The Army’s Framework for Character Development --Implementation & Assessment--

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Director, CAPE
11 October 2017
Purpose:
To review the status of the Character Development Project and discuss the emerging implementation and assessment plan for *The Army’s Framework for Character Development*.

Agenda:

- Introduction
- Terms of Reference
- Background
- *The Army’s Framework for Character Development*
- Implementation Planning
  - LOEs & Time Phases for Implementation
  - Supporting Objectives and Tasks
- Next Steps
Character

- **Intrinsically** – One’s true nature, including identity, sense of purpose, values, virtues, morals, and conscience. (ADRP 1, para 5-14; FM 6-22, para 5-2)

- **Operationally** – Dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions. (ADRP1, para 5-14; FM 6-22, para 5-2)

Character Development

The continuous process—within the Army as an Institution and Army Organizations, through 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 Character Development Project

2011, Army Profession Campaign – Army lacks doctrine on the Army Profession
2012, ADP 1, Chapter 2, *The Army Profession*
2013, ADRP 1, *The Army Profession*, including a framework for the Army Ethic
2014, APLDF FY 15, Initiative I-14-007, APL 4P (Create a Concept, Strategy, Doctrine for Character Development)
2015, ADRP 1, *The Army Profession*, including Chapter 2, The Army Ethic  
APLDF FY 16, Initiative I-14-007, APL 3P (Create a Concept, Strategy, Doctrine for Character Development); CNA GAP 501028  
Army Character Development Project (Mission Analysis, Literature Review, Project Team, Outreach)  
HQDA EXORD 086-16, HUMAN DIMENSION, Army Profession – Cross-Cutting Concept
APLDF FY16, Initiative I-14-007, APL 3P (Create a Concept, Strategy, Doctrine for Character Development)  
APLDF FY 17, Initiative I-14-007, APL 3P (Army Character Development Project)
APLDF FY, Initiative I-14-007, APL (TBD), Army Character Development Framework, Implementation & Assessment
The Army Ethic

This We’ll Defend.

Living the Army Ethic inspires our shared identity as trusted Army professionals with distinctive roles as honored servants, Army experts, and stewards of the profession. To honor these obligations we adopt, live by, and uphold the moral principles of the Army Ethic. Beginning with our solemn oath of service as defenders of the Nation, we voluntarily incur the extraordinary moral obligation to be trusted Army professionals.

Trusted Army Professionals are

Honorable Servants of the Nation—Professionals of Character:

We serve honorably—according to the Army Ethic—under civilian authority while obeying the laws of the Nation and all legal orders; further, we reject and report illegal, unethical, or immoral orders or actions.

We take pride in honorably serving the Nation with integrity, demonstrating character in all aspects of our lives.

In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect.

We lead by example and demonstrate courage by doing what is right despite risk, uncertainty, and fear; we candidly express our professional judgment to subordinates, peers, and superiors.

Army Experts—Competent Professionals:

We do our duty, leading and following with discipline, striving for excellence, putting the needs of others above our own, and accomplishing the mission as a team.

We accomplish the mission and understand it may demand courageously risking our lives and justly taking the lives of others.

We continuously advance the expertise of our chosen profession through life-long learning, professional development, and our certifications.

Stewards of the Army Profession—Committed Professionals:

We embrace and uphold the Army Values and standards of the profession, always accountable to each other and the American people for our decisions and actions.

We wisely use the resources entrusted to us, ensuring our Army is well led and well prepared, while caring for Soldiers, Army Civilians, and Families.

We continuously strengthen the essential characteristics of the Army Profession, reinforcing our bond of trust with each other and the American people.
ENDSTATE: 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 all Army organizations, and support the development of trusted Army professionals across the Total Force. Leader responsibilities include reinforcing an Army culture of trust, creating and sustaining professional climates within Army organizations, and adopting and strengthening our shared identity as trusted Army professionals. In this light, 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.
LOE 1: Strategic Leaders
Army Culture of Trust

LOE 2: Organizational Leaders
Professional Organizational Climate

LOE 3: Direct Leaders
Trusted Army Professionals

Objectives
- Policies, Programs, Systems, -Strengthen-Army Culture of Trust
- Education, Training, Experience, Certification, -Support-Professional Organizational Climates
- Coaching, Counseling, Mentoring, Self-Development -Inspire-Shared Identity

End-State
Army Leader Development Strategy is implemented IAW 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
FY 18: Phase I – Design and Staging
- Develop, Staff, and Gain Approval for the Implementation and Assessment Plan for the Army’s Framework for Character Development
  - Identify Partners for Implementation of Initiatives (e.g., SO 1.3)
  - Establish Working Groups for SO 2.1 (Climate), SO 2.3 (Certification), SO 3.1 (Identity), SO 4.1 (Assessment)
- Provide IPRs (MOP)/Extend the APLDF Initiative into FY 19

FY 19: Phase II – Initial Operations
- Army Publications, Synchronization Continues
- PME/CES, Tng, Opns Integrate Ethical Reasoning/Challenges
- Integrate Best Practices in Instructor preparation & certification (e.g., ASLTE, GVV, First Tee, Covey)
- Provide IPRs (MOP)/Extend the APLDF Initiative into FY 20

FY 20: Phase III – Continuing Operations
- Continuation of planned implementation
- Initial assessment of success (MOE)/Close the APLDF initiative

FY 21: Phase IV – Full Operations with continuing assessment
**Supporting Objective 1.1:** Ensure strategic leader influence on the Army culture of trust is understood beginning at intermediate levels of PME/CES and reinforced at senior levels of learning.

**Task 1.1.1:** TRADOC (CAC) and USAWC integrate ethical considerations within strategic thinking to include understanding of strategic responsibility for character development and the impact of current directives, policies, programs, and systems on the culture of trust.

**Task 1.1.2:** TRADOC (CAC) and USAWC introduce application of the Army Ethic within strategic thinking in intermediate PME/CES for all cohorts and reinforce at senior levels.

[Leadership & Education]

Note: Tasks highlighted in Green are within the AR 5-22, AR 600-20, AR 600-100 responsibilities of CG, CAC
Supporting Objective 1.2: Ensure future directives, policies, concepts, doctrine, and strategic communications support an Army culture of trust and enable mission command at all levels of leadership.

Task 1.2.1: ASA (M&RA) and TRADOC align leadership directives, policies, and concepts and doctrine with The Army’s Framework for Character Development.

Task 1.2.2: TRADOC ensures the synchronized policies and doctrine are taught in PME/CES.

[Doctrine, Leadership & Education, Policy]
Supporting Objective 1.3: Ensure strategic messaging represents 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 OCPA and TRADOC (USAREC), develops strategic messaging and assesses its resonance with the American people and its effectiveness in support of recruiting.

Task 1.3.2: HQDA DCS G-1 and TRADOC (USAREC) coordinate with USMEPCOM (U.S. Military Entrance Processing Command) to ensure consistency between the strategic message and the professional climate, supporting a seamless transition to CIMT (Center for Initial Military Training).

[Leadership & Education, Policy]
Supporting Objective 1.4: Army recruiter selection, preparation, and certification reinforces 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 (USAREC) assess current policies, guidance, and procedures regarding selection and certification of recruiters.

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

[Leadership & Education, Policy]
Supporting Objective 2.1: Ensure leaders know why and how to establish professional organizational climates and have the resources to assess climate and adjust, as necessary.

Task 2.1.1: ASA (M&RA) assigns proponenty for professional organizational climate to CG TRADOC (CAC).

Task 2.1.2: ASA (M&RA) charters an Army Project Team to align Army Command policy and Army Profession and Leadership policy, leadership/leader doctrine, and associated practices and procedures with The Army’s Framework for Character Development.

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.

Task 2.1.4: TRADOC integrates instruction within PME/CES regarding the nature and importance of professional organizational climates, including why and how to establish, strengthen, assess, and adjust.

[Doctrine, Leadership & Education, Policy]
Supporting Objective 2.2: Ensure ethical challenges are integrated within PME/CES, organizational training, experiential activities, and exercises to include ethical considerations in decision making, planning, rehearsals, execution, and after action reviews.

Task 2.2.1: TRADOC revises doctrine on MDMP, Troop Leading Procedures, and military problem solving to include the essentiality of ethical reasoning within military decision making, planning, rehearsals, operations, and assessment.

Task 2.2.2: TRADOC develops and certifies organizational leaders of schools, curriculum developers, and instructors to ensure ethical reasoning, supporting character development, is integrated within curricula, instruction, and assessment.

Task 2.2.3: FORSCOM incorporates ethical challenges into mission profiles in Home Station training, CTCs, JRX, and all other simulated training.

Task 2.2.4: FORSCOM prepares and certifies observer/controllers to assess and review organizational performance in preparing for and addressing ethical challenges within conduct of the training mission.

[Doctrine, Training, Leadership & Education, Policy]
Supporting Objective 2.3: Ensure each certification event (e.g., performance evaluation, graduation or completion of training, 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: The Sec Army assigns proponency for Army Professional Certification to ASA (M&RA).

Task 2.3.2: ASA (M&RA) charters an Army Project Team to operationally define Army Professional Certification consistent with doctrine of the Army Profession (ADRP 1).

Task 2.3.3: ASA (M&RA) directs alignment of Army policy and procedures regarding Army professional certification.

Task 2.3.4: Organizational leaders ensure that Army professional certification policies and procedures are implemented to standard and certification becomes a permanent entry on personnel records.

[Training, Leadership & Education, Personnel, Policy]
Supporting Objective 3.1: Ensure leaders are taught 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) charters an Army Project Team to revise Army training and leader development policy and doctrine to address why and how to inspire and motivate individuals to embrace and live our shared identity as trusted Army professionals.

Task 3.1.2: TRADOC revises Army training and leader development doctrine to emphasize that self-development includes study and consideration of ethical challenges and how they may be anticipated and avoided in performance of duty.

Task 3.1.3: TRADOC and FORSCOM ensure the policy and doctrine of strengthening our identity is taught in IMT and PME/CES; reinforced through coaching, counseling, and mentoring; and included in individual development plans.

[Doctrine, Training, Leadership & Education, and Policy]
Supporting Objective 4.1: ASA (M&RA) & TRADOC develop and implement 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: 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: Assess institutional policies, programs, systems, etc. to determine if they support an Army Culture of Trust.

Task 4.1.3: Evaluate the state of professional organization climates to ensure they reflect the principles of the Army Ethic and mission command?

Task 4.1.4: Evaluate the decisions and actions of Soldiers and Army Civilians to determine if they are consistent with the Army Ethic in the exercise of mission command?

*Assessment addresses all levels of leadership: strategic (the Army Institution and culture of trust), organizational (professional climate), and direct (identity). The assessment will evaluate cohesive teamwork and mutual trust within the Army and trust with the American people.

[Policy—requires authority of ASA(M&RA) to coordinate and integrate the effort => Project Team]
Next Steps

6 Oct: Brief Dir, MCCoE on Army Character Development Implementation Plan

11 Oct: ACDPT Telecon Meeting

1 Nov: ACDP Slide Presentation submitted to MCCoE

15 Nov: Present the plan for approval at APLDF 18-1

6 Dec: Socialize the plan with Strategic Leaders at the Army Profession Forum

APLDF 18-2: IPR and DRAFT EXORD

APLDF 18-3: Approve EXORD

APLDF: 18-4: IPR Implementation and Assessment
• FY 14-15: CNA GAP 501028: Army Lacks a Consensus for *Character Development*.

• FY16-17: APLDF I-14-007: Army-wide Project Team: *Solve the Problem*. Approved White Paper Army’s Framework for CD.

• FY 18: Continue APLDF I-14-007: *Implement* the Solution.
• Doctrine of the Army Profession
• Articulation of the Army Ethic
• Certification of Trusted Army Professionals
  o Character → Decisions & Actions
  o Competence → Duty: Discipline & Standards
  o Commitment → Resolve & Resilience

• Mission Command → Mutual Trust & Cohesion
• Mutual Trust → Leaders-Followers: Character, Competence, & Commitment
• ALDS → Leader Development: Education, Training, & Experience

**Character**
Must Be Developed Within
Leader Development
**Implementation Initiatives**

**Line Of Effort#1**

The Army as an Institution – **Culture of Trust** – Strategic Leaders

- Strategic Leader Influence
- Review & Synchronization of Policy, Programs, & Systems
- Strategic Messaging -> Recruiting

**Line Of Effort#2**

Army Organizations – **Professional Organizational Climates** – Organizational Leaders

- Leader Training: why-how-assess-adjust
- Organization Training -> Ethical Challenges
- Certification

**Line Of Effort#3**

Soldiers and Army Civilians – **Identity** – Direct Leaders & Followers

- Embrace Shared Identity as *Trusted Army Professionals*
- Self-Development

**Assessment: Current Theory; Consistent Design; Implementation; Outcomes**
The Army’s Framework for Character Development

**Framework**
- Army Culture of Trust
- Professional Organizational Climate
- Trusted Army Professionals

**Guidance**
- Policies, Regulations, Doctrine, Procedures
- Army Leader Development Strategy
- Army Ethic
- Certification

**Education, Training, Experience**
- Army Schools PME/CES/Tng
- Combat Training Centers
- Joint Readiness Exercises
- Leaders: Strategic Organizational Direct
- Assessment

**Practice**
- Mission Command Philosophy & Doctrine
- Duty Discipline & Standards (c,c,c)
- Leadership Inspiration-Motivation (c,c,m)
- Decisions & Actions (e,e,e)

**Outcome**
- Mutual Trust & Cohesive Teamwork
- Personal & Unit Mission Readiness
- Ethical Application of Landpower
- Trust American People

Army Leader Development Strategy + The Army Ethic

c, c, c, => character, competence, commitment
c, c, m => coaching, counseling, mentoring
e, e, e => ethical, effective, efficient
ARMY CULTURE OF TRUST

Initiative 1: Strategic leader influence on the Army culture of trust should be taught beginning at intermediate levels of PME/CES and reinforced at the senior levels of learning. This will develop a strategic mindset, supporting understanding of the effects of strategic decisions at all levels of leadership. *Leadership & Education.*

Initiative 2: Review and ensure that directives, policies, regulations, concepts, doctrine, and strategic communications addressing character are in accordance with Army Profession doctrine (ADRP 1). This includes synchronization of Army Profession and Army Leadership doctrine and redressing policy or practices that may undermine trust (e.g., programs or systems that create situational dilemmas wherein we may be “lying to ourselves”). *Doctrine, Leadership & Education, Policy.*

Initiative 3: Develop and promulgate strategic messaging for the Army as a trusted military profession and Soldiers and Army Civilians as trusted Army professionals, answering a calling to honorable service. Simultaneously, Army recruiter preparation and certification addresses the responsibility to inspire and motivate individuals to join the Army as a calling to honorable service. *Leadership & Education, Policy.*
PROFESSIONAL ORGANIZATIONAL CLIMATE

**Initiative 4**: Leaders should be taught why and how to establish and assess the professional climate within their organizations. Organizational leaders should be provided with resources to assess and redress conditions within the unit or organization that fail to meet professional standards. *Doctrine, Leadership & Education.*

**Initiative 5**: During PME/CES and organizational training, ethical challenges are integrated within experiential activities and exercises to ensure their consideration in decisionmaking, planning, rehearsals, execution, and in after action reviews. *Doctrine, Training, Leadership & Education, Policy.*

**Initiative 6**: Each certification event (e.g., performance evaluation, graduation or completion of training, promotion, reenlistment, assumption of command, change of responsibility, etc.) should confirm that the certifying authority has verified and validated that the individual has demonstrated character, competence, and commitment to performance standards. Certification should be made a permanent entry on personnel records. *Training, Leadership & Education, Policy.*
IDENTITY—DIRECT LEADERS

**Initiative 7:** Army leaders acknowledge and accept their responsibility to develop character in themselves and others. Leaders are taught 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. Coaching, counseling, and mentoring include ethical considerations in decisions and actions. *Doctrine, Training, Leadership & Education, Policy.*

ASSESSMENT

**Initiative 8:** Develop and implement a character development assessment process to determine the degree to which *The Army’s Framework for Character Development* is having the intended effect. Assessment addresses all levels of leadership: strategic (the Army Institution and culture of trust), organizational (professional climate), and direct (identity). The assessment will evaluate cohesive teamwork and mutual trust within the Army and trust with the American people. *Policy.*
**US Army Combined Arms Center**

**SOLDIERS AND LEADERS - OUR ASYMMETRIC ADVANTAGE**

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### Secretary of the Army

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<th>2008</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
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<tr>
<td>As directed by CSA, ACPME Established at USMA (MAY 08)</td>
<td>ACPME conducts research and literature review</td>
<td>ACPME designated CAPE and aligned under CAC, TRADOC (1 OCT 10)</td>
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- AR 5-22 designates USMA SUPT as proponent for Profession & Military Ethic (PME) (6 MAR 09)
- Strategic Studies Institute / ACPME PME Monograph Series begins (OCT 09)
- Begins Private/Public Universities Collaborations
- ACPME designated CAPE and aligned under CAC, TRADOC (1 OCT 10)

- Initiates Army Profession and Ethic Training (APET)/Master APET (MAPET)
- Profession of Arms Pamphlet (OCT 10)
- Army White Paper “Profession of Arms” (8 DEC 10)
- AUSA (OCT 10)
- CGSC Ethics Symposium (NOV 10)
- SEC Army TOR assigns Army Profession Campaign to TRADOC with CAPE leading to review the Army Profession in an era of persistent conflict (27 OCT 10)

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### Director, LD&E

| COL Sean Hannah | LTC William Speier |

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### Table of Officers

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>CSA</td>
<td>GEN George W. Casey Jr.</td>
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<td>SMA</td>
<td>SMA Kenneth O. Preston</td>
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<tr>
<td>CG, TRADOC</td>
<td>GEN William S. Wallace</td>
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<tr>
<td>CG, CAC</td>
<td>LTG William B. Caldwell IV</td>
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<tr>
<td>Supt., USMA</td>
<td>LTG Franklin L. Hagenbeck</td>
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<td>Deputy Director</td>
<td>COL Sean Hannah</td>
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<tr>
<td>Senior Enlisted Advisor</td>
<td>LTC William Speier</td>
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## Army Profession Campaign

### America's Army – Our Profession

- **Army Ethic Project**
  - CY14 AAOE Stand Strong
  - CY13 AAOP Education & Training Program
  - CY13 Q1 Standards & Discipline
  - CY13 Q2 Customs, Courtesies & Traditions
  - CY13 Q3 Military Expertise
  - CY13 Q4 FY14 Q182

- **AP Campaign Report (APR 12)**
  - ADP 1, Ch 2 “The Army Profession” (SEP 12)
  - MAPET / APET discontinued (MAR 12)
  - CGSC Ethics Symposium (OCT12)

### Army Profession Strengthening Initiatives (APSI)

- **APSIs initiated**
  - AUSA (OCT 12)
  - Begin integration of AP in PME / CES & Army Doctrine
  - Initiate AP Seminars

- **CSA Guiding Questions**
  - What makes us a profession?
  - What makes us professionals?
  - What has nine years of persistent conflict done to the profession?

### Implementation of Army Profession Strengthening Initiatives (APSI)

- **Jr. Ldr. Forum concludes APC assessment (NOV 11)**
- **CSA initiated APC w / Unified Quest (UQ) (JAN 11)**

- **FY12**
  - FY12

- **FY13**
  - SGM David Stewart
  - FY13

- **FY14**
  - America's Army – Our Profession
  - Army Ethic Project
  - FY14 AAOE Stand Strong
  - CY13 Q1 Standards & Discipline
  - CY13 Q2 Customs, Courtesies & Traditions
  - CY13 Q3 Military Expertise
  - CY13 Q4 FY14 Q182

- **FY14**
  - AUSA (OCT 13)
  - Army Leader Development Strategy (ALDS) (Jun 13)

- **AP Campaign Report (APR 12)**
  - ADP 1, Ch 2 “The Army Profession” (SEP 12)
  - MAPET / APET discontinued (MAR 12)
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- **CSA Guiding Questions**
  - What makes us a profession?
  - What makes us professionals?
  - What has nine years of persistent conflict done to the profession?
The Army Ethic Project

FY14 AAOP Stand Strong

- Army Ethic White Paper (11 JUL 14)
- 1st CSA Army Profession Symposium (31 JUL 14)
  - CGSC Ethics Symposium (APR 14)
  - DOTMLPF-P assessment (APR 14)
- Human Dimension (HD) Concept (MAY 14)
- ASA (M&RA), Human Capital Big Data Strategy (JUN 14)
- Army Civilian Acculturation Handbook (JUN 14)

FY 15-16 AAOP Living the Army Ethic

- ADRP revision to include the Army Ethic + e2book (JUN 15)
- AR 5-22 revised assigns proponency to CAC/CAPE (OCT 15)
- CASAP FY 15 Technical Report (1 SEP 15)
- CAPE strategic plan (JUN 15)
- Junior Leader Army Profession Symposium (JLAPS) (FEB 15)
- Not In My Squad (NIMS) Initiated (JUN 15)
- Army Profession Symposium (30 JUL 15)
- Army HD Strategy (JUN 15)
- Army Vision (JUN 15)
- HD EXORD 08-16 (22 DEC 15)
- NCO 2020 (DEC 15)

*CAPE Mission Changes (JUN 15)
CAPE Time-Line

Army Character Development Project
- FY 15-16 AAOP Living the Army Ethic
  - Army White Paper - Developing the Character of Trusted Army Professionals, Forging the Way Ahead (19 APR 16)
  - JLAPS (APR 16)
    - CPTs Solarium (JUL 16)
  - Soldier for Life (SFL)
  - Talent Management
    - WO 2025 (MAR 16)

- FY 17-18 AAOP One Army Indivisible
  - Army White Paper-The Army’s Framework for Character Development (CD) (T) (AUG 17)
  - AR 600-100 “Army Profession and Leadership policy” (5 APR 17)
  - Army Profession Forum (DEC 16)
  - CGSC Ethics Symposium (APR 17)
  - NIMS transitions (JUL 17)
  - Depicts the Army’s CD Framework