MEMORANDUM FOR RECORD

SUBJECT: The Army Character Development Project Team, 7th Meeting (Telecon), 06 April 2017 (1500-1630 EDT)

1. References.
   a. HQDA EXORD 086-16 HUMAN DIMENSION, DTG: 221755Z Dec 15.
   b. MEMO (ATLZ-MCV-L), SUBJ: Fiscal Year 17 Army Leader Development Program Priority List (APL), dated 30 Sep 2016.
   d. Mission Analysis, Character Development Project, as of: 11 April 2017.*
   f. Meeting Slides, Character Development Project Team Telecon, 4 April 2017 (Encl).

* These documents are available at: http://cape.army.mil/character-development-project/


3. Background.
   a. The Army Character Development Project addresses Army Capability Needs Analysis GAP #501028: “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.” The project operates under authority of the HQDA EXORD (ref 1.a.). It supports Army Leader Development Program (ALDP) initiative I-14-007, approved as ALDP Priority List Policy Priority 3, FY16/17, by the Chief of Staff of the Army (ref 1.b.).
b. The mission of the Army Character Development (CD) Project Team is to design and articulate a framework for character development that is applicable for the Army as an institution, Army organizations, and leaders and followers at all levels of leadership (direct, organizational, and strategic) (ref 1.c.,d.). The Army CD Project Team includes all member organizations of the Army Profession Leader Development Forum, the Human Dimension community, and DoD and non-DoD subject matter experts.

c. The Army Character Development Project supports the Army Operating Concept (TP-525-3-1) and the Human Dimension and Army Leader Development Strategies. The final product of this project is a CG TRADOC approved Army White Paper that articulates an accessible, accepted, comprehensive, and adaptable framework for developing the character of Army professionals within the Army Leader Development Strategy, IAW the Army Ethic.

4. Agenda and Discussion.

   a. The first topic addressed on-site discussions (FKKY, 21-22 Mar 17) with the senior staff at US Army Recruiting Command, the Commandant and SGM of the Recruiting and Retention School (RRS), and RRS Faculty regarding the premise: “the process of character development within the Army Profession begins with recruiting” (ref 1.e.; slides 3, 4).

      1) In those conversations, there was agreement that recruiting should focus on attracting prospective Soldiers who are motivated to join the Army Profession as a calling to honorable service. At the same time, incentives and benefits are important and must be part of the equation.

      2) The Army’s strategic recruiting message to the American people must be both inspirational and pragmatic. Similarly, certified recruiters represent the Army to the youth of America and their families; as such, they must understand and practice transformational leadership and be technically competent in the details of regulations, incentives, and the qualification criteria for entry into the Army Profession.

      3) The nature of Army Recruiting is not well understood across the total Force. To assist officers and NCOs with situational understanding of this important function, the recruiting process should be included in appropriate course work (e.g., “How the Army Runs”) in intermediate and senior level PME. Integration of recruiting within current curriculum should not increase the course-load within the POIs.

   b. Discussions then transitioned to the meeting with US Army Cadet Command (FKKY, Mar 17). The purpose was to explore key tenets of the framework for character development in the institutional domain (slides 5, 6). To explore the validity of these tenets, CAPE met with the USACC Vice-Provost for Academic Affairs and Leader Development and Education; Chief, Cadre and Faculty Development Division; and
Faculty Development Instructors. These individuals are collectively responsible for the foundational, intermediate level, and advanced ROTC instructor/facilitator courses. As a starting point, all agreed that the Army Leader Development Strategy must simultaneously develop character, competence, and commitment.

1) In this light, character development is a continuous process relying on contribution from the institutional, operational, and self-development domains. The goal of character development is to strengthen the ability and 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. As such, the content of the programs of instruction should include experiential, activity-based learning to teach creative and critical thinking with integrated ethical reasoning.

2) To achieve this goal, Army leaders commanding and directing Army schools must connect the curriculum design and development (training developers) to the curriculum implementation (instructors). Curriculum developers and instructors must be taught why and how to simultaneously develop character, competence, and commitment. Finally, instructors (direct leaders) must be prepared and certified to exercise transformational leadership, providing coaching, counseling, and mentoring to inspire learners (followers) to include ethical considerations in performance of duty.

3) All agreed that character development transcends the classroom and applies in field training and operations, as well. Therefore, every leader is an instructor (and vice-versa). This principle must be taught throughout PME/CES. Consequently, the framework for character development applies simultaneously in the institutional, operational, and self-development domains.

4) There was support for the suggestion from USACC that CAPE should prepare an "Instructor’s (Direct Leader’s) Handbook" that explains how to achieve this goal in education and training activities. The intent is to demonstrate the application of the principles of Mission Command and the Army Ethic in guiding trusted Army professionals in making right decisions and taking right actions. Illustrations would include integration of ethical reasoning in military design, decision making, problem solving, planning, etc. These examples will help to forge the logical linkage among ADRP 1 (June 2015), ADRP 6-22 (August 2012), and TRADOC Pam 525-8-2 (April 2017). It is also important to be aware of and synchronize activity covered by “Religious Support and Internal Advisement” (ATP 1-05.04, March 2017).

5) Implementation of this approach requires updating of Army guidance applicable to PME/CES, organizational training, and self-development. Army and TRADOC publications must direct that curriculum developers, faculty developers, and faculty understand why and how to achieve simultaneous development in character, competence, and commitment.
c. The final agenda item generated discussion of the Army White Paper (Final DRAFT), “The Army’s Framework for Character Development” – including the proposed implementation initiatives and the path forward (slides 7–11).

1) The initial assumptions, identified in the mission analysis, were validated through the literature review and in consultation with subject matter experts throughout the total Force and in academia. Based on work to date, the Army’s framework for character development is described as the ALDS implemented IAW the Army Ethic at all levels of leadership (direct, organizational, and strategic).

2) Successful implementation requires an Army culture of trust, ethical organizational climates, and individual acceptance of our shared identity as trusted Army professionals. Strategic leaders must establish conditions that strengthen the Army culture of trust; organizational leaders must establish, assess, and sustain a professional, ethical climate where all are inspired and expected to live by and uphold the Army Ethic; and direct leaders and followers must embrace their identity and commit to life-long learning and professional development.

3) To support this vision, the White Paper advances a set of initiatives to be implemented by the chain of command under the guidance of the APLDF and in coordination with the HDSC. The implementation plan includes design and operation of an assessment system to evaluate the effectiveness of the framework within Army culture, organizations, and individual professional development.

4) The path forward requires adjudication of comments received from the field in final staffing (s: 19 April 2017); preparation and forwarding of the signature draft (1 May 2017); publication of the approved document (14 June 2017), implementation of initiatives through the chain of command (beginning 4th QTR FY17), and assessment of success (FY18 and continuing). The APLDF will coordinate implementation and assessment activity in cooperation with the HDSC.
The Army’s Framework for Character Development:
Integrating Character Development within Leader Development
Strengthening the shared identity of Trusted Army Professionals
“Our leaders, then, are going to have to be self-starters. They’re going to have to have maximum amounts of initiative….critical thinking skills…. (and) character, so they make the right moral and ethical choices in the absence of supervision under intense pressure in combat.”


We want leaders that are tough, resilient, that can think, and out-fight and out-smart the enemy. We want them to be adaptive and agile and flexible. And, we want them not only competent, but we want leaders of character.

General Mark A. Milley, Chief of Staff of the Army
Remarks to the National Guard Association of the United States (NGAUS, 11 Sep 2015)
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)

RSS: RECRUITING AND RETENTION SCHOOL
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
Character Development: the continuous process - within the institutional, operational, and self-development domains - 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.

Character Development requires an Army Culture of Trust, Ethical Organizational Climates, Mutual Trust between Leaders and Followers.
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)
“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 Milley
Army Profession Forum, 7 December 2016

ALDS: Army Leader Development Strategy
Character Development
Guiding Assumptions

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.

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

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 is the ALDS, implemented in accordance with the Army Ethic and synchronized at all levels of leadership: direct, organizational, and strategic. As depicted in the graphic below (figure 2), the ALDS and the Army Ethic apply to the Army as an institution, guide all Army organizations, and effect the development of Army professionals across the Total Force.

The Army as an institution, through the decisions and actions of its strategic leaders, is responsible for strengthening the Army culture of trust (ADRP 1, Appendix A). Institutional policies, regulations, programs, and systems must be designed and implemented in accordance with the Army Ethic.

Army organizations, including schools, training centers, and tactical units are guided by their organizational leaders who establish and sustain ethical climates where all are inspired and expected to live by and uphold the Army Ethic. Organizational leaders are responsible to ensure the mission is accomplished in the right way.

Individuals, as direct leaders and followers, are responsible for adopting their shared identity as trusted Army professionals. Soldiers and Army Civilians offer and accept objective, professional assessment of their performance. Effective coaching, counseling, and mentoring help leaders and followers to improve in performance of duty.

The Army’s Framework for Character Development encompasses the entire Army, both as a trusted military profession and an institution. Responsibilities for character development within leader development exist at all levels, from the individual Soldier and Army Civilian, through operational and strategic leadership. Character development also depends on an Army culture of trust and ethical climates in Army organizations.

The process of developing character begins with recruiting and continues through service as a Soldier for Life. In all phases of education, training, and experience, the framework is intended to provide for development of character in concert with competence and commitment.

Accordingly, the Army’s Framework for Character Development is inherent within the ALDS implemented in accordance with the Army Ethic. The framework applies to the Total Force, affecting Soldiers and Army Civilians in all components.

Implementation of the Army’s Framework for Character Development depends on strategic leader stewardship, including synchronization of communications to ensure shared understanding of the desired end-state. Success of this effort contributes to personal and operational readiness and to mutual trust and cohesion—the first principle of mission command.
1 Feb: Initial DRAFT released, suspense 28 Feb
27 Mar: Final DRAFT released, suspense 19 Apr
6 Apr: 7th meeting of CD Project Team
1 May: Signature DRAFT to CG, TRADOC
Questions
The Army’s Framework for Character Development: Implementation Initiatives
The Army as an institution and strategic leaders are responsible for the Army culture of trust. They ensure that recruiting; directives, policies, regulations, concepts and doctrine, programs and systems; force structure; infrastructure; and the Army budget are consistent with the Army Ethic. Fulfilling these responsibilities supports mission accomplishment and stewardship of the Army Profession, now and for the future.

Character development throughout the Total Force requires an Army culture of trust. Strategic leaders are the senior stewards of the Army Profession and are responsible for ensuring the ethical design, generation, support, and application of landpower.

The Army Profession is sustained through the continuous effort to inspire and motivate the right people to become Soldiers and Army Civilians. It is essential that the Army attracts and recruits individuals who demonstrate the aptitude and qualifications to honorably fulfill their oaths of service. Therefore, the process of character development within the Army Profession begins with recruiting.

Army recruiters have direct contact with the youth of America and their families. They are uniquely positioned to represent the Army as a trusted military profession. While educational, financial, and other incentives are important attractions for many prospective Soldiers, these should be presented as supporting the opportunity to honorably serve in defense of the Nation.

Strategic leaders are responsible for the design and the effects of institutional directives, policies, regulations, concepts and doctrine, and programs and systems.
An ethical organizational climate is necessary to strengthen mutual trust and cohesion. Army organizations provide education, training, and experience that prepare trusted Army professionals for present and future duty at increasing levels of responsibility. The developmental process is sequential and progressive and all activities should contribute to character development in concert with competence and commitment.

The direct leaders of Soldiers in IMT, including cadets in pre-commissioning and officers in basic courses, are their cadre and instructors who provide their introduction to the Army as a trusted military profession. In the process of preparing civilian volunteers to be certified Soldiers, all direct leaders (cadre and instructors) contribute to character development within the process of developing competence and commitment.

The Army recently approved the Army Civilian Acculturation Program. The program applies to Army Civilians in the probationary period of service to help them understand and embrace the Army Profession and Army Ethic. Beyond this initial acculturation, Army Civilian engagement and professional development should continue throughout their careers of service.
Education is an essential activity supporting professional development. Army organizations should ensure PME and CES are designed and implemented to prepare Army leaders for the demands of 21st century missions.

All training within organizations supports planning, preparing for, and executing unified land operations and is an essential activity supporting leader development.

Certification verifies and validates an Army professional’s character, competence, and commitment to fulfill responsibilities and successfully perform assigned duties.
Embracing our shared identity, self-development, and lifelong learning begins with individual motivation, supplemented by a concerted team effort, including coaching and counseling from superiors, peers, and subordinates. Mentorship can help focus self-development efforts to achieve professional objectives.
Under the philosophy and doctrine of mission command, the principle of shared “situational understanding” requires continuous effort to discern the relevant past and present circumstances and their influence on all phases of the operation. With situational understanding, the leader (decisionmaker) can adjust mission orders and continue progress to achieve the intent (accomplish the mission).
The Mission for this project is completed with an Army White Paper, signed by CG, TRADOC that articulates the Army’s Framework for Character Development, within the Army Leader Development Strategy, applicable to the Total Force.

Implementation of approved initiatives follows

**Character Development**

The continuous process - within the institutional, operational, and self-development domains - 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.

The Army White Paper will be implemented under authority of the APLDF and HDSC.

CNA – Capability Needs Assessment
APLDF – Army Profession and Leader Development Forum
NLT – Not Later Than
CG, TRADOC – US Army Training and Doctrine Command Commanding General
HDSC – Human Dimension Steering Committee
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)
Mar 2017 Outreach (USAREC, USACC)
Mar 2017 Army White Paper (Final DRAFT s: 19 April)
US Army Combined Arms Center
SOLDIERS AND LEADERS - OUR ASYMMETRIC ADVANTAGE

Character Development Project
Timeline (1 of 2)

11-14 Jul 16: Solicit feedback within CPT Solarium
16 Jun 16: 3rd Character Development Project Team meeting

Mar 14 Apr 16: Solicit feedback during JAPG

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

21 Jan 16: 2nd Character Development Project Team meeting

Nov 15 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

Nov 15: Develop the Project Plan

Oct 15 and continuing: Literature Review (Living Document)

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

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CG, CAC – Commanding General, Combined Arms Center
CG, TRADOC – US Army Training and Doctrine Command Commanding General