



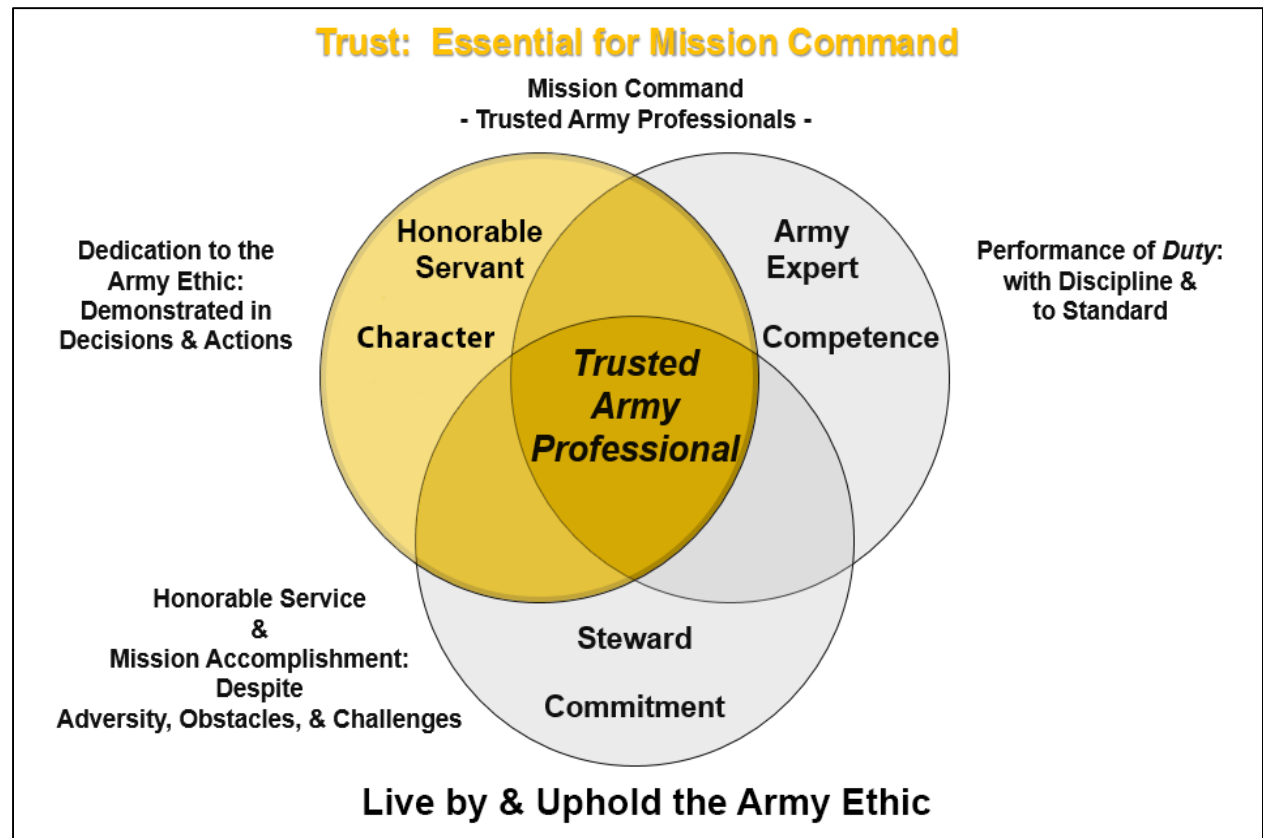
***The Army's Framework for
Character Development
--Implementation & Assessment--***

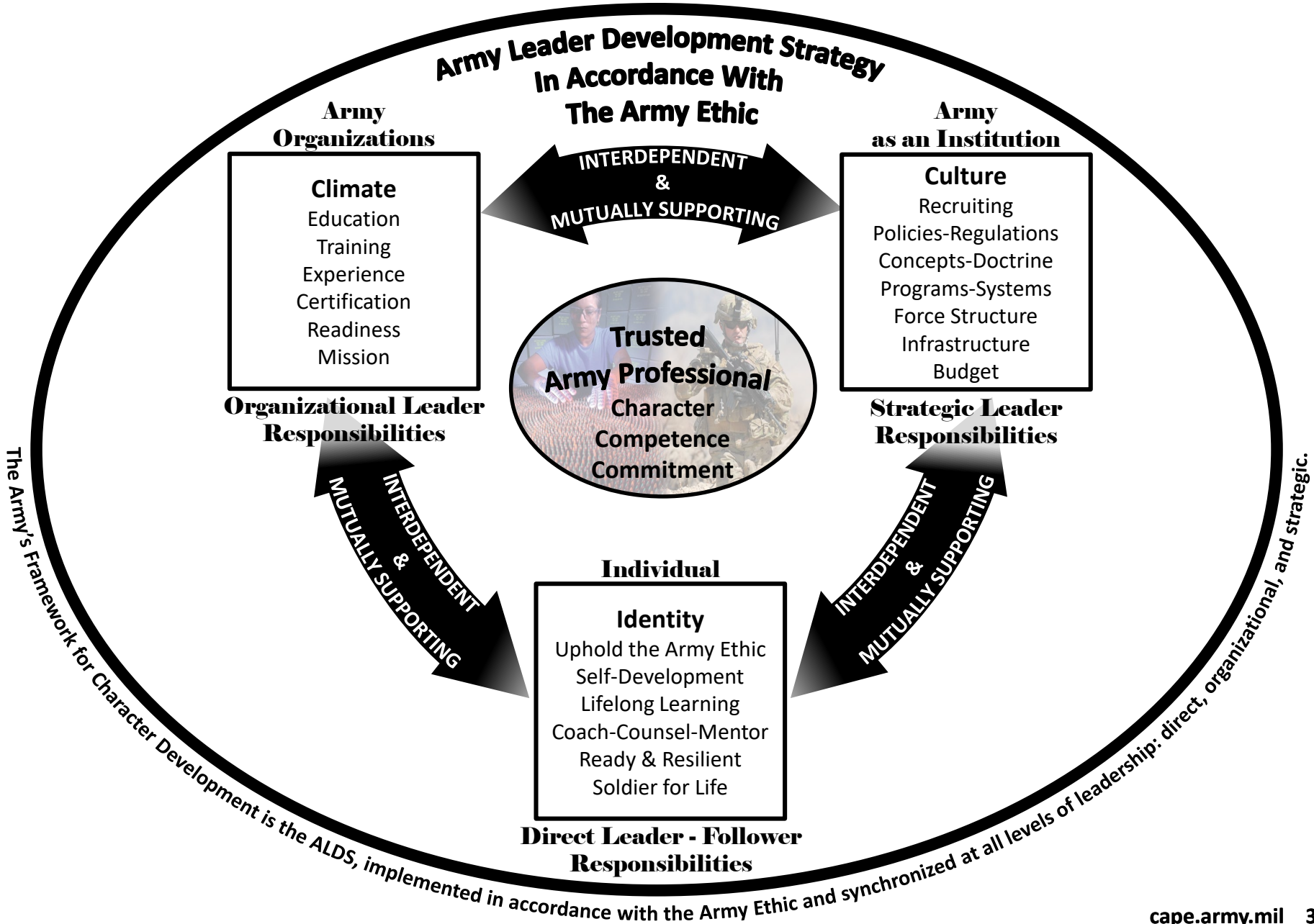
**COL Geoffrey Catlett
Director, CAPE
2017**





- **FY 14-15 CNA GAP 501028:** Army Lacks a Consensus for *Character Development*.
- **FY 16-17 APLDF I-14-007:** Army-wide Project Team: *Solve the Problem*.
- **FY 18 APLDF I-14-007:** *Implement the Solution*.







Lines of Effort

LOE 1: Strategic Leaders
Army Culture of Trust

Objectives

Policies, Programs, and Systems strengthen the *Army Culture of Trust*

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

LOE 2: Organizational Leaders
Professional Organizational Climate

Professional Organizational Climates reflect the Army Ethic and the exercise of Mission Command

LOE 3: Direct Leaders
Trusted Army Professionals

Coaching, counseling, and mentoring strengthen *Shared Identity*



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]



Supporting Objective 1.2: Ensure directives, policies, regulations, concepts, doctrine, and strategic communications addressing character are in accordance with Army Profession doctrine (ADRP 1).

Task 1.2.1: ASA (M&RA) and TRADOC align leadership policy and doctrine and mission command doctrine with the Army Profession (ADRP 1).

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

Task 1.2.3: ASA (M&RA) and HQDA G-1 revise Army evaluation reports and counseling forms, accordingly.

[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 and assess the professional climate within their organizations.

Task 2.1.1: ASA (M&RA) assigns proponency for **Professional Organizational Climate to CG TRADOC (CAC) and operationally defines professional organizational climate consistent with *The Army's Framework for Character Development.***

Task 2.1.2: ASA (M&RA) charters an Army Project Team to align Army Command Policy (AR 600-20) and Army Profession and Leadership Policy (AR 600-100), **leadership doctrine (ADP/ADRP 6-22),** and HQDA policies and programs affected by professional organizational climate (e.g., Ready and Resilient, SHARP, Suicide Prevention, Comprehensive Soldier and Family Fitness) with Army Profession doctrine (ADRP 1) and *The Army's Framework for Character Development.*

[Doctrine, Leadership & Education, Policy]



Supporting Objective 2.2: Ensure organizational leaders have the resources to assess and redress conditions within the organizational climate that fail to meet professional standards.

Task 2.2.1: ASA (M&RA) charters an Army Project Team to analyze, design, develop, test, evaluate, and implement climate assessment policies, processes, methodologies, and resources to assist leaders in assessing the state of the professional organizational climate.

Task 2.2.2: ASA (M&RA) and TRADOC integrate 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 2.3: 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 2.3.1: TRADOC revises doctrine on MDMP, TLP, and military problem solving to include the essentiality of ethical reasoning within military decision making, planning, rehearsals, operations, and assessment.

Task 2.3.2: 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 2.3.3: FORSCOM incorporates ethical challenges into mission profiles in Home Station training, CTCs, JRX, and all other simulated training.

Task 2.3.4: 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 2.4: 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 2.4.1: The Secretary of the Army assigns proponency for Army Professional Certification to ASA (M&RA).

Task 2.4.2: ASA (M&RA) charters an Army Project Team to operationally define Army Profession Certification consistent with doctrine of the Army Profession (ADRP 1).

Task 2.4.3: ASA (M&RA) directs alignment of Army policy and procedures regarding Army professional certification.

Task 2.4.4: 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 3.1.3: **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 3.1.2: **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: 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. Do they support an Army Culture of Trust?

Task 4.1.3: Evaluate the state of professional organization climates. Do 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. Are these consistent with the Army Ethic in the exercise of mission command?

[Policy]

*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.