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
Agenda

• Roll Call / Introduction

• Character Development Project
  ✓ Review: Situation, Mission
  ✓ Outreach to US Army Recruiting Command & US Army Cadet Command
    ➢ Model: Army as an Institution, Army Organizations, Leaders-Followers
    ➢ Initiatives

• Path Forward:
  ✓ Signature DRAFT (1 May 2017); Publication (14 Jun 2017)
  ✓ Implementation (4th QTR FY 17 ➔)

• Closing
Meeting with USAREC, Fort Knox, KY (21 Mar 2017)

Senior Staff; Commandant Recruiting & Retention School (RRS); RRS NCO Faculty

**Themes:**

- Does character development for the Army begin with recruiting by attracting future Soldiers who are motivated to join the Army Profession as a calling to *honorable service*? *(YES)*

- Is it essential that the Army attracts and recruits individuals from society who demonstrate the aptitude and qualifications to honorably fulfill their oaths of service – or should this consideration wait until IMT? *(BEGINS in Recruiting – REINFORCED in IMT)*

- Since Army recruiters represent the Army to the youth of America and their families, should their preparation and certification include the responsibility and ability to inspire and motivate individuals to join the Army as a “calling to honorable service”? *(YES, Recruiter preparation includes *transformational leadership*)

- Should the message the Army conveys to the American people in official publications and all media include the nature of the Army as a trusted military profession, dedicated to providing honorable service in support and defense of the Constitution? *(YES, requires synchronization)*
Findings:

- **Consensus:**
  - Recruiting is both inspirational and pragmatic
  - Recruiter preparation and certification includes transformational leadership and technical specifics to ensure proper procedures and protocol
  - Intent is not to assess individual character in recruits – intent is to attract individuals of character (qualified individuals may join the Army)

- **Strategic messaging requires synchronization between Army Marketing and USAREC**
  - A centralized aspirational message ("Who we are as an Army")
  - Flexibility permitting de-centralized messaging tailored to local markets
  - The nature of recruiting should be taught in PME/CES to ensure all Army professionals have situational understanding

- **Sustains:**
  - Standards for selection and certification of Recruiters and RRS Faculty
  - Qualification criteria and standards for joining the Army Profession
Meeting with USACC, Fort Knox, KY (22 Mar 2017)

Curriculum Development, Leader Development, Faculty Preparation

Themes:

• Should simultaneous student development in character, competence, and commitment be the intent for PME? (YES)

• Should instructors teach students why and how to make decisions and take actions consistent with the moral principles of the Army Ethic? (Integrate ethical reasoning within creative and critical thinking) (YES)

• Army leaders commanding and directing Army schools connect the curriculum design and development (training developers) to the curriculum implementation (instructors). Should they be specifically developed through education, training, and experience to fulfill this critical responsibility? (YES)
Findings:

• Consensus:
  ✓ PME should contribute to character, competence, and commitment
  ✓ TR 350-36 and instructor certification guidance from Army University and Initial Military Training must support this intent
  ✓ Best practices should be integrated in instructor preparation (e.g., Army Soldier Leader Education and Training, outcomes/experiential learning model, Observer-Controller-Training Academy)
  ✓ Teach the teacher why and how to embed ethical reasoning in critical and creative thinking

• Requires application of ethical reasoning in both classroom and field training
  ✓ Leaders of Army Schools and Combat Training Centers must be developed to lead these organizations and ensure curriculum development and instructor certification are synchronized
  ✓ Starts with IMT and must continue through PME/CES – sequential and progressive
  ✓ Handbook for instructors (all direct leaders are instructors)
The Army’s Framework for Character Development

• The “Army’s Framework for Character Development” is the Army Leader Development Strategy (ALDS) implemented in accordance with the Army Ethic.

• Synchronized at all levels of leadership:
  - Strategic
  - Organizational
  - Direct (Leader-Follower)

• Requires these conditions, with defined responsibilities:
  - Army Culture of Trust
  - Ethical Organizational Climates
  - Identity as Trusted Army Professionals
  - Assessment
Character Development

Guiding Assumptions

- An ethical culture and climate are prerequisites for character development to occur and for right conduct to flourish.
- Character development framework must be tailored to the specific operating environment based on component, community of practice, etc.
- Success of this mission requires insightful, informed contributions from across the force.
- Our framework is a multi-disciplinary approach, informed by relevant fields of study.*
- Character must be developed within the context of Leader Development!

*e.g., philosophy, ethics, theology, law, medicine, psychology, sociology, anthropology, education.
The Army’s Framework for Character Development
Implementation Initiatives

• The Army as an Institution – Strategic Leaders (See Slide 14)
  ✓ Army Culture of Trust
  ✓ Stewardship
  ✓ Recruiting
  ✓ Directives, Policies, Regulations, Concepts & Doctrine, Programs & Systems

• Army Organizations – Organizational Leaders (See Slide 15-17)
  ✓ Ethical Climate
  ✓ IMT
  ✓ Army Civilian Acculturation & Engagement
  ✓ PME/CES
  ✓ Organizational Training
  ✓ Certification

• Direct Leaders & Followers (See Slide 18)
  ✓ Identity
  ✓ Coaching, Counseling, Mentoring
  ✓ Self-Development

• Assessment (See Slide 19)
**Character Development Project Timeline (2 of 2)**

- **Jun 17**: Publish “The Army’s Framework for Character Development”
- **6 Apr**: 7th Character Development Project Tm mtg; Final DRAFT, s: 19 Apr 17
- **21-22 Mar**: Engagement with USAREC, USACC
- **28 Feb 17**: Initial DRAFT Army Staffing Framework for Character Development; 6th Character Development Project Tm mtg;
- **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: Authors’ DRAFT “The Army’s Framework for Character Development”
- **16 Aug 16**: 4th Character Development Project Tm mtg
Questions
The Army’s Framework for Character Development: Implementation Initiatives
Initiative 1: Strategic leader influence on the Army culture of trust should be taught beginning at intermediate levels of PME and CES and reinforced at the senior levels of learning (e.g., USAWC, USASMA, and continuing in general officer and SES education). This will help ensure that the effects of strategic and institutional decisions are understood and assessed at all levels of leadership. (Leadership & Education, Policy)

Initiative 2: The message that the Army conveys to the American people in official publications and all media should include the nature of the Army as a trusted military profession, dedicated to providing honorable service in support and defense of the Constitution. (Policy)

Initiative 3: Army recruiter preparation and certification should address the responsibility to inspire and motivate individuals to join the Army as a calling to honorable service. (Training, Leadership & Education, Personnel)

Initiative 4: Review and ensure synchronization of directives, policies, regulations, concepts, doctrine, and strategic communications addressing character and character doctrine within the ALDS in accordance with the Army Ethic. This effort specifically includes the synchronization of the understanding of character between Army Profession, Army Leadership, and Army Leader Development policy and doctrine. It also includes identification and remediation of institutional guidance or practices that require adjustment in order to strengthen trust (e.g., programs or systems that create situational dilemmas wherein we may be “lying to ourselves.”) (Doctrine, Training, Leadership & Education, Policy)
Initiative 5: Leaders should be taught why and how to establish and assess an ethical climate within their organizations. Organizational leaders require the knowledge and means to redress conditions within the unit or organization that fail to meet ethical standards. (Doctrine, Training, Leadership & Education)

Initiative 6: The Army will research, develop, and adopt new resources supporting leaders’ assessment of the ethical climate within their organizations. (Leadership and Education, Policy)

Initiative 7: In their preparation and certification to serve as direct leaders for aspiring Army professionals, cadre and instructors should learn to integrate ethical reasoning within critical thinking. This effort specifically includes teaching why and how to make decisions and take actions consistent with the moral principles of the Army Ethic. (Training, Leadership & Education)

Initiative 8: Ensure synchronization, implementation, and assessment of a sequential and progressive developmental process for Army Civilians that includes Army acculturation, employee engagement, and career-long professional development. (Training, Leadership & Education, Policy)

Initiative 9: The Army Ethic and its application in decisions and actions should be taught, integrated, and practiced in PME/CES. (Doctrine, Training, Leadership & Education)
Initiative 10: Army leaders commanding schools should be developed and certified to ensure alignment of learning objectives supporting character development within curriculum design, development, implementation, and assessment. (Leadership & Education, Policy)

Initiative 11: In their preparation and certification, curriculum developers and instructors should be taught why and how to simultaneously develop character, competence, and commitment within education and training. (Training, Leadership & Education, Policy)

Initiative 12: During organizational training, ethical challenges should be integrated within experiential activities and exercises to ensure their consideration in decisionmaking, planning, rehearsals, execution, and in AARs. (Doctrine, Training, Leadership & Education)

Initiative 13: Each certification event (e.g., performance evaluation, graduation (PME/CES), completion of training, promotion, reenlistment, assumption of command, change of responsibility, etc.) should formally acknowledge that the certifying authority has verified and validated that the individual has demonstrated character, competence, and commitment having successfully completed the required education, training, and experience. (Policy)

Initiative 14: Officials authorized to grant certifications should establish the standards for character, competence, and commitment for satisfactory completion of each required developmental activity. Certifying officials ensure the standards for character, competence, and commitment are met, and certification should be made a permanent entry on personnel records. (Doctrine, Training, Leadership & Education, Policy)
Initiative 15: Army leaders should be taught why and how to inspire and motivate Soldiers and Army Civilians to embrace our shared identity and commit to self-development and lifelong learning. Coaching, counseling, and mentoring include ethical considerations in decisions and actions. (Doctrine, Policy)

Initiative 16: Soldiers and Army Civilians should review and reflect on case studies where decisionmaking properly anticipated ethical challenges and accounted for them in assessment of courses of action and examples where ethical implications were ignored. (Doctrine, Leadership & Education, Policy)
Assessment

Initiative 17: 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 (including Army culture), organizational (including ethical climate), and direct (including identity). The assessment will evaluate the state of mutual trust within the Army Profession and with the American people. (Policy)
**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](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)
Mar 2017 Outreach (USAREC, USACC)
Mar 2017 Army White Paper (Final DRAFT s: 19 April)
Sep-Oct 15: Mission Analysis, Supporting APLDF Initiative I-14-007, APL 3P

Nov 15: Develop the Project Plan

12 Nov 15: Establish Project Team/Initial Project meeting

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

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”

Oct 15 and continuing: Literature Review (Living Document)

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
Jun 17: Publish “The Army’s Framework for Character Development”

6 Apr: 7th Character Development Project Tm mtg; Final DRAFT, s: 19 Apr 17

21-22 Mar Engagement with USAREC, USACC

28 Feb 17: Initial DRAFT Army Staffing Framework for Character Development; 6th Character Development Project Tm mtg;

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18 Oct 16: 5th Character Development Project Tm mtg: Authors’ DRAFT “The Army’s Framework for Character Development”

16 Aug 16: 4th Character Development Project Tm mtg