Character Development Project Team Teleconference

Purpose: Provide an update to the Character Development Project Team, including current status, path forward to complete the project, and desired end state for implementation within Leader Development

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16 February 2017
Agenda

• Roll Call / Introduction
• Character Development Project
  ✓ Review: Situation, Mission
  ✓ Meeting with Drill Sergeants
  ✓ Meeting with USAWC Faculty, 20 January 2017
    ➢ Army Leader Development Strategy IAW Army Ethic
    ➢ Recommendations
• Path Forward
• Closing
Problem: The Army lacks the capability to identify attributes of character and to assess the success of efforts to develop character so that Army professionals consistently demonstrate their commitment and resilience to live by and uphold the Army Ethic.
(CNA GAP #501028)

Mission: The Character Development Project Team articulates and gains APLDF approval for and publishes the Army’s Framework for Character Development -- applicable for all Soldiers and Army Civilians, within the process of leader and professional development -- NLT June 2017, in order to strengthen shared identity and inform the certification of trusted Army professionals.

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.
2011–2012  Army Profession Campaign

Sep 2012  ADP 1, *The Army*, includes the Army Profession (Chapter 2)

Jun 2013  ADRP 1, *The Army Profession*

Jul 2014  Army Ethic White Paper

Jun 2015  ADRP 1, includes the Army Ethic (Chapter 2)

Oct 2015  CSA approves Character Development Initiative, APL #3P, FY16/17

Nov 2015  Character Development Project Team

Dec 2015  HQDA EXORD 086-16 Human Dimension

Apr 2016  Army White Paper, “Developing the Character of Trusted Army Professionals: *Forging the Way Ahead*” + Outreach (JLAPS)
May 2016 Outreach (CGSC Electives and MMAS Papers)

Jul 2016 Outreach (Captains Solarium)

Aug 2016 Stand-To: https://www.army.mil/standto/2016-08-10


Dec 2016 Army Profession Forum, Army CD Project presented to Senior Army Leaders

Jan 2017 Outreach (USAWC Faculty)

Meeting with Drill Sergeants School, Fort Jackson, SC (24-25 October 2016)

Themes:
- Do you believe it is your responsibility to contribute to developing character in the Soldiers you train and graduate?
- If so, what is your concept and approach for accomplishing this goal?
- How do you know if your Soldiers are ready to be certified and graduated as Trusted Army Professionals of character, competence, and commitment?

Findings: Drill Sergeants –
- Are fully motivated to develop character in Soldiers during IET.
- Must learn how “on the trail.”
- Are confident they can determine if Soldiers are trustworthy ("attitude and peer ratings").
- Expressed concern that perhaps 15% of graduating Soldiers are lacking in character and cannot be trusted.
Meeting with USAWC Faculty, 20 January 2017

Themes:

• Does USAWC curriculum contribute to character development?
• Do USAWC faculty believe their mission to educate and develop strategic leaders includes developing the character of their students?
• Where within the curriculum are ethical reasoning and ethical challenges addressed?

Findings:

• USAWC should and does contribute to character development. [Students arrive with extensive education, training, and experience and have well-developed character.]
• USAWC faculty can provide strategic context to character development.
• Character should be integrated within the curriculum; no need to add content. [Integration of ethical reasoning requires that faculty be both informed and prepared.]
• USAWC faculty caution that certification should not become bureaucratic.
• The Army's framework for Character Development must reflect the philosophy of Mission Command by identifying what must be done within the ALDS, not how to do it.
The Army’s Framework for Character Development:
Explains the Army’s approach to developing and assessing the character of Soldiers and Army Civilians within the ALDS in the institutional, operational, and self-development domains.

➢ The Army Leader Development Strategy IAW the Army Ethic
Synchronized at all levels of leadership: direct, organizational, and strategic. The ALDS and the Army Ethic transcend the institutional, operational, and self-development domains for all components.

➢ Recommendations
• Recruiting
• Initial Military Training and Soldier Transition to First Unit
• Army Civilian Acculturation & Army Civilian Engagement
• Army Culture of Trust and Strategic Stewardship
• Operational Army
• Institutional Army
• Self-Development
• Certification
• Assessment
**Character Development Project Timeline (1 of 2)**

- **Sep - Oct 15:** Mission Analysis, Supporting APLDF Initiative l-14-007, APL 3P

- **Oct 15 and continuing:** Literature Review (Living Document)

- **Nov 15:** Develop the Project Plan

- **Nov - Dec 15:** APLDF 16-1 Confirms the Mission Analysis; HQDA EXORD 086-16 HUMAN DIMENSION (22 Dec 15)

- **12 Nov 15:** Establish Project Team/Initial Project meeting

- **Mar - Sep 16:** Conduct Analysis of Theories and Concepts for Character Development and Assessment of Character (Ongoing)

- **19 Apr 16:** Army White Paper: “Developing the Character of Trusted Army Professionals, Forging the Way Ahead”

- **13-14 Apr 16:** Solicit feedback during JLAPS

- **16 Jun 16:** 3rd Character Development Project Team meeting

- **11-14 Jul 16:** Solicit feedback within CPT Solarium

- **21 Jan 16:** 2nd Character Development Project Team meeting
Character Development Project
Timeline (2 of 2)

- Jun 17: Publish “The Army’s Framework for Character Development”
- Apr 28: Signature DRAFT to CG, TRADOC
- 3rd Qtr: CGSC Ethics Symposium
- 2 – 28 FY17: Initial DRAFT Army Staffing Framework for Character Development; 5th Character Development Project Tm mtg; Visit with USAREC, USACC
- 20 Jan 17: USAWC Faculty Focus Group
- 7 Dec 16: Army Profession Forum
- 25, 28 Oct 16: Engagement with IET, Tufts Univ
- 18 Oct 16: 5th Character Development Project Tm mtg: Internal DRAFT “The Army’s Framework for Character Development”
- 16 Aug 16: 4th Character Development Project Tm mtg
Next Meeting

6 April 2017
1500 – 1630 EDT
BACKUP
• **Recruiting**

1-The message that the Army conveys to the American people in official publications and all media must include the nature of the Army as a trusted military profession, dedicated to providing honorable service in support and defense of the Constitution. (Policy)

2-Army recruiters represent the Army to the youth of America and their families; as such they must be prepared and certified to inspire and motivate individuals to join the Army as a “calling to honorable service.” (Training, Leadership & Education, Personnel)

• **Initial Military Training and Soldier Transition to First Unit**

3-In their preparation and certification to serve in IMT, all instructors must be taught to integrate ethical reasoning within critical thinking to teach Soldiers why and how to make decisions and take actions consistent with the moral principles of the Army Ethic. (Training, Leadership & Education)

4-In the process of coaching and counseling their Soldiers (formally and informally), instructors must be taught to help learners identify the ethical issues and challenges associated with their assessment of the courses of action in conduct of the mission, performance of duty, and circumstances in life. (Training, Leadership & Education)

5-Instructors must teach Soldiers to reject unethical practices, illegal or immoral orders, and misconduct wherever they encounter these situations in their operational assignments. (Training, Leadership & Education)
Recommendations for Action
2 of 6

• Army Civilian Acculturation & Army Civilian Engagement

6-Continue ongoing efforts to develop a sequential and progressive developmental process for Army Civilians that includes Army acculturation, employee engagement, and career-long leader development (i.e., Civilian Education System, technical and leadership training, and operational experience). (Training, Leadership & Education, Policy)

7-During designated stages in their careers, in a manner similar to PME, Army Civilian professional development should include learning activities on ethical reasoning within decisions and actions. (Training, Leadership & Education)

• Army Culture of Trust and Strategic Stewardship

8-The distinct levels within Army culture—assumptions, beliefs and values, artifacts and icons—must be included in PME/CES curricula. (Doctrine, Training, Leadership & Education)

9-Senior Army leaders must ensure that Army culture supports living by and upholding the moral principles of the Army Ethic in all decisions and actions. This requires routine assessment of the state of trust and explicit consideration of the impact of strategic decisions on the Army as a profession. (Leadership & Education)

10-Senior Army leaders must communicate the Army’s Framework for Character Development in a synchronized, consistent, coordinated manner, taking advantage of their positions of responsibility to influence, inspire, and motivate the Army Profession and the Institutional and Operational Army. (Leadership & Education, Policy)
• Army Culture of Trust and Strategic Stewardship (cont.)

11-Senior Army leader influence on the Army culture of trust should be introduced earlier in PME and CES (e.g., at the intermediate level of education) and reinforced at the strategic level of learning (e.g., USAWC, USASMA, and continuing in general officer education) to help ensure the effects of strategic decisions are understood at the operational and tactical levels of implementation. (Leadership & Education, Policy)

12-Senior leaders must ensure the Army’s Framework for Character Development is widely promulgated, accepted, and implemented. (Leadership & Education, Policy)

• Operational Army

13-The Army Ethic and its application in decisions and actions must be taught, integrated, and practiced throughout operational experience. (Doctrine, Training, Leadership & Education)

14-During collective training, ethical challenges must be integrated within tactical scenarios, anticipated, rehearsed in mission planning, and addressed in the AAR process. (Doctrine, Training, Leadership & Education)

15-Commanders and leaders of organizations must establish, assess, and reinforce ethical climates within their units and organizations. (Doctrine, Training, Leadership & Education)
• Institutional Army

16-Instructors (leaders) and curriculum developers must understand how to successfully fulfill their duty to simultaneously develop character, competence, and commitment through teaching, coaching, counseling, and assessment. (Training, Leadership & Education, Policy)

17-The Institutional Army must address what learning objectives and curriculum changes are required to integrate character development within IMT, PME, and CES. (Training, Leadership & Education, Policy)

18-Institutional leaders must ensure their subordinate leaders understand the expectation and the actions they must take to simultaneously develop character, competence, and commitment throughout the training and education process. (Training, Leadership & Education, Policy)

19-Army leaders commanding schools must connect the curriculum design and development (training developers) to the curriculum implementation (instructors). (Leadership & Education, Policy)

20-Revise the doctrine and the course material addressing military decision-making to explicitly include ethical considerations in analysis and evaluation of CoA, planning, rehearsing, and assessing results. (Doctrine, Training, Leadership & Education, Policy)
• Self-Development

21-Army leaders should emphasize self-development in character with their subordinates during counseling and individual developmental discussions (e.g., self-development must include efforts to improve ethical reasoning abilities within critical thinking). (Doctrine, Training, Policy)

22-Soldiers and Army Civilians must review case studies where decision-making properly anticipated ethical challenges and accounted for them in assessment of COAs and examples where these factors were ignored. (Doctrine, Training, Policy)

• Certification

23-Each certification event (e.g., graduation, completion of training, promotion, assumption of command, etc.) must formally acknowledge that the Army has verified and validated that the individual has successfully completed the required level of education, training, and experience to perform duties, as assigned, with discipline and to standard. (Policy)

24-Officials authorized to grant certifications must establish the standards for character, competence, and commitment for satisfactory completion of each leader-development activity. (Doctrine, Policy)
• Certification (cont.)

25-Certifying officials must ensure the standards for character, competence, and commitment are met, and certification should be made a permanent entry on personnel records. (Training, Leadership & Education)

• Assessment

26-Develop and implement a holistic character-development assessment process to determine the degree to which the Army’s Framework for Character Development is having the intended effect. (Policy)

27-The process must address all levels of leadership: strategic (including Army culture), organizational (including ethical climate), and direct (leader-subordinate interaction). (Policy)

28-The assessment process must have both formative and summative characteristics. Formative assessment will focus on improving how we develop character as a profession and as individuals (evaluate the operating concept for how character should be developed; determine if programs and activities have been established in a manner consistent with the operating concept; observe implementation to determine its fidelity with the design; and adjudge the degree to which the decisions and actions of Soldiers and Army Civilians are consistent with the moral principles of the Army Ethic). Summative assessments will focus on evaluation of character in the performance of duty for purposes of counseling. (Policy)