The Army Profession develops leaders who exercise Mission Command while conducting unified land operations in service of the nation.
Army Framework for Character Development

Adapting to an ever changing Environment

Peer and Developmental Relationships

Operational Domain
Training
Experience
Education

Institutional Domain
Education
Experience
Training

Leader Development
Army Capstone Concept
Training
Education
Experience

Self-Development Domain
Experience
Education
Training

Adapting to an ever changing Environment
Character Development

LEAD

TRAINING, EDUCATION, EXPERIENCE

MISSION ACCOMPLISHMENT

ASSESS

MENTOR

COACH

LEADER

Character Development Concept

Human Dimension Strategy

Army Operating Concept

Warfighting Challenges

F2025B

#4

#8

#9

#10

#19

Visualize

Describe

Direct

Understand

Army Warfighting Challenges

Army Operating Concept

Human Dimension Strategy

F2025B

#4

#8

#9

#10

#19

Character Development Concept

Counsel

ASSESS

ASSESS

ASSESS

ASSESS

CHARACTER

REVEALED THROUGH

DECISIONS AND ACTIONS

OPERATIONS
Frame an operational environment

**Current state**
- **What is going on?** Understand the current conditions of the operational environment.

**Desired end state**
- **What should the environment look like?** Visualize desired conditions of the operational environment.

Frame the problem
- **What are the obstacles impeding progress toward the desired end state?**

Develop an operational approach
- **What broad general actions will resolve the problem?**

Develop the plan
- Using the military decisionmaking process

Continuous assessment and reframing as required

**Figure 2-2. Army design methodology**

This briefing is: *Unclassified*
Mission Command & Leader Development depend on the 
*Character, Competence, Commitment*

of Army Professionals in the performance of *Duty* and all aspects of life.
Intrinsically, character is “one’s true nature, including identity, sense of purpose, values, virtues, morals and conscience.”

Operationally, doctrine defines character as “Dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.”

The Army Profession certifies the character, competence, and commitment of Soldiers and Army Civilians. (ADRP 1)

Character is central to developing mutual trust and cohesive teams within Mission Command (ADRP 6-0), which in turn strengthens resilience and personal readiness while contributing to unit readiness. Character Development is a unifying theme within The Army Human Dimension Concept, the Talent Management Concept of Operations for Force 2025 and Beyond, is an essential requirement for Leader Development (ALDS, ADRP 6-22), and integral to the Army meeting Army Warfighting Challenges 4, 8, 9, 10 and 19.

**PROBLEM**
The Army Profession lacks a concept for Character Development of Soldiers and Army Civilians

CNA GAP #501028 FY16 ALDP Priority List 3P

**SOLUTION**
Under authority of HQDA EXORD 086-16 HUMAN DIMENSION, the Character Development Project Team articulates, gains approval for, and publishes “The Army’s Framework for Character Development” – applicable within the process of leader and professional development – NLT June 2017, in order to strengthen shared identity and inform the development and certification of trusted Army professionals through education, training, and experience

**OUTCOME**
Publish a framework for developing, assessing, and certifying the character of Army professionals within the existing Leader and Professional Development process of education, training, and experience

An ethical culture and organizational climate are prerequisites for character development to occur and for right conduct to flourish.

Character must be developed within the context of Leader Development!
Character Development

Guiding Assumptions

- Character development framework must be tailored to the specific operating environment based on component, community of practice, etc.

- Character must be developed within the context of Leader Development!

- Success of this mission requires insightful, informed contributions from across the force.

- An ethical culture and climate are prerequisites for character development to occur and for right conduct to flourish.

- Our framework is a multi-disciplinary approach, informed by relevant fields of study.*

*e.g., philosophy, ethics, law, medicine, psychology, sociology, anthropology, pedagogy.
Character

_Intrinsically_ — One’s true nature, including identity, sense of purpose, values, virtues, morals, and conscience.

_Operationally_ — Dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.  

(ADRP1, para 5-14)

Character Development

The continuous process—within the institutional, operational, and self-development domains—that strengthens the resolve of Army professionals to live by and uphold the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.
US Army Combined Arms Center
SOLDIERS AND LEADERS - OUR ASYMMETRIC ADVANTAGE

The Army’s Framework for Character Development

Intent
Why

- Army Culture of Trust
- Ethical Command Climate
- Trusted Army Professionals

Inputs
What (Means)

- Policies, Regulations, Doctrine, Procedures
- Army Development Strategy
- Human Dimension Strategy
- Instructor Certification

Process
How (Ways)

- Army Schools
- Combat Training Centers
- Joint Readiness Exercises
- Commanders/ Directors
- Assessment

Outcomes
(Ends)

- Mission Command (e,e,e)
- Duty (c,c,c)
- Transformational Leadership (c,c,m)
- Reduce SHARP/ Suicide/ Misconduct/ Unethical Practices/ Toxic leadership

Vision

- Mutual Trust & Cohesive Teamwork
- Personal & Unit Mission Readiness
- Ethical Application of Landpower
- Trust with the American people

Army Leader Development Strategy + The Army Ethic

e, e, e => ethical, effective, efficient
c, c, c, => character, competence, commitment
c, c, m => coaching, counseling, mentoring
The Army's Framework for Character Development

Knowledge & Understanding

Adherence & Discipline

Confidence & Belief

Leadership & Wisdom

Instruction Study Reflection

Practice & Practicum

Assessment

Experience

This briefing is: Unclassified
Assessment of the Army’s Framework for Character Development

Concept (Theory) for Character Development

Program Design

Program Implementation

Demonstration of Character in Decisions and Actions

Viable Verified & Validated?

Design consistent with Concept?

Ethical, Effective, Efficient?

Observable Outcomes?
Figure 1. Cadet Developmental Model
FRAMING LEADER DEVELOPMENT
Empirical Army Learning Model

Teamwork: Instructors & Learners => Mutual Trust and Cohesion in the learning process.
Performance: Practice <-> Coaching & Counseling -> C, C, C
Evaluation: Instructors Verify/Validate Performance to Standards.
Progress or Remediation: Advancement Depends on Demonstrated C, C, C

Instruction, Study, Reflection

Coaching, Counseling, Mentoring

Practice

Evaluation: Standards Met?

Progress

Remediation

Y

N

This briefing is: Unclassified
West Point’s Leader Development Model

Social Contexts and Cultures

Self-Awareness
(reflection & introspection)

Worldview
(purpose, vision, truth)

Core Values & Beliefs

Identity

CHARACTER

Sense of Agency
(ownership, commitment, & engagement)

Self-Regulation
(emotion, thought, & behavior control)

Self-Motivation
(expectancy, hope, optimism)

Social Awareness
(respect, empathy, compassion, transcendence, & communication skills)
Adaptive Soldier Leader Training Education (ASLTE) Army Learning Model

1. Start With: Develop the Draft Outcome
   - Analyze the Learner
   - Identify Competencies

2. Consider the Learner
   - Identify Competencies

3. Create the Learning Activities
   - Adjust Activities, Outcomes or Environments

4. Identify Facilitation and Assessment Opportunities

5. Ensure Linkages with previous and future learning events

Model revolves upon the axis created by the outcome

The designer must remain open to modifying outcome statements, activities, or the environment.
<table>
<thead>
<tr>
<th>1. Develop the Outcome Expectations</th>
<th>2a. Consider the Learner Evaluate the learner(s)</th>
<th>2b. Consider the Learner Identify competencies</th>
<th>3. Design the Learning Activities</th>
<th>4. Identify Facilitation and Evaluation Opportunities</th>
<th>5. Adjust Activities, Outcomes or Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an outcome statement that simply and clearly describes the expected knowledge, skills, and abilities expected after completing the learning event. Must be observable and focused on the learner.</td>
<td>Consider the learner’s background, training, and education. Applies to individual and the team.</td>
<td>Determine the learner’s Knowledge, skills, and abilities.</td>
<td>Design activities that provided opportunities to observe performance. Sequence activities in a logical progression. Align activities with lesson outcome. Activities must have observable criteria and standards derived from the outcomes.</td>
<td>Identify opportunities within the activities for interactions between the instructor and the learner and the instructor (communication). This supports pre-task, in-task, and post–task questions/evaluations.</td>
<td>Allows for determine of proficiency level beyond the first intended outcome; reevaluation to achieve the desired outcome if not initially met; or to evaluate proficiency under different circumstances.</td>
</tr>
</tbody>
</table>

### Supporting Factors

| As a result of the training what will the learner be able to do? Will the outcome(s) be observable? | What prior education, training, and experience to the learners (as individuals and as member of a team) bring to this learning activity? What can they do now; and can their KSAs be applied to improve performance? Have they performed the task before and at what proficiency level? | How will the learners’ competency levels affect the instruction? | What are the learning outcomes? What instructional method is best under present circumstances (e.g., direct, indirect, collaborative, etc.)? What is the best location or environment for learning? Is this event sequenced properly with previous/future learning events? What resources will be required? | Where in the learning activity will performance be demonstrated/observed? | Did learners achieve the standard (demonstrate the KSA/desired outcome)? |

#### ENSURE LINKAGES:

- Is there connection with previous/future learning outcomes?
- Is there a logical sequence and progression?
- Are the lessons transferrable to support other outcomes?

cape.army.mil 17
Teacher/Coach

- Make link to life skills outcomes
- Connect life skills experiences to golf skills
- Sequence learning activities
- Facilitated for learning process
- Ask good questions

Coach/Model Relationships

- Select service experiences
- Implement Service learning
- Create reflection opportunities for students

Curricula that define What and How

- Content; see outcomes and learning objectives in CV, GS & HH
- Instruction: Building Blocks and Coach Philosophy
- Assessment: Embedded in direct learning experiences and GBH, Bridge to life

Coach/Youth Relationships

- Shared process
- Legitimate participation
- Socially constructed

Strong PoA

- Content Synergy
- Teaching for learning
- Content-embedded Acct
- Models-based instruction
- Alignment

Youth/Model Relationships

- Engage leadership through service
- Engaged in developmental sequence
- Engage self-responsibility

Youth

- Help define service experience
- Participated in teaching and learning
- Participated in assessing learning
Developing Leaders of Character

Who

Develop Leaders of Character

☐ Realize that all activity is an opportunity to practice & develop character:
  ▪ Engage in, reflect on, & improve; and
  ▪ Be intentional in the activity-based learning process.

☐ Be a positive influence in all activities:
  ▪ Assess outcomes; coach & counsel;
  ▪ Reflect; what decisions & actions influenced the outcomes; and
  ▪ What are the lessons-learned to be applied in the future?
Leaders of Character
Who
Develop Leaders of Character

- Identify activity-based opportunities for subordinates to make decisions & take actions to achieve the desired outcomes.
- Include creative & critical thinking with embedded ethical reasoning in the decision process, planning, execution, & assessment.
- Observe & assess subordinates decisions & actions; ask: what is good/bad; what could have been better; why & how?
- Facilitate reflections & discussion.
- Address “lessons-learned” – what will we do to improve?
- Strengthen shared identity, mutual trust, & cohesive teamwork through shared experiences & consistent demonstration of character, competence, & commitment in decisions & actions.
L.E.A.D.E.R

• L – Learn, define the problem, & know your people
• E – Emphasize ethical reasoning in all decisions and actions
• A – Assess & adjust
• D – Demonstrate, coach, counsel
• E – Experiential, activity-based learning
• R – Reflect: what was good/bad, what could be better, why & how?
The Continuous Development of Leaders of Character

Senior Leader

Leaders & Subordinates are Teammates in accomplishing the Mission, in the right way

Intermediate Leader

Learn from good & bad examples
Perform Duty with Discipline & to Standard
Contribute best effort to accomplish the Mission

Junior Leader

Make decisions & take actions consistent with the moral principles of the Army Ethic
Leaders exercise positive influence; Subordinates recognize and reject negative influence

The First Tee Instructor – Student Interaction
DRAFT

Army Culture of Trust

Social/Family Relations

Institution Education & Training

Environment

Individuals
Teams

Operations Units
Organizations

Character

Competence

Identity
Experiential Activity
Vision Intent

Education, Training,
Operational Experience

Identity
Commitment
Certification

Character

Competence

Duty
Social Family

Honorable Service Mission Life

Community

Society

Decisions & Actions

Misconduct
Unethical Practices

Alienation
Attrition
Dissonance

Policies, Regulations, Systems, Doctrine, Procedures, Customs
-Courtesies, Traditions, Ethos, Community

Family, Hierarchy

Education & Training

Environment

Time
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 work for an organization are likely to become more similar over time, leading to the consolidation of organizational culture.

http://faculty.haas.berkeley.edu/chatman/papers/09_whenpeoplemakeplace.pdf
Attraction-Selection-Attrition (ASA) Cycle

- Different people are attracted to different careers and organizations as a function of their own:
  - abilities
  - interests
  - personalities
<table>
<thead>
<tr>
<th>Army Profession</th>
<th>Army Professional</th>
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</thead>
<tbody>
<tr>
<td>Conformance</td>
<td>Honorable</td>
</tr>
<tr>
<td>Compliance</td>
<td>Excellence</td>
</tr>
</tbody>
</table>

- **LEGAL**
  - Must Do
  - Can’t Do

- **ETHICAL**
  - Should Do

⇒ Army Culture of Trust
⇒ Essential Characteristics
⇒ Trusted Army Professional
Certified = C, C, C

This briefing is: Unclassified
<table>
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<th>N</th>
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<tbody>
<tr>
<td>L Y</td>
<td>~</td>
<td>✓ Y</td>
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<tr>
<td>E G A L</td>
<td>X</td>
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This briefing is: **Unclassified**
Building and Maintaining Readiness to Win in a Complex World

Character

<table>
<thead>
<tr>
<th>Character</th>
<th>N</th>
<th>Y</th>
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</thead>
<tbody>
<tr>
<td>Competence</td>
<td>x</td>
<td>✓</td>
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<tr>
<td></td>
<td>n/a</td>
<td>~</td>
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</table>
### Army Profession (Mission-Team)
**Army Profession (Mission-Team)**

Military vocation, entrusted to support and defend the Constitution of the United States and its National interests, under Civilian Authority, through the ethical, effective, and efficient application of landpower.

<table>
<thead>
<tr>
<th>Army Profession (Mission-Team)</th>
<th>Trust (External)</th>
<th>Honorable Service</th>
<th>Military Expertise</th>
<th>Stewardship</th>
<th>Esprit de Corps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The confidence and faith that the American people have in the Army to serve the Nation ethically, effectively, and efficiently.</td>
<td>Support &amp; Defend the Constitution IAW National Values and the Army Ethic</td>
<td>DOTMLPF-P Ethical Design, Generation, Support, and Application of Landpower m-t,p-c,m-e,l-hd</td>
<td>Strengthen the Profession; Establish Policy, Programs, Systems, and Processes; Manage Resources, Facilities, &amp; Installations</td>
<td>Army Culture of Trust; Customs, Courtesies, &amp; Traditions; Army Ethos</td>
</tr>
</tbody>
</table>

### Trusted Army Professional (Duty-Identity)
**Trusted Army Professional (Duty-Identity)**

A member of the Army Profession (Soldier-Army Civilian) who meets the certification criteria in Character, Competence, & Commitment.

<table>
<thead>
<tr>
<th>Trusted Army Professional (Duty-Identity)</th>
<th>Trust (Internal)</th>
<th>Honorable Servant (Character)</th>
<th>Army Expert (Competence)</th>
<th>Steward (Commitment)</th>
<th>Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reliance on the character, competence, and commitment of Army professionals to live by and uphold the Army Ethic.</td>
<td>Dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions</td>
<td>Demonstrated ability to successfully perform Duty with discipline and to standard</td>
<td>Resolve to contribute Honorable Service to the Nation and accomplish the mission despite adversity, obstacles, and challenges</td>
<td>Winning Spirit; Warrior Ethos; Army Fit; Ready &amp; Resilient</td>
</tr>
</tbody>
</table>

### Army Professional Development: Education, Training, Experience

- **Army Profession (Mission-Team)**
- **Trusted Army Professional (Duty-Identity)**
Ethical Conduct and Ethical Climate

Upholding the Army Ethic

Ethical Risk Management

- Can’t do/Must do
- Should do

Commander/Leader

Legal Foundations: Motivation of Obligation

Moral Foundation: Motivation of Aspiration
Integrate **ethical considerations and reasoning explicitly** within *mission command*, and the *military decision making process*—as an essential criterion along with effectiveness and efficiency—as it is within problem solving (FM 6-0, par 4-21),

**Commander’s Intent** (develop the Vision): Goal or Desired State (outcome)

**Shared Situational Understanding:** Seek to Discover Truth* (ADRP 1, para 2-29)

**Mission Orders:** Intent – situation = Mission (problem)

**Reaffirm, Commit to the Army Ethic:** Moral Principles – *Always* Important => **Mutual Trust**

Identify Courses of Action (Creative Thinking): Reject if action would violate any moral principle (moral-ethical reasoning)

**Prudent Risk** = Critical & Analytical Thinking / Disciplined Use of Resources – (compare COAs)

Recommend or Decide. Select the best “right”** Course of Action (ethical, effective, efficient)

**Plan for Implementation:** Assign Responsibility, Delegate Authority, Allocate Resources, Coordinate

**Implement:** Lead and Manage with **Disciplined Initiative** (ethically, effectively, efficiently)

**Assess:** Monitor, Measure, Evaluate – Seek to Discover the Truth (gain and sustain **Situational Understanding**)

**Adjust:** Re-enter Decision Process
1. **How big (complex/significant) is this decision?**
   Can I break this decision into smaller decisions? If so, are they dependent, sequential, concurrent? A common fallacy is that everything is “all-in.” Often, there’s the potential to break an issue into components. Then, you can see incremental effects, before taking next steps.

2. **How irrevocable is this decision?**
   Sometimes, there is turning back from a decision. Once you launch the “Normandy Invasion” or release a “fire and forget” missile you can’t change your mind. Ask, is there a “point of no return”? Even irreversible decisions may be amenable to “course corrections” based on assessment as the plan is implemented.

3. **What is the cost of being wrong? And what’s the value of being right?**
   Assess the risks. What are the expected benefits and the anticipated costs? What is the worst that can happen? What is the best outcome?

4. **How long do you have to make the decision? What time is available?**
   One common mistake is an artificial deadline. You may want to delay to allow additional information to influence the decision. What are the benefits and costs of waiting?

5. **What are my personal biases that might be affecting this decision?**
   Consult people with other backgrounds and viewpoints. Talk to SMEs.

– *Paul Petrone*
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. [Army Values are inherent within the moral principles of the Army Ethic.]

Army Profession: A unique vocation of experts certified in the ethical design, generation, support, and application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.

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

Profession of Arms: A community within the Army Profession composed of Soldiers of the Regular Army, Army National Guard, and United States Army Reserve.

Army Professional: A Soldier or Army Civilian who meets the Army Profession’s certification criteria in character, competence, and commitment.

Certification: 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.

Character:

Intrinsically – One’s true nature, including identity, sense of purpose, values, virtues, morals, and conscience.

Operationally – Dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.

Competence: Demonstrated ability to successfully perform duty with discipline and to standard.

Commitment: Resolve to contribute honorable service to the Nation and accomplish the mission despite adversity, obstacles, and challenges.

Character Development: The continuous process - within the institutional, operational, and self-development domains - that strengthens the resolve of Army professionals to live by and uphold the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.

Characteristics of the Army Profession:

Trust:

External – The confidence and faith that the American people have in the Army to serve the Nation ethically, effectively, and efficiently.

Internal – Reliance on the character, competence, and commitment of Army professionals to live by and uphold the Army Ethic.

* enablers – Present or likely circumstances and conditions that contribute to reinforcing trust.

obstacles – Present or potential circumstances and conditions that threaten or compromise trust.
**Honorable Service:** Support and defense of the Constitution, the American people, and the national interest in a manner consistent with the Army Ethic.

**Military Expertise:** Ethical design, generation, support, and application of landpower, primarily in unified land operations, and all supporting capabilities essential to accomplish the mission in defense of the American people.

**Stewardship:** The responsibility of Army professionals to strengthen the Army as a profession and to care for the people and other resources entrusted to them by the American people.

**Esprit de Corps:** A traditional military expression that denotes the Army’s common spirit, a collective ethos of camaraderie and cohesion within the team.

**Ethic:** A set of moral principles guiding our decisions and actions.

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

**Identity:** One’s sense of self – perceptions of one’s roles and purpose in life.

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

**Personality:** One’s unique variation on human nature, expressed as a pattern of traits and adaptations, situated in social context and culture.

**Values:** Principles or concepts that are always important and reflected in decisions and actions. [Army Values are inherent within the moral principles of the Army Ethic.]

**Virtues:** Qualities demonstrated in conduct and behavior that are respected and admirable.

**Note:**

By design, our Army has a dual nature. It is both a military department of government and a military profession. Both are essential to accomplish the mission.

As a military department, the Army is composed of two distinct and equally important components: the active component and the reserve components. The reserve components are the United States Army Reserve and the Army National Guard.

The Army conducts both operational and institutional missions.

**Operational Army:** Consists of numbered armies, corps, divisions, brigades, and battalions that conduct full spectrum operations around the world.

**Institutional Army:** Provides the infrastructure necessary to raise, train, equip, deploy, and ensure the readiness of all Army forces. The training base provides military skills and professional education. The industrial base provides equipment and logistics. Installations provide the platforms and logistics required to deploy land forces. The institutional Army supports the operational Army.
The Army’s Framework for Character Development

Trusted Army Professionals
Leaders & Followers of
Character Competence Commitment

Education
Training
Experience

Self Development
Honorable Servants
Army Experts
Life-Long Learning

Coaching, Counseling & Mentoring
Stewards
The Army’s Framework for Character Development

Trust: Essential for Mission Command

- Mission Command
  - Trusted Army Professionals -

Dedication to the Army Ethic: Demonstrated in Decisions & Actions

Honorable Servant

Character

Army Expert

Competence

Performance of Duty: with Discipline & to Standard

Trusted Army Professional

Honorable Service & Mission Accomplishment: Despite Adversity, Obstacles, & Challenges

Steward

Commitment

Live by & Uphold the Army Ethic
Revision & Analysis
Informs Doctrine
Integrates Concepts