. Milley, Chief of Staff of the Army

II. INTRODUCTION

The Army’s Framework for Character Development (AFCD) is inherent within the Army Leader Development Strategy (ALDS) implemented in accordance with the Army Ethic.9 The ALDS reflects doctrine of the Army Profession, Mission Command, and Army Leadership.10 The prescriptive components of the framework recognize the imperatives of an Army Culture of Trust, Professional Organizational Climates, and individual responsibility to be a Trusted Army Professional.

The ALDS envisions an Army of competent, committed leaders of character.11 The strategy states that the three crucial activities supporting leader development are education, training, and
experience. Therefore, character development is not a separate activity and must be integral within leader development.

**Character Development:**

The continuous process [throughout the Army as an institution, in Army organizations, and between leaders and followers]—integrated within sequential and progressive education, training, and experience—that strengthens the resolve of Trusted Army Professionals to live by and uphold the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions. – Army’s Framework for Character Development, 28 Aug 18

Implementation of the AFCD requires coordinated and integrated action at all levels of leadership – strategic, organizational, and direct – across the Total Force. Fundamentally, leaders at all levels must recognize and accept their inherent responsibility to develop character within themselves and others (see figure 1).

**Army as an Institution/Culture:** Strategic leaders are responsible for personnel life-cycle management, beginning with recruiting and hiring, setting the conditions that support diversity and inclusion, and fostering the concept of *Soldier for Life*. Strategic leaders approve the directives and policies that affect the lives and well-being of Soldiers, Army Civilians, and the Army Family. Army programs and systems are funded and implemented based on strategic decisions, and all Army guidance and programmatic activities must be trustworthy. As the Army’s senior stewards, strategic leaders strengthen the Army *Culture of Trust*, establishing the overarching conditions that support *Professional Organizational Climates* and living and strengthening our shared *Identity*.

**Army Organizations/Climate:** Agencies, departments, commands, schools, training centers, and tactical units, are guided by their organizational leaders who establish and sustain professional climates where all Soldiers and Army Civilians live by and uphold the Army Ethic in the exercise of mission command. Organizational leaders ensure that education, training, and experience provide coordinated, progressive development and mission readiness. Organizational leaders are responsible for ensuring the mission is accomplished in accordance with the Army Ethic and the principles of mission command. Inclusion of all individuals, as valued and respected members of cohesive teams, is the responsibility of every Army leader.

**Soldiers and Army Civilians/Identity:** Each of us is simultaneously a direct leader (one who influences others) and a follower (one who is influenced by others). We are each responsible for adopting our shared identity. We pursue lifelong learning and self-development. We willingly offer and accept professional assessment of our performance. Continuous coaching, counseling, and
**END STATE:** The Army Leader Development Strategy is implemented in accordance with the Army Ethic, providing the Nation an Army of trusted professionals of character, competence, and commitment who are inspired to honorably fulfill their Oaths of Service.

The ALDS and the Army Ethic apply to the Army as an institution, guide Army organizations, and support the development of *Trusted Army Professionals.* Leader responsibilities include reinforcing an Army *Culture of Trust,* creating and sustaining *Professional Organizational Climates,* and adopting and strengthening our shared identity as *Trusted Army Professionals.* The responsibilities at each level of leadership are mutually supporting and interdependent. Leaders at all levels influence and are influenced by the Army culture, their organization, and living our shared identity. All Army leaders must acknowledge and accept their inherent responsibility to develop character within themselves and others.

**Figure 1. The Army’s Framework for Character Development**
mentoring help us to gain self-awareness, recognize biases and blind-spots, and improve throughout our careers. Upon completion of our honorable service, consistent with the concept expressed in ADRP 1, we continue to contribute as Soldiers for Life in our communities and families.

III. RESEARCH-BASED RATIONALE

Findings from research affirm that character is multi-dimensional. Our scientific understanding of character is informed by various, relevant disciplines and fields of study. For example, the study of psychology and biology confirms that our true nature evolves as we mature throughout our lives.\(^\text{17}\) Relatively recent research in the field of moral psychology argues that culture and the social climate have a significant impact on our decisions and actions.\(^\text{18}\) Clearly, the factors that promote honesty, integrity, respect, and humility—among many other virtues—occur in a social environment.\(^\text{19}\) In this light, we must develop our people in a Professional Organizational Climate.\(^\text{20}\) In addition, our spirituality, reflecting personal philosophical and religious beliefs, plays a significant role in shaping our intrinsic character.\(^\text{21}\) Ultimately, each of us travels a unique path on life’s journey and is influenced by the cumulative effects of our experiences. Thus, our individual character is the product of multiple, interactive variables.

In summary, the character of our future Soldiers and Army Civilians was progressively developed throughout the years leading to their decisions to join the Army Profession. Accordingly, for the Army, character development starts with our initial efforts to attract and select American citizens and other eligible volunteers who will honorably fulfill their Oaths of Service.\(^\text{22}\) Character development progresses within Initial Military Training (IMT), is reinforced in the first duty assignment, and continues throughout life-cycle management. Similarly, character development is integrated within Army Civilian Acculturation and contributes to effective Employee Engagement.\(^\text{23}\) Character development, in all aspects of professional and leader development, supports the acquisition, development, employment, and retention goals of Talent Management and enables the exercise of mission command.\(^\text{24}\)

IV. END STATE

Strategic leaders ensure that directives, policies, programs, and systems are trusted to accomplish their purpose—ethically, effectively, and efficiently. Organizational leaders establish and sustain climates in their organizations where the standard and expectation are that all live by and uphold the Army Ethic in the exercise of mission command. Direct leaders provide coaching, counseling, and mentoring to inspire and motivate all to embrace our shared identity as Trusted Army Professionals.

The end state and the strategic, organizational, and direct leader objectives for successful implementation of The Army’s Framework for Character Development are achieved through the ALDS, strengthening the Army Culture of Trust, establishing Professional Organizational Climates, and embracing shared Identity (see figure 2).
V. LINES OF EFFORT (LOEs) and OBJECTIVES*

A. LOE 1: Strategic Leaders—Army Culture of Trust

The Army’s strategic leaders are responsible and accountable for strengthening the Army Culture of Trust and the Army as an institution. Strategic decisions support Professional Organizational Climates and motivate individuals to embrace, live by, and uphold our shared Identity. External and internal trust are essential for honorable victory on the battlefield and honorable service throughout the Total Army, as we defend our Nation and our way of life.

Displaying exemplary conduct by upholding the Army Ethic is one of the most powerful ways for strategic leaders to guide the Total Force. By making decisions and taking actions that are ethical, effective, and efficient, they set the standard, inspire honorable service, promote stewardship, and strengthen esprit de corps.

*Organizational and other acronyms in this section are identified in the Glossary, Section I.
OBJECTIVE 1: Strategic leaders’ decisions and actions shape the Army Culture of Trust, enable the exercise of mission command, strengthen mutual trust and cohesion within the Army Profession, and reinforce the essential bond of trust with the American people.

SO 1.1: US Army Training and Doctrine Command (TRADOC) and US Army War College (USAWC) ensure strategic leader influence on the Army Culture of Trust is understood beginning at intermediate levels within the programs of instruction (POIs) of Professional Military Education (PME) / Civilian Education System (CES) and reinforced at senior levels of learning.

Task 1.1.1: USAWC leads and coordinates the efforts of the Army Learning Coordination Council Strategic Education Sub-Committee to integrate ethical reasoning, in accordance with the Army Ethic, within strategic thinking to include understanding of strategic responsibility for character development and the impact of directives, policies, programs, and systems on the Army Culture of Trust.

Task 1.1.2: TRADOC introduces ethical reasoning, in accordance with the Army Ethic, within strategic thinking in intermediate PME/CES POIs for all cohorts.

OPR: TRADOC
OSR: USAWC
OCR: Office of the Director, Army National Guard (ODARNG), Office of Chief of Army Reserve (OCAR), United States Military Academy (USMA), United States Army Sergeants Major Academy (USASMA), The Inspector General (TIG), The Judge Advocate General (TJAG), Chief of Chaplains, (CCH), and The Surgeon General (TSG).

[Leadership & Education]

SO 1.2: Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)) ensures future strategic personnel directives, policies, programs, and systems support the Army Culture of Trust and enable mission command at all levels of leadership.

Task 1.2.1: ASA (M&RA), Headquarters, Department of the Army Deputy Chief of Staff for Personnel (HQDA DCS G-1), HQDA DCS for Operations, Plans, and Futures (HQDA DCS G-3/5/7), and TRADOC align leadership directives, policies, concepts, and doctrine within the ALDS consistent with the AFCD.

Task 1.2.2: TRADOC and USAWC ensure the synchronized policies and doctrine are taught in POIs within PME/CES.

OPR: ASA (M&RA)
OSRs: HQDA DCS G-1, G-3/5/7, TRADOC, USAWC, ODARNG, & OCAR
OCR: USASMA, TIG, TJAG, CCH, & TSG
[Doctrine, Leadership & Education, Policy]

SO 1.3: ASA (M&RA) ensures strategic messaging continues to represent the Army as a trusted military profession and Soldiers and Army Civilians as Trusted Army Professionals, answering a calling to honorable service.
Task 1.3.1: ASA (M&RA), in coordination with Office of the Chief Public Affairs (OCPA) and TRADOC (United States Army Recruiting Command (USAREC), United States Army Cadet Command (USACC)), develop strategic messaging that reflects an Army Culture of Trust and assess its resonance with the American people and its effectiveness in support of recruiting of Soldiers and attracting and selecting Army Civilians as honorable servants in defense of the Nation.

Task 1.3.2: HQDA DCS G-1 and TRADOC coordinate with United States Military Entrance Processing Command (USMEPCOM) and with officer commissioning sources to ensure consistency between the strategic message and the Professional Organizational Climate, supporting a seamless transition as future Soldiers enter IMT.

OPR: ASA (M&RA)
OSRs: HQDA DCS G-1, OCPA, TRADOC, USMEPCOM
OCR: USMA
[Leadership & Education, Policy]

SO1.4: TRADOC ensures that Army recruiter and Senior Reserve Officers’ Training Corps (SROTC) cadre selection, preparation, and certification for all components reinforce the strategic message and the responsibility to inspire and motivate individuals to join the Army as a calling to honorable service.

Task 1.4.1: HQDA DCS G-1 and TRADOC assess current policies, guidance, and procedures regarding selection and certification of recruiters and SROTC cadre.

Task 1.4.2: HQDA DCS G-1 and TRADOC ensure professional development of recruiters and SROTC cadre supports the intent to inspire and motivate candidates to accept a calling to serve in the Army Profession.

OPR: TRADOC
OSRs: HQDA DCS G-1, ODARNG, & OCAR
OCR: CCH
[Leadership & Education, Policy]

B. LOE 2: Organizational Leaders—Professional Organizational Climates

Organizational leaders are responsible and accountable for ensuring their organizations are ready to accomplish their missions in the right way (ethically, effectively, and efficiently). They establish and continuously strengthen their Professional Organizational Climates that are necessary for mutual trust and cohesion. To support situational understanding, organizational leaders must have the means to assess the state of the climate and know how to redress conditions that fail to meet professional standards.

Efforts to establish a Professional Organizational Climate are supported throughout the chain of command. For example, chaplains advise on matters of morals and ethics to assist leaders at all levels. Chaplains assist with prevention and resolution of moral, ethical, social, and spiritual issues. In addition, the Staff Judge Advocate serves as an advisor to leaders on ethical
considerations involving interpretation of United States Code and Department of Defense and Army policies and regulations. Behavioral Health Officers also advise leaders regarding ethical and moral issues related to personal conduct both in garrison and on deployments. Several other agencies or programs provide relevant support in sustaining organizational climates, to include: Equal Opportunity, Equal Employment Opportunity, Sexual Harassment/Assault Response and Prevention, Civilian Personnel Advisory Center, Employee Assistance Program, and the Inspector General.

Within Army organizations, and across the Army life cycle, Soldiers and Army Civilians develop in character, competence, and commitment through the coordinated, progressive process of education, training, and experience gained through performance of duty. Organizational leaders certify Trusted Army Professionals—ensuring all standards are achieved ethically, effectively, and efficiently.

Organizational leaders in the Total Army School System connect curriculum design and development (training developers) to curriculum implementation (instructors). Therefore, they must know why and how to fulfill their responsibility to develop character along with competence and commitment. The content of their POIs must continue to include experiential, activity-based learning and creative and critical thinking with integrated ethical reasoning, consistent with the Army Learning Model. This holistic approach provides opportunities for learners to apply the moral principles of the Army Ethic in their decisions and actions.

**OBJECTIVE 2:** Organizational leaders establish professional climates in which the expectation and the standard are that all live by and uphold the Army Ethic in the exercise of mission command.

301  **SO2.1:** TRADOC ensures leaders know why and how to establish Professional Organizational Climates and have the resources to assess climate and adjust, as necessary.

302  **Task 2.1.1:** TRADOC coordinates with ASA (M&RA), HQDA DCS G-1, and G-3/5/7 to align Army policy regarding Professional Organizational Climates.

303  **Task 2.1.2:** CG, TRADOC, charters an Army working group to coordinate integration of Army Command and Army Profession and Leadership policies, leadership/leader doctrine, and associated practices and procedures to support Professional Organizational Climates across the Total Force.

304  **Task 2.1.3:** TRADOC develops an assessment methodology based on the operational definition of Professional Organizational Climate in The Army’s Framework for Character Development.

305  **Task 2.1.4:** TRADOC integrates instruction within PME/CES POIs regarding the nature and importance of Professional Organizational Climates, including why and how to establish, strengthen, assess, and adjust.

306  **OPR:** TRADOC

307  **OSRs:** HQDA DCS G-1, ODARNG, OCAR, & CCH

308  **OCRs:** Deputy Under Secretary of the Army (DUSA)
SO 2.2: TRADOC, Army Commands (ACOMs), Army Service Component Commands (ASCCs), and Direct Reporting Units (DRUs) ensure ethical considerations are integrated within the POI in PME/CES, organizational training, experiential activities, and exercises to include ethical reasoning in decision making, planning, rehearsals, execution, and after action reviews.

Task 2.2.1: TRADOC revises doctrine on Army design methodology, Military Decisionmaking Process (MDMP), Troop Leading Procedures (TLPs), and military problem solving to include the essentiality of ethical reasoning within military decision making, planning, rehearsals, operations, and assessment.\(^2\)

Task 2.2.2: TRADOC develops and certifies organizational leaders of schools, curriculum developers, and instructors to ensure they know why and how to integrate ethical reasoning, supporting character development, within POIs, instruction, and assessment.

Task 2.2.3: ACOMs, ASCCs, and DRUs incorporate ethical factors within mission profiles in home station training, Combat Training Centers (CTCs), Joint Readiness Exercises (JRXs), After Action Reviews (AARs), and all other simulated training.

Task 2.2.4: ACOMs, ASCCs, and DRUs prepare and certify observer coach/trainers to assess and review organizational performance in preparing for and addressing ethical challenges within conduct of the training missions and AARs.

OPR: TRADOC
OSRs: ODARNG, OCAR, ACOMs, USAWC, & DRUs
OCRs: CCH, TIG, TJAG, & TSG

SO 2.3: ASA (M&RA) establishes policy to ensure each certification event (e.g., formal performance evaluation, graduation or completion of training, appointment, promotion, reenlistment, assumption of command, change of responsibility, etc.) confirms that the certifying authority has verified and validated that the individual has demonstrated character, competence, and commitment to performance standards.

Task 2.3.1: ASA (M&RA) provides policy guidance to certifying authorities to ensure shared understanding of the process and procedures, consistent with the intent, as stated in AR 600-100, *Army Profession and Leadership Policy*, paragraph 1-8.

Task 2.3.2: ASA (M&RA) directs alignment of all Army policy and procedures regarding Army professional certification.

Task 2.3.3: Organizational leaders ensure that Army professional certification policies and procedures are implemented to standard, and certification becomes a permanent entry on personnel records.

OPR: ASA (M&RA)
OSRs: HQDA DCS G-1, G-3/5/7, ODARNG, & OCAR
OCRs: TIG, TJAG, CCH, & TSG, ACOMs, ASCCs, & DRUs

[Doctrine, Training, Leadership & Education, Personnel, Policy]
C. LOE 3: Direct Leaders—Identity Trusted Army Professionals

As direct leaders, we influence followers. At the same time, all of us are subject to influence from everyone with whom we interact. In this way, we are both leaders and followers. Our ethical responsibility is to be a good influence and not allow ourselves to be co-opted or pressured into doing or accepting what is illegal, unethical, or immoral. To be trusted leaders and followers, we must live by and uphold the Army Ethic.

Through coaching, counseling, and mentoring, leaders positively influence others to not only obey laws and regulations but also to live by and uphold the moral principles of the Army Ethic, including the Army Values. Leaders must be willing and able to address ethical concerns with their followers' conduct (and vice versa), inspiring and motivating them to strive for ethical excellence. This outcome is supported through values-driven action plans (e.g., Individual Development Plan),29 that, when implemented and evaluated, strengthen the character, competence, and commitment of Soldiers and Army Civilians as demonstrated in their performance of duty.30

Ultimately, we are responsible and accountable for embracing and continuously living our shared identity. In performing our duty, we contribute to the mission and strive for excellence. We honor our customs, courtesies, and traditions; uphold standards and discipline; and stand strong to prevent misconduct and stop unethical practices.

OBJECTIVE 3: Soldiers and Army Civilians live by and uphold the moral principles of the Army Ethic, demonstrating character in conduct of the mission, performance of duty, and all aspects of life.31

SO3.1: TRADOC develops training and education material to teach leaders why and how to inspire and motivate Soldiers and Army Civilians to embrace our shared identity and commit to self-development, lifelong learning, and the concept of Soldier for Life.

Task 3.1.1: ASA (M&RA), HQDA DCS G-1 and G-3/5/7 coordinate policy to address leaders’ responsibility to inspire and motivate individuals to embrace and live our shared identity as Trusted Army Professionals of character, competence, and commitment.

Task 3.1.2: TRADOC ensures Army training and leader development doctrine emphasizes that self-development includes study of ethical risks and how these may be anticipated and avoided or mitigated in decisions and actions.

Task 3.1.3: TRADOC, ACOMs, ASCCs, and DRUs ensure that strengthening identity is taught in IMT and PME/CES; reinforced by direct leaders through coaching, counseling, and mentoring; and integrated within individual development plans for all Soldiers and Army Civilians.

OPR: TRADOC
OSRs: ASA (M&RA), HQDA DCS G-1, G-3/5/7, ACOMs, ASCCs, DRUs, ODARNG, & OCAR
OCRs: CCH, TIG, TJAG, TSG
[Doctrine, Training, Leadership & Education, and Policy]
D. ASSESSMENT: Under mission command, the principle of shared situational understanding requires continuous effort to discern the relevant past and present circumstances and their influences on all phases of the operation. With situational understanding, the leader (decision maker) can adjust mission orders and continue progress to achieve the intent (accomplish the mission).

OBJECTIVE 4: Assessment includes and addresses all levels of leadership: strategic (the Army as an institution and Culture of Trust), organizational (Professional Climates), and direct (shared Identity). Assessment will evaluate mutual trust and cohesive teamwork across all LOEs, both within the Army and with the American people.

SO4.1: TRADOC develops a character development assessment process to determine the degree to which The Army’s Framework for Character Development is having the intended effect.

Task 4.1.1: DUSA, HQDA DCS G-1, and TRADOC continuously review and affirm or adjust The Army’s Framework for Character Development to ensure it reflects current, reliable, and valid concepts for character development.

Task 4.1.2: ASA (M&RA), TRADOC, ACOMs, ASCCs, and DRUs assess policies, programs, and systems to confirm they support an Army Culture of Trust.

Task 4.1.3: Organizational leaders evaluate the state of Professional Organizational Climates to ensure they reflect the principles of the Army Ethic and mission command.

Task 4.1.4: Direct leaders evaluate the decisions and actions of Soldiers and Army Civilians to affirm they are consistent with the Army Ethic in the exercise of mission command).

OPR: TRADOC
OSRs: DUSA, HQDA DCS G-1, & TIG
OCRs: ACOMs, ASCCs, DRUs, ODARNG, OCAR, CCH

VI. RESPONSIBILITIES: IMPLEMENTATION and ASSESSMENT.

Implementation of the AFCD within the ALDS requires coordination and synchronization of effort across the Total Force, throughout each phase of implementation. Implementation includes all components, the Army Civilian Corps, and all personnel management cohorts. As such, leadership and management of implementation proceeds under the authority of the Secretary of the Army and the Chief of Staff, Army (CSA).

The ASA (M&RA), pursuant to authority under Title 10, United States Code (USC), is responsible for policy governing the Army’s manpower and personnel programs and serves as the OPR for ensuring the ethical, effective, and efficient implementation and assessment of character development through execution of the Army Leader Development Strategy.

This responsibility will be fulfilled in direct coordination with the HQDA DCS G-1, G-3/5/7, and TRADOC. For example, Army Profession and Leadership policy is stated in AR 600-100, the proponent is ASA (M&RA), which fulfills responsibilities in coordination with the offices and agencies further identified in the regulation.
In addition to HQDA, key organizations cited in AR 600-100, with primary or coordinating responsibilities for implementation and assessment of the framework, include: ODARNG, OCAR, U.S. Army Forces Command (FORSCOM), TRADOC, TSG, SJA, CCH, TIG, USAWC, USASMA, Warrant Officer Career College (WOCC), USMA, and other subordinate organizations as directed by the OPR.

In this light, under authority of AR 350-1, Army Training and Leader Development, within the Army Leader Development Program, CG, TRADOC will establish and direct a chartered working group to synchronize and coordinate execution of the AFCD implementation plan. The working group will report progress and request approval to proceed, through the Army Profession and Leader Development Forum (APLDF), at designated intervals or as issues require throughout the execution of the AFCD I&A Plan.

VII. TIME PHASING

FY18: Phase I. The initial phase is complete with the publication of this Implementation and Assessment Plan. The FY18 Army Priority List (APL) #2P I-14-007 is complete. The initiative is amended and extended as FY19, I-14-007, “The Army’s Framework for Character Development Implementation and Assessment.”

FY19: Phase II. In initial operations, the working group begins its mission to coordinate and synchronize Army publications; monitor engagement with the Army Learning Coordination Counsel (ALCC), Army University (AU), USAWC, FORSCOM, United States Army Pacific

![Figure 3. FY19 Phase II: Initial Operations](image-url)
(USARPAC), and United States Army Europe (USAREUR) to integrate ethical reasoning and ethical challenges within PME/CES, IMT, CTCs, and home station Unit/Organizational Training; and identify and integrate “best practices” for preparing and certifying instructors and direct leaders to provide for character development and strengthen shared identity within all aspects of education, training, and experience. This phase includes revision of ADRP 1, *The Army Profession*, to incorporate *The Army’s Framework for Character Development* as a deliberate, intentional goal within execution of the ALDS. The FY19 I-14-007 is extended to FY20 to continue implementation of the framework (see figure 3).

FY20: Phase III. During continuing operations, synchronization of Army publications is complete; PME/CES/IMT and organizational training are in the process of integrating ethical reasoning within POI, MDMP, TLP, CTC, and AARs, consistent with the Army Learning Model (see also TP 350-70-7). All supporting objectives are in process. Work on identification of Measures of Performance (MOPs) and Measures of Effectiveness (MOEs) is underway, as is the design of the Assessment Methodology for determining the success of the framework in achieving its objectives and end state. The FY20 I-14-007 is complete, and the framework is ready for full operational capability (see figure 4).

Figure 4. FY20 Phase III: Continuing Operations
FY21: Phase IV. Full Operations with continuing assessment denotes that all supporting objectives are achieved and all implementing tasks are complete. The assessment methodology is in place and is capable of collecting, analyzing, and reporting on findings, as designed. The mission of the chartered working group is complete. In this phase, the AFCD assessment methodology is in place to determine its efficacy within the ALDS, at all levels of leadership, through education, training, and experience (see figure 5).

Figure 5. FY21 Phase IV: Full Operations

VIII. REPORTING and ASSESSMENT

**Reporting:** Includes establishing and briefing status of MOPs and MOEs periodically to the APLDF and forwarding results, through prescribed process, to the Secretary of the Army and the CSA. Recommendations for modifications or new initiatives supporting the framework will be generated by proponents under authority of AR 5-22, *The Army Force Modernization and Proponent System*, AR 600-20, *Army Command Policy*, AR 600-100, and AR 350-1.

**Assessment:** Strategic leaders are primarily responsible for assessing and strengthening the Army *Culture of Trust*. Organizational leaders are primarily responsible for establishing, assessing, and reinforcing *Professional Organizational Climates* within their organizations. Direct leaders inspire and motivate their followers to embrace and live by our shared identity as *Trusted Army Professionals*. Their success is demonstrated in the decisions and actions of their followers.
Holistic assessment of the success of the framework in achieving its objectives and attaining its end state include:

- Evaluation of *The Army’s Framework for Character Development*: Is it correct and based on current, reliable, and valid theory?
- Review of institutional policies, programs, systems, etc.: Are they consistent with the theory and coordinated, integrated, sequential, and progressive?
- Observation of organizational activities and professional climates: Are they ethical, effective, and efficient?
- Analyses of the decisions and actions of Soldiers and Army Civilians: Are they consistent with the moral principles of the Army Ethic?

The holistic assessment concept is depicted in the model at figure 6, below.

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**Figure 6. Assessment of The Army’s Framework for Character Development**

**X. CONCLUSION**

Implementation and assessment of *The Army’s Framework for Character Development*—like the development of character itself—is a continuous process. Even after certification that the framework is fully integrated, continuing assessment and adjustment within the ALDS is an expectation and an explicit responsibility of the Army’s strategic, organizational, and direct leaders.
GLOSSARY

Acronyms, abbreviations, and key terms in *The Army’s Framework for Character Development* “Implementation and Assessment Plan”

Section I – Acronyms and abbreviations (asterisk [*] indicates as defined in the authorized ABCAs (Abbreviations, Brevity Codes, and Acronyms) Directory for Army use at:

https://armypubs.army.mil/abca/

*AAR* After Action Review

*ACOM* Army Command

*ADP* Army Doctrine Publication

*ADRP* Army Doctrine Reference Publication

*ALDP* Army Leader Development Program

*ALDS* Army Leader Development Strategy

APL Army Priority List

*APLDF* Army Profession and Leader Development Forum

*AR* Army Regulation

ASA Attraction-Selection-Attrition (theory)

*ASA (M&RA)* Assistant Secretary of the Army (Manpower & Reserve Affairs)

*ASCC* Army Service Component Command

*ATP* Army Techniques Publication

AU Army University

*AWC* Army War College

*CAC* Combined Arms Center

*CAPE* Center for the Army Profession and Ethic

*CES* Civilian Education System

*CG* Commanding General

*CCH* Chief of Chaplains

*CI*M Center for Initial Military Training

*CSA* Chief of Staff, Army

*CTC* Combat Training Center

*DA PAM* Department of the Army Pamphlet

*DODI* Department of Defense Instruction

*DRU* Direct Reporting Unit

*DCS G-1* Deputy Chief of Staff for Personnel

*DCS G-3/5/7* Deputy Chief of Staff for Operations, Plans, and Futures

*DUSA* Deputy Under Secretary of the Army

*FM* Field Manual

*FORSCOM* U.S. Army Forces Command

*GTA* Graphic Training Aid

HDS The Army Human Dimension Strategy

*HQDA* Headquarters, Department of the Army

*IMT* Initial Military Training

*JP* Joint Publication

*JRX* Joint Readiness Exercise
<table>
<thead>
<tr>
<th>573</th>
<th>LOE</th>
<th>Line of Effort</th>
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</thead>
<tbody>
<tr>
<td>574</td>
<td>*MDMP</td>
<td>Military Decision-Making Process</td>
</tr>
<tr>
<td>575</td>
<td>*MOE</td>
<td>Measure of Effectiveness</td>
</tr>
<tr>
<td>576</td>
<td>*MOP</td>
<td>Measure of Performance</td>
</tr>
<tr>
<td>577</td>
<td>*OCAR</td>
<td>Office of Chief of Army Reserve</td>
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<tr>
<td>578</td>
<td>OCR</td>
<td>Office of Coordinating Responsibility</td>
</tr>
<tr>
<td>579</td>
<td>*OCPA</td>
<td>Office of the Chief Public Affairs</td>
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<tr>
<td>580</td>
<td>ODARNG</td>
<td>Office of the Director, Army National Guard</td>
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<tr>
<td>581</td>
<td>*OPR</td>
<td>Office of Primary Responsibility</td>
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<td>582</td>
<td>*OSR</td>
<td>Office of Supporting Responsibility</td>
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<td>583</td>
<td>*PME</td>
<td>Professional Military Education</td>
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<tr>
<td>584</td>
<td>*POI</td>
<td>Program of Instruction</td>
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<tr>
<td>585</td>
<td>RDS</td>
<td>Relational Developmental System (theory)</td>
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<td>586</td>
<td>*SHARP</td>
<td>Sexual Harassment/Assault Response and Prevention</td>
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<td>587</td>
<td>SROTC</td>
<td>Senior Reserve Officers’ Training Corps</td>
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<td>588</td>
<td>*TIG</td>
<td>The Inspector General</td>
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<td>589</td>
<td>*TJAG</td>
<td>The Judge Advocate General</td>
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<tr>
<td>590</td>
<td>TLP</td>
<td>Troop Leading Procedures</td>
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<tr>
<td>591</td>
<td>TP</td>
<td>TRADOC Pamphlet</td>
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<td>592</td>
<td>TR</td>
<td>TRADOC Regulation</td>
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<tr>
<td>593</td>
<td>*TRADOC</td>
<td>U.S. Army Training and Doctrine Command</td>
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<td>594</td>
<td>*TSG</td>
<td>The Surgeon General</td>
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<td>595</td>
<td>*USACC</td>
<td>United States Army Cadet Command</td>
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<td>596</td>
<td>*USAREC</td>
<td>United States Army Recruiting Command</td>
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<td>597</td>
<td>*USAREUR</td>
<td>United States Army Europe</td>
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<td>598</td>
<td>*USARPAC</td>
<td>United States Army Pacific</td>
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<td>599</td>
<td>*USASMA</td>
<td>United States Army Sergeants Major Academy</td>
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<td>600</td>
<td>*USASOC</td>
<td>United States Army Special Operations Command</td>
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<td>601</td>
<td>*USAWC</td>
<td>United States Army War College</td>
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<td>602</td>
<td>*USC</td>
<td>United States Code</td>
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<td>603</td>
<td>*USMA</td>
<td>United States Military Academy</td>
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<td>604</td>
<td>*USMEPCOM</td>
<td>United States Military Entrance Processing Command</td>
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<tr>
<td>605</td>
<td>*WOCC</td>
<td>Warrant Officer Career College</td>
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Section II – Terms (asterisk [*] indicates definitions defined in Army doctrine or regulations; these are followed by the proponent publications).

Army culture of trust: Reflecting the Army Ethic wherein Army strategic directives, policies, systems, and programs are trusted to be ethical, effective, and efficient. (See culture, below)

*Army design methodology: Applies critical and creative thinking to understand, visualize, and describe unfamiliar problems and approaches to solving them. ADP 5-0.

*Army Civilian Corps: A community within the Army Profession composed of civilians serving in the Department of the Army. ADRP 1.

*Army Ethic: The evolving set of laws, values, and beliefs, embedded within the Army Culture of Trust that motivates and guides the conduct of Army professionals bound together in common moral purpose. ADRP 1.

*assessment:.

1. A continuous process that measures the overall effectiveness of employing joint force capabilities during military operations. FM 3-07, FM 3-24. 2, ATP 3-01.7.

2. Determination of the progress toward accomplishing a task, creating a condition, or achieving an objective. ADP 3-37, ADP 5-0, ADRP 3-37, ADRP 5-0, FM 3-13, FM 3-24, FM 3-96, FM 6-0, ATP 2-01, ATP 3-01.7, ATP 3-07.6, ATP 4-13, ATP 5-0.1, ATP 6-01.1.

3. Judgment of the motives, qualifications, and characteristics of present or prospective employees or “agents.” JP 3-0, FM 3-07, ATP 3-01.7.

4. A method used to determine, from performance, the proficiency and potential of a leader. Ideally, assessment is characterized by an objective judgment against a criterion-based standard. DA PAM 350-58.

Attraction–Selection–Attrition (ASA): A theory holding that: (1) individuals are attracted to organizations whose members are similar to themselves in terms of personality, values, interests, and other attributes; (2) organizations are more likely to select those who possess knowledge, skills, and abilities similar to the ones their existing members possess; and, (3) over time, those who do not fit in well are more likely to leave. Owing to these three factors, the personal characteristics of those who serve in an organization are likely to become more similar over time, leading to the consolidation of organizational culture. Oxford Reference/Schneider, B, et al. [1987, 1995]. NB: The Army seeks individuals who are attracted to a “calling to Honorable Service” in support and defense of the Constitution. The intent is to recruit and enlist Soldiers and attract and select Army Civilians from all walks of life, representing the diversity of American society, who are united in common moral purpose to live by and uphold the Army Ethic.
1. The recognition or credential given to individuals who have met predetermined qualifications set by an agency of government, industry, or a profession. [DODI 1400.25–V410]

2. A formal written confirmation by a proponent organization or certifying agency that an individual or team can perform assigned critical tasks to a prescribed standard. The team or individual must demonstrate its ability to perform the critical tasks to the prescribed standard before certification is issued. [AR 350–1]

3. Verification and validation of an Army professional’s character, competence, and commitment to fulfill responsibilities and successfully perform assigned duty with discipline and to standard. [AR 600-100, ADRP 1]

*character: Intrinsically—One’s true nature, including identity, sense of purpose, values, virtues, morals, and conscience. Operationally—An Army professional’s dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions. [ADRP 1]

*competence: Demonstrated ability to successfully perform duty with discipline and to standard. [ADRP 1]

*commitment: Resolve to contribute honorable service to the Nation and accomplish the mission despite adversity, obstacles, and challenges. [ADRP 1]

character development: The continuous process within the Army as an institution, in Army organizations, and between leaders and subordinates—integrated within coordinated and progressive education, training, and experience—that strengthens the resolve of Trusted Army Professionals to live by and uphold the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.

*climate: The state of morale and level of satisfaction of members of an organization. (AR 350-1) (See professional organizational climate, below).

*culture: The set of long-held values, beliefs, expectations, and practices shared by a group that signifies what is important and influences how an organization operates. [AR 350-1, AR 600-100] (See Army culture of trust, above)

ethic: A set of moral principles guiding decisions and actions.

ethics: The study of what is right and wrong (philosophy, theology, law).

identity: One’s sense of self; perception of one’s roles and purpose in life. (See Trusted Army Professional, below)
*initiative*: A leader development proposal approved by CG, TRADOC and the CSA, but without resource requirements documented in the program objective memorandum. [DA PAM 350-58]

*leader development*: The deliberate, continuous, sequential, and progressive process, grounded in Army Values, that grows Soldiers and Army Civilians into competent and confident leaders capable of decisive action. [AR 350-1]

*military decisionmaking process*: An iterative planning methodology to understand the situation and mission, develop a course of action, and produce an operation plan or order. ADP 5-0

*moral(s)*: Belief(s) about what is right and wrong (conscience).

**office of primary responsibility** (OPR): The organization or command assigned with lead responsibility for a supporting objective (SO) within the implementation and assessment plan. The OPR chairs and directs all efforts to accomplish the SO and reports on assessments of progress and success at quarterly meetings of the Army Profession and Leader Development Forum.

**office of supporting responsibility** (OSR): The organization(s) whose mission and responsibilities contribute to achieving specified supporting objectives within the implementation and assessment plan. OSRs report directly to the OPR and contribute by providing subject matter expertise, information, and assessment.

**office of coordinating responsibility** (OCR): The organization(s) that have relevant expertise that will assist in achieving the supporting objective.

*professional development*: The deliberate and continuous process of education, training, and experience that prepares Soldiers and Army Civilians of character, competence, and commitment to perform present and future duty in accordance with the Army Ethic. [AR 600-100]

**professional organizational climate**: An environment where the expectation and the standard are that all live by and uphold the Army Ethic in the exercise of mission command. (Consistent with TP 525-3-3 *The U.S. Army Functional Concept for Mission Command 2020-2040*, see climate, above).

**Relational Developmental System (RDS)**: A metatheory addressing human development, emphasizing that character is influenced by the context, including ongoing coactions between individuals and their environment. These environmental interactions include many levels of the ecology (e.g., societal influence, institutional culture, organizational climate, and interpersonal relations). [Lerner, R. M., & Schmid Callina, K. (2014), Overton, W. F. (2015), Schmid Callina, K., et al. (2017)]

**Soldier**: An individual serving in the Active Army, National Guard, or U.S. Army Reserve, in the rank of Private through General; a member of the Profession of Arms.
“An American Professional Soldier is an expert, a volunteer certified in the Profession of Arms, bonded with comrades in a shared identity and culture of sacrifice and service to the Nation and the Constitution, who adheres to the highest ethical standards and is a steward of the future of the profession.” [TC 7-21.13 Soldier’s Guide]

*troop leading procedures*: A dynamic process used by small-unit leaders to analyze a mission, develop a plan, and prepare for an operation. ADP 5-0.

*Trusted Army Professional*: The shared identity of Soldiers and Army Civilians – certified in character, competence, and commitment – who are bound together in common moral purpose to honorably fulfill their Oaths of Service. (see, identity, above)
REFERENCES


MEMO FY16. MEMORANDUM FOR General Mark A. Milley, Chief of Staff, United States Army, SUBJECT: Fiscal Year (FY) 16 Army Leader Development Program Priority List (APL), Dated 09 Sep 2015.

MEMO FY17. MEMORANDUM FOR General Mark A. Milley, Chief of Staff, United States Army, SUBJECT: Fiscal Year 17 Army Leader Development Program Priority List, Dated 30 Sep 2016.

MEMO FY18. MEMORANDUM FOR Vice Chief of Staff, United States Army, SUBJECT: Fiscal Year (FY) 18 Army Leader Development Program Priority List (APL), Dated 3 Oct 2017.


MEMORANDUM FOR RECORD (ATZL-MCV-L), SUBJECT: Outcomes and Taskers – Army Profession and Leader Development Forum (APLDF) 18-1, Dated 16 Nov 17.


The Army Capabilities Needs Analysis FY15 - GAP #501028 (2015). In MEMORANDUM (ATFC-DC) FOR: General Daniel B. Allyn, Vice Chief of Staff, United States Army, SUBJECT: Capabilities Needs Analysis Fiscal Year 15 Results, (7 Dec 2015), Encl 2, Tab B Mission Command COE CNA FY15 Results Memorandum.


ENDNOTES


3 MEMORANDUM FOR RECORD (ATZL-MCV-L), SUBJECT: Outcomes and Taskers – Army Profession and Leader Development Forum (APLDF) 18-1, Dated 16 Nov 17, para 7.b.


30 These ideas are based on the Giving Voice to Values (GVV) action-based approach to values-driven leadership development, developed by Dr. Mary C. Gentile, Professor of Practice at University of Virginia Darden School of Business. See Gentile, Mary C. (2012). Giving Voice to Values: How to Speak Your Mind When You Know What’s Right. New Haven, Conn: Yale University Press; and “Values-Driven Leadership: Where We Have Been and Where We Could Go.” Organization Management Journal, 9:3, 188-196, 2012. More information at (Retrieved 12 January 2018 from): www.GivingVoiceToValues.org; this approach is consistent with Army guidance (e.g., AR 350-1) on the use of Individual Development Plans.