MEMORANDUM FOR RECORD


1. PURPOSE: To summarize the discussions during the SUBJECT meeting.

2. REFERENCES: Read Ahead (Discussion Slides, Encl).

3. BACKGROUND:

   a. As the Office of Primary Responsibility for the Army Profession as a cross-cutting concept within the Human Dimension (HQDA EXORD 086-16), CAPE is leading the Army Character Development Project (Army Leader Develop Program, APL 3P, I-14-007). The Army Character Development Project Team mission is “to design and articulate a concept for character development that is applicable for all Soldiers and Army Civilians, Army organizations, and the Army as an institution.”

   b. At this point in the mission, the Army White Paper (Final DRAFT), “The Army’s Framework for Character Development” is in Army-wide staffing (s: 19 Apr 2017). To date, articulation of the framework has benefitted from the comments received in staffing of the Author’s DRAFT (Oct-Nov 2016) and the Initial DRAFT (Jan-Feb 2017).

   c. The framework is described as the Army Leader Development Strategy (ALDS) implemented IAW the Army Ethic at all levels of leadership (direct, organizational, and strategic). Successful implementation of the framework depends on an Army culture of trust, ethical organizational climates, and individual acceptance of our shared identity as trusted Army professionals.

4. KEY TENETS OF THE FRAMEWORK REGARDING EDUCATION AND TRAINING

   a. Soldiers and Army Civilians develop as trusted Army professionals through the sequential and progressive process of education, training, and experience. In all these activities, leaders support character development by integrating ethical considerations within decisions and actions.

   b. In education and training, Instructors (direct leaders) are inspirational leaders for their learners (followers). They teach, coach, counsel, and offer mentorship. The instructor’s intent is to simultaneously address character, competence, and commitment. When learners successfully complete their courses of instruction, they are certified in as trusted Army professionals, prepared to lead in the inspirational development of others.
c. Organizational leaders at Army schools connect the curriculum design and development (training developers) to the curriculum implementation (instructors). Therefore, they must know why and how to fulfill this critical responsibility. The content of their programs of instruction should include experiential, activity-based learning to teach creative and critical thinking with integrated ethical reasoning. This provides practical opportunities for learners to apply the moral principles of the Army Ethic in their decisions and actions.

5. CONTACTS: 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.

6. DISCUSSIONS CENTERED ON THESE TOPICS:

• Should “character development” be an intended outcome in PME? If so, should the content of the program of instruction include experiential, activity-based learning to teach creative and critical thinking with integrated ethical reasoning?

• Should curriculum developers and instructors be taught why and how to simultaneously develop character, competence, and commitment in education and training?

• How can Instructors best provide for simultaneous development in character, competence, and commitment? What do they need to know and do in order to achieve this intent?

• Does it make sense to teach instructors to integrate ethical reasoning within creative critical thinking? Can instructors inspire, motivate, and teach learners (why and how) to make decisions and take actions consistent with the moral principles of the Army Ethic?

• Army leaders commanding and directing Army schools connect curriculum design and development to the curriculum implementation. Should they be specifically prepared and certified through education, training, and experience to fulfill this critical responsibility?

7. SUMMARY OF DISCUSSIONS:

a. All agreed that character should be developed in education along with competence and commitment. To achieve this end the curriculum should be designed to intentionally integrate ethical reasoning and application of the Army Ethic within creative and critical thinking.
b. Army regulations, doctrine, and supporting written instructions must be synchronized to include guidance that curriculum developers, faculty developers, and instructors be prepared and certified to simultaneously develop learners in character, competence, and commitment. Army University should take the lead in this effort.

c. 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. In other words, the Army Framework for Character Development must be implemented simultaneously in the institutional, operational, and self-development domains.

d. CAPE should prepare an “Instructor’s (Direct Leader’s) Handbook” that explains how to achieve this goal in education, training, and operations in the field. 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 should 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, ADRP 6-22, and TRADOC Pam 525-8-2.

JOHN A. VERMEESCH
COL, USA
Director, Center for the Army Profession and Ethic

Encl (Discussion Slides)
ALDS, the Army Ethic, & Character Development

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, 17 Sep 2015)

22 March 2017

This briefing is: Unclassified
Dan Oprish, Ed Hall, SGM Stone and Tom Burgess. They are our faculty who teach and qualify our 1,800+ University Instructors to teach and educate almost 30,000+ Cadets daily at 275 host university programs. The majority (85%) also serve as Cadre during summer training and CULP missions each summer.

Dr. Smith on the CC line is the Cadre and Faculty Division Chief in charge of our three Instructor courses.

Mr. Davis Shines works in the Observer Controller Trainer (OCT) Academy to certify train-the-trainers to trains who then train and certify each summer training Cadre before they train any Cadets. The DIV CH and DEP are LTC Larry Johnson and Mr. Bruce Coyne.

Directions:
1. From Burger King on Eisenhower RD head east towards HRC Maude Complex crossing Wilson RD and the train tracks; 2. After crossing the train tracks and cross-walk turn left at Chamberlain ST; 3. Go straight into the parking lot at the end of the ST; that is our Bldg. 6574 at 500 Second Dragoons RD; 4. Go in the front door and turn right and go straight into the conference room.
Through instruction, study, and reflection trusted Army professionals acquire knowledge and understanding.
**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.
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, and 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 Concept 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

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

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

Character must be developed within the context of Leader Development.
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. ALDS. (2013); ADRP 1. (2015).
Through professional and leader development – education, training, and experience – mutual trust is strengthened positively effecting readiness and cohesive teamwork.

Personal Readiness depends on “character development” (Character Development Strategy, 2014).
e, e, e = ethical, effective, efficient
C, C, C = character, competence, commitment
C, C, M = coaching, counseling, mentoring
Strengthen Mutual Trust and Cohesive Teamwork
Contribute to Mission Readiness
Enhance Trust with the American People
Ethical Application of Landpower
**Activity**

Instruction-Study-Reflection........>> Knowledge & Understanding  
Practice / Practicum & Coaching – Counseling ....... >> Adherence & Discipline  
Evaluation & Assessment......>> Confidence & Belief  
Experience...........>> Leadership & Wisdom

Instruction, study, and reflection include classroom work, lectures, training exercises, discussions, reading, role playing, case studies, journaling, and contemplation.

Practice & Practicum include activities focused on applying the Moral Principles of the Army Ethic (e.g., exercises in decision-making, planning, and activity requiring the demonstration of character, competence, and commitment; service-learning and community service), receiving and offering coaching, counseling, and mentoring.

Evaluation & Assessment include formal and informal feedback, critique, and evaluations from others (e.g., leaders, peers, & subordinates). Instructors in formal roles as teachers provide guidance to reinforce excellence and remediation in academics, military education and training, and physical and athletic activities. Feedback from leaders, peers, and subordinates should be willingly sought and accepted, as appropriate.

Experience includes activities in conduct of the mission, performance of duty, and the daily living of one’s life.
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The five keys to development listed by Don are consistent with the West Point Leader Development model presented in Building Capacity to Lead (p. 21) and the Character Development Strategy (p. 12).

The five:
1. Personal Readiness for Development
2. Developmental Experiences: Challenge, Support, Assess
3. New Capacities and Knowledge
4. Reflection (We now say "structured reflection")
5. Time

Items 2-4 are s mutually supporting feedback loop.
Integrate ethical reasoning explicitly within Mission Command

*Truth: that which is actually so (being aware of and understanding the implications of the circumstances)

**A "right decision" is ethical, effective, efficient

Ethical = Consistent with the Army Ethic (builds mutual trust)
Effective = Having a reasonable chance of success (accepting prudent risk)
Efficient = Stewardship of resources-people/materiel (exercises disciplined initiative)

In exercising mission command, commanders are guided by six principles—
• Build cohesive teams through mutual trust.
• Create shared understanding.
• Provide a clear commander’s intent.
• Exercise disciplined initiative.
• Use mission orders.
• Accept prudent risk.

[ADRP 6-0, para 2-3, p 2-1]

The [Army] Problem Solving Process
Chapter 4, FM 6-0 describes a systematic approach to assist in identifying and solving problems. This method is applicable to all Army activities, and is a daily responsibility for Army professionals.

SCREENING CRITERIA
Suitable:—solves the problem and it is legal and ethical? [effective and ethical]
Feasible:—fits within available resources? [efficient]
Acceptable:—worth the cost or risk? [effective and efficient]
Distinguishable:—differs significantly from other solutions?
Complete:—addresses the problem from start to finish? [ethical, effective, efficient]

[FM 6-0, para 4-21]
Factors in Decision Making

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

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Decision-Making Fundamentals, leadership coach Mike Figliuolo
Final thoughts?