LESSON PLAN

Prevailing in Large-Scale Combat Operations:

CHARACTER, TRUST, and MISSION COMMAND

AMERICA’S ARMY
OUR PROFESSION

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LESSON PLAN
America’s Army – Our Profession (AAOP)
“Prevailing in Large-Scale Combat Operations:
Character, Trust, and Mission Command”
FY 19-20

LESSON AUTHOR: CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)

DATE PREPARED: 30 September 2018

1. OVERVIEW: In order to prevail in large-scale combat operations, Soldiers and Army Civilians must understand the interdependent relationships between character, trust, and mission command. Consistent demonstration of character, competence, and commitment develops mutual trust and cohesive teamwork – the first principle of mission command. The outcome is readiness to prevail in the complex operational environment described in our doctrine (ADP, ADRP, and FM 3-0).

Facilitator Note: Learning occurs when training and education efforts are focused on the participants and they are involved. This is not meant to be – nor should it be – a lecture. Use this lesson plan as a guide for a professional development conversation. Be prepared to engage the audience as they associate the theme with their own experiences.

2. BACKGROUND: The AAOP theme, “Prevailing in Large-Scale Combat Operations: Character, Trust, and Mission Command” supports the focus of the Secretary of the Army and Chief of Staff of the Army (CSA) on readiness and lethality. The FY 19-20 AAOP theme highlights the importance of the Army prevailing in large-scale combat operations by exercising mission command, which requires mutual trust and depends on character. This biennial theme continues the strategic intent of previous themes to inspire and motivate commitment to fulfill our professional responsibilities to each other, the Army, and the American people.

3. LEARNING OBJECTIVES:
   a. Define character – intrinsically and operationally – in the context of mission command and large-scale combat operations.
   b. Explain why character is essential in conduct of the mission, performance of duty, and all aspects of life.
   c. Explain the interdependent relationships between character, trust, and mission command.
   d. Explain The Army’s Framework for Character Development and the mutually supporting nature of culture, climate, and identity.
   e. Illustrate through vignettes the responsibilities of strategic, organizational, and direct leaders and followers in character development within the “Army Leader Development Strategy.”

4. REFERENCES:
   a. Army Doctrine Reference Publication 1, The Army Profession (June 2015)
   b. Army Doctrine Publication 3-0, Operations (October 2017)
   c. Army Doctrine Publication 6-0, Mission Command (May 2012)

5. ADDITIONAL FACILITATOR RESOURCES: Additional videos and techniques to help leaders facilitate group discussion are available on the Center for the Army Profession and Ethic (CAPE) webpage: http://cape.army.mil/facilitator.php.
6. TRAINING GUIDANCE:

a. Prepare:
   iv. Review the lesson plan videos
   v. As the facilitator, rehearse your role in the professional development session

b. Conduct:
   i. Distribute student handouts
   ii. Present the lesson plan - slides are available with talking points in the TSP
   iii. Ask thought-provoking, open-ended questions, and encourage further discussion
   iv. Have a plan to adjust based on participation and time available
   v. Use reflective questioning techniques (what do they think/feel and why?)

c. Follow Up:
   i. Visit CAPE ([http://cape.army.mil](http://cape.army.mil)) for the latest information, materials, and products
   ii. Provide evaluation feedback

7. TRAINING AIDS:


b. A/V equipment, computer, as required
c. Whiteboard or butcher board and markers to list ideas
d. Participant handouts

**Facilitator Note:** This Training Support Package (TSP) is provided for leaders at all levels to educate Soldiers and Army Civilians on the AAOP theme as part of their organization’s Leader Development Program (LDP). The material provided here is designed for a 2-hour Leader Professional Development (LPD) session and is suitable for audiences of all ranks and cohorts provided the facilitator adjusts accordingly.

**Facilitator Note:** This material is intended to introduce learners to the concepts in the AAOP theme. Leaders should continue to build on the training objectives by integrating the concepts into their organization’s LDP throughout the AAOP period. The additional resources provided at the back of this TSP and at [http://cape.army.mil](http://cape.army.mil) should provide leaders with ample resources to integrate character development into organizational training plans.

**Facilitator Note:** Character matters and is essential for building mutual trust and cohesive teamwork, the first principle of mission command. Character development is a continuous process that occurs through sequential and progressive education, training, and experience. Character development is intentionally integrated into everything we do to develop leaders as Trusted Army Professionals.

**Facilitator Note:** This lesson plan uses the “Ask/Seek” discussion model as a suggested method for guiding conversations toward learning objectives. The questions are suggestions. The facilitator should use discretion and reword questions so they fit the audience and fit into the ongoing conversation. Some questions are suggested more than once to help the facilitator reach the objectives in different ways. Certain questions have been designated as milestone discussions to help reach learning objectives. The discussion icon marks these questions for easy reference.
8. TRAINING TIME: This is the recommended time required for the full lesson. It can be adjusted based on time available and organizational requirements.

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120 Total Lesson Minutes

Milestone discussions: As this lesson plan progresses we will answer these important questions: What is character? What is trust? How are they related to mission command? These milestone discussions are set to shape the learners understanding of the interdependent relationships between character, trust, and mission command and the mutually supporting nature of culture, climate, and identity in character development. Look for the “milestone discussion” icon.

9. FACILITATION MATERIALS (SLIDES, ACTIVITIES, AND DISCUSSION QUESTIONS)

Slide 1
Theme Poster

Talking points: Introduce yourself to the group. Introduce the America’s Army – Our Profession theme:

“Prevailing in Large-Scale Combat Operations: Character, Trust, and Mission Command”

America’s Army – Our Profession (AAOP) is a professional development program designed by CAPE on behalf of the CSA to improve understanding of the Army Profession. This biennial theme supports the Army’s need for readiness and lethality in large-scale combat operations by exploring the interdependent relationship between character, trust, and mission command.
Concrete Experience: SMA Dailey Talks about Trust and Mission Command.

Facilitator Actions: Play the video (1 minute). Video begins to play automatically.

Facilitator Note: In SMA Dailey’s remarks during the FY17 Army Profession Forum, he emphasizes the relationship between trust and mission command.

Ask: How do you feel about SMA’s remarks? Seek: Candid participant feedback. Do they share his opinion? If they disagree, seek to understand. If they agree, why do they think the Army exercises greater mission command in combat than garrison? Should it be this way? This video and discussion should motivate participants to further explore the relationship between character, trust, and mission command and connect their individual experiences to the learning objectives.

Learning Objectives

1. Define character – intrinsically and operationally – in the context of mission command and large-scale combat operations.
2. Explain why character is essential in conduct of the mission, performance of duty, and all aspects of life.
3. Explain the interdependent relationships between character, trust, and mission command.
4. Explain The Army’s Framework for Character Development and the mutually supporting nature of culture, climate, and identity.
5. Illustrate through vignettes the responsibilities of strategic, organizational, and direct leaders and followers in character development within the “Army Leader Development Strategy.”

Facilitator Note: Become familiar with this lesson plan prior to delivering it. Keep the learning objectives in mind while moving through the lesson and flow from one question to the next. This plan is not intended to be used verbatim. The questions and talking points are suggestions – tailor them for your audience and let the conversation lead to learning.

The outcome is readiness to prevail in the complex operational environment described in our doctrine (ADP, ADRP, and FM 3-0). Review the learning objectives and confirm shared understanding.

1. Define character – intrinsically and operationally – in the context of mission command and large-scale combat operations.
2. Explain why character is essential in conduct of the mission, performance of duty, and all aspects of life.
3. Explain the interdependent relationships between character, trust, and mission command.
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Slide 4
Character Development Whiteboard

Facilitator Actions. Play the video (18:35 minutes). Video begins to play automatically. A 7:00 minute abridged video is also available.

Facilitator Note: The video should make clear that character, competence, and commitment are essential in building trust and that character development is inherent within leader development. From here we will explore what character is and how it’s developed and observed.

Ask: What is character?
Seek: The definition of character. Participants will most likely gravitate toward the intrinsic definition of character (see below). As they offer elements of the intrinsic definition (i.e., identity, sense of purpose, values, virtues, morals, and conscience) ask them how those things are observed. It’s very difficult to know someone’s beliefs and what is inside someone’s heart and spirit. However, operationally, character can be observed through our consistent and faithful adherence to the Army Ethic, including Army Values, in our decisions and actions.

Facilitator Note: Ask the question above before advancing the slide. Doctrinal definition of character from ADRP 1. Intrinsically – One’s true nature, including identity, sense of purpose, values, virtues, morals, and conscience. Operationally – An Army professional’s dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.

Slide 5
Character

Talking Points: Highlight the operational definition of character, that it can be observed through our decisions and actions consistent with the Army Ethic.

Ask: Think back to the whiteboard video. As an Army, do we spend as much time intentionally developing character as we do competence and commitment?
Seek: A brief, candid conversation to determine the perceptions of the audience.

Ask: Can character be developed?
Seek: Yes – as the video suggests. This will be explored in more detail later in the lesson.

Ask: How do we observe character?
Seek: By observing if the decisions and actions of Army Professionals uphold the moral principles of the Army Ethic. From the video: “In order to develop character you have to have a standard, and this is ours.”

Facilitator Note: Also from the video: “The Army Ethic is our true north, The Heart of the Army. Our Ethical Code. The Army Ethic includes 10 moral principles that guide our decisions and actions as we fulfill our purpose.”
The Army Ethic

Talking Points: The Army Ethic is based on our shared identity as Trusted Army Professionals. It identifies complementary roles as honorable servants (professionals of character), Army experts (competent professionals), and stewards of the Army Profession (committed professionals). It is informed by moral principles, including Army Values that guide our decisions and actions as we fulfill our purpose – to support and defend the Constitution and our way of life. Living the Army Ethic is the basis for our mutual trust with each other and the American people. The Army Ethic motivates our commitment as Soldiers and Army Civilians who are bound together to accomplish the Army mission as expressed in our historic and prophetic motto: “This We'll Defend.”

It’s important to understand that the moral principles include the Army Values. Army Values are embedded throughout the moral principles. There are also legal foundations (e.g., UCMJ, law of war) and regulations that are intrinsic to the Army Ethic. The legal foundations prescribe what we must do or can’t do. Laws and regulations are the minimum standard of ethical conduct. The moral principles are inspirational and aspirational – what we strive to live by.

Character, Competence, and Commitment = Trust

Ask: The slide reminds us that we are developed and certified as Trusted Army Professionals. What is trust?
Seek: A candid conversation about trust – reliance on the character, competence, and commitment of an Army Professional to perform duty with discipline while striving for excellence.

Facilitator Note: External Trust is the confidence and faith that the American people have in the Army to serve the Nation ethically, effectively, and efficiently. As the bedrock of our profession, trust is an essential characteristic that is strengthened by the Army contributing: Honorable Service, Military Expertise, and Stewardship, with enduring Esprit de Corps. Internal Trust is our reliance on the character, competence, and commitment of Army Professionals to live by and uphold the Army Ethic. Both forms of trust, external and internal, are essential to operate with autonomy and disciplined initiative in the accomplishment of our mission.

Talking Points: Trust requires character, competence, and commitment. These “three C’s” are the certification criteria for Soldiers and Army Civilians as Trusted Army Professionals. When we demonstrate all three and uphold the Army Ethic, we build and strengthen trust. When we develop an Army professional in all three areas through training, education, and experience, their trustworthiness grows. As the whiteboard video suggests, simply being competent and committed is insufficient for establishing and maintaining trust. We must also demonstrate character consistently in accordance with the Army Ethic if we are to be trustworthy.

Ask: Is it important that Army Professionals uphold the Army Ethic in all aspects of life?
Seek: Yes, Being a Trusted Army Professional is a 24-hour per day expectation. We are bound by the Army Ethic and our Army Values to do the right thing – even when no one is looking. By doing so, we build trust with the American people and each other when our deeds match our
words espoused in the Army Ethic. Our conduct in all aspects of life must be consistent with the Army Ethic and our professional identity. Living our professional identity strengthens our other roles as a spouse, parent, coach, or any other responsibility we assume in our personal or family life.

Ask: What is Mission Command?
Seek: A conversation about Mission Command. Emphasize that mutual trust is the foundation for mission command.

Slide 8
Mission Command

Facilitator Note: Use this as an opportunity to set conditions and establish a shared understanding for mission command.

Talking Points: The exercise of mission command relies upon mutual trust and shared understanding. Leaders provide subordinates with their intent, the purpose of the operation, key tasks, desired end state, and resources. Subordinates then exercise disciplined initiative to respond to unanticipated challenges. Every Soldier and Army Civilian must be prepared to assume responsibility, maintain unity of effort, take prudent risk, and act resourcefully within the commander’s intent.

Remind participants of the definition and 6 principles.

Mission Command is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander’s intent to empower agile and adaptive leaders in the conduct of unified land operations.

- Build cohesive teams through mutual trust.
- Create shared understanding.
- Provide a clear commander’s intent.
- Exercise disciplined initiative.
- Use mission orders.
- Accept prudent risk.

Consider using questions such as the following to explore this topic as time allows:

- What happens to mission command in an organization without mutual trust?
- What is the relationship between trust and shared understanding?
- What does it mean to accept prudent risk?
- Share an experience where you or someone you know accepted prudent risk.
- What is the importance of discipline in the principle of disciplined initiative?
- Discuss disciplined initiative as taking steps to accomplish the mission, without specific orders, consistent with the commander’s intent and bounded by the Army Ethic.
Slide 9
Character, Trust, and Mission Command

Facilitator Actions: Show the video (3:55 minutes)

Explore Character, Trust, and Mission Command:
Facilitators are encouraged to use this slide and the next to achieve the training objective, “Explain the interdependent relationships between character, trust, and mission command.”

Facilitator Note: Other videos are available on the CAPE website. The CSA video provides an overview of the topic for a wide range of audiences. However, the facilitator may also choose from the videos listed on page 21.

Ask: What did you hear GEN Milley say in the video?
Seek: Engage participants in a conversation about the role that character and trust play in mission command. Use this opportunity to seek and develop shared understanding.

Ask: What comes to mind when you hear GEN Milley talk about the battlefields of the future?
Seek: In a conflict with a peer/near-peer threat we will likely face violence on a larger scale accompanied by chaos and lack of reliable communication. Our advantage will be our mutual trust that subordinate leaders have shared understanding and will accomplish the mission by accepting prudent risk and taking disciplined initiative. Subordinate leaders are less risk averse when they believe that senior leaders will underwrite mistakes made with honest intent.

Facilitator Note: In the video, GEN Milley described a compartmented and distributed battlefield where communications and networks will likely fail due to the advanced jamming and cyber technology of peer or near-peer adversaries. Operations under mission command require trust up and down the chain of command and left and right among organizations and individuals. Superiors trust subordinates and expect them to accomplish missions consistent with the commander’s intent and bounded by the Army Ethic. Subordinates trust superiors to give them the freedom to accomplish the mission with disciplined initiative while accepting prudent risk.

Ask: What role does character play during long-term, sustained, combat operations?
Seek: Character is essential for Trusted Army Professionals and Professional Organizational Climates. It is the counter balance to the corrosive effects of war – especially on the compartmented and distributed battlefield described by the CSA where communications and networks are failing and large-scale violent encounters happen frequently. Even the most stoic and virtuous Soldiers and Army Civilians can be badly influenced when working in unprofessional organizational climates. We rely on the character of every member of the profession to ensure we all uphold the Army Ethic. The CSA emphasizes that our character ensures we accomplish the mission in the right way – ethically, effectively, and efficiently.

Ask: How do we develop character in training?
Seek: Realistic and mission-focused training develops character, competence, and commitment. Character development occurs in concert with development in competence and commitment. Organizational leaders encourage making right decisions and taking right actions that are ethical, effective, and efficient. This means that an adopted course of action, planning, rehearsals, and execution are consistent with the Army Ethic, have a reasonable chance of success (accept prudent risk), and make disciplined use of the resources entrusted to our care. AARs consider the manner in which the mission was executed to include ethical conduct, unanticipated ethical challenges and how they were addressed.
**Ask:** How does the progressive nature of operational assignments contribute to trust?
**Seek:** Demonstration of character through positions of increased responsibility requires character, competence, and commitment at each successive level. Additionally, each time members of the profession are selected for a position of increased responsibility they are certified, by the selecting/certifying authority, as having demonstrated the character, competence, and commitment necessary to fulfill their responsibilities and successfully perform assigned duty with discipline and to standard as Trusted Army Professionals.

**Ask:** In the video, GEN Milley talks about the importance of character and trust in combat, but why are they also important in our everyday performance of duty in garrison?
**Seek:** Day to day performance of duty in garrison provides direct leaders and followers an opportunity to practice and operate within the philosophy of mission command. Doing so fosters trust and strengthens cohesive teamwork within the organization.

**Ask:** What are some of the consequences to mission command when a member of the Army Profession experiences a failure of character?
**Seek:** A candid conversation about the consequences for failure of character by members of the profession. Members of the profession at all ranks have the ability to damage trust by making decisions and taking actions that are inconsistent with the Army Ethic. Hence the importance of intentional character development throughout the career of all Soldiers and Army Civilians. However, no one is perfect and each of us make mistakes. We learn through reflection, resolve to improve and we benefit from the helpful coaching and counseling of our teammates and mentors.

**Ask:** How does trust impact mission command? Consider not only in the context of the video, but in garrison, in training, and in smaller operations – why is trust important?
**Seek:** Our certification as Trusted Army Professionals reflects our performance in training, education, and operational experience. Trust has a direct relationship to the time and resources required to accomplish the mission. When we are trusted, our leaders can provide mission orders, focused on what must be accomplished (commander’s intent), instead of on how to do it. This allows us the freedom to take disciplined initiative and to accept prudent risk. Without mutual trust, leaders must provide specific instructions and continuously check for compliance. This transactional approach is less effective and efficient, and may significantly delay or compromise mission accomplishment.

**Ask:** How does our conduct both “on and off-duty” reflect our character?
**Seek:** A candid conversation. Consider how character in all aspects of life contributes to our trustworthiness as Army Professionals. Our conduct when off-duty must be consistent with our professional identity and the Army Ethic. The example we set, in all aspects of life, must be consistent with our moral duty to live by and uphold the Army Ethic and the discipline and standards of the Army. For illustration and discussion consider our responsibility to conduct ourselves properly when we are on-line and engaging in social media forums.

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**Slide 10**
**Interdependent Relationships**

**Facilitator Note:** Use this slide to build onto the ongoing conversation from the video. In the video, GEN Milley illustrated the importance of character and trust for mission command. Take the opportunity to further explore the interdependent relationships between character, trust, and mission command.
Ask: Summarize the interdependent relationships between character, trust and mission command.

Seek: Character is one of three certification criteria required by Army Professionals to build trust. Trust is strengthened when we live our shared identity as Trusted Army Professionals, consistently demonstrating character, competence, and commitment. Building cohesive teams through mutual trust is the first principle of mission command. Therefore, exercising mission command requires mutual trust and depends on character.

Talking Points: For the Army to prevail in large-scale combat operations, the exercise of mission command requires mutual trust and cohesive teamwork. Character is essential for trust. Character is a certification criterion along with competence and commitment. Character is demonstrated in our decisions and actions and these must be made with competence and commitment. Prevailing in large-scale combat operations requires that Soldiers and Army Civilians continuously develop – through education, training, and experience – their competence and commitment to exercise mission command consistent with the Army Ethic (character). To win in the right way, in lethal and unpredictable large-scale combat operations, competent and committed leaders of character must be trusted to exercise disciplined initiative and accept prudent risk. Emphasis on character, trust, and mission command enhances our readiness to meet uncertain challenges from adversaries whose military capability can challenge our own. We must anticipate these threats and be ready to prevail. Mission command facilitated by mutual trust and cohesive teamwork, built on character, enables us to fight and win now and for the future.

Facilitator Note: At this point participants should be able to explain why character is essential in the conduct of the mission, in performance of duty, and in all aspects of life.

Ask: How do we develop character in the Army?
Seek: As explained in the video, The Army’s Framework for Character Development.

Slide 11
The Army’s Framework for Character Development

Talking Points: Recall the whiteboard video - developing character requires the deliberate alignment of culture, climate, and identity. The Army’s Framework for Character Development (AFCD) takes into account the sequential and progressive nature of education, training, and experience ranging from the newest members of the Army Profession to senior members at the highest levels of strategic leadership.

Briefly review each level. The next three slides highlight each level in more detail.

Facilitator Note: This information is provided as background information and not intended to be read verbatim. Refer to the whiteboard video and focus on having a good discussion. The goal is that participants understand character development is a continuous process [throughout the Army as an institution, in Army organizations, and between leaders and followers] – integrated within sequential and progressive education, training, and experience – 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. Reference: “The Army’s Framework for Character Development”.
Talking Points: As Trusted Army Professionals we are expected to demonstrate character, competence, and commitment in performance of duty and all aspects of life. As an Army, we tend to focus on developing competence, and Army Professionals consistently demonstrate commitment in a number of ways; but character is often taken for granted. Character must be deliberately developed within the process of developing competence and commitment. The Army’s Framework for Character Development recognizes the interdependent and mutually supporting contributions of the Army Culture of Trust, Professional Organizational Climates, and Identity. Each plays a critical role in contributing to character development throughout our careers.

**Individual Identity** – One’s sense of self; perception of one’s roles and purpose in life.

Ask: What role does identity play in character development?
Seek: It all starts with accepting and embracing our identity and taking action to develop and strengthen our identity throughout our lives. Identity as a Trusted Army Professional is progressively formed as we live by and uphold the Army Ethic – as we contribute to the mission, perform our duty, and live our lives. Our efforts must be supported within Professional Organizational Climates and the Army Culture of Trust.

Ask: Who is responsible for developing character at the individual level?
Seek: Direct leaders and followers. Direct leaders inspire their followers to embrace our shared identity and set the example by developing character in themselves and others. Individuals further develop identity through self-development, lifelong learning, coaching, counseling, mentoring, and being ready and resilient as a Soldier for Life. This is an ongoing process that begins upon entry into the Army Profession and continues throughout our careers and into retirement as we continue to serve as Soldiers for Life.

Facilitator Note: Each of us is simultaneously a leader and follower with a responsibility to live by and strengthen our shared identity. This requires intentional development of character, competence, and commitment in ourselves and others. Willingly offering and accepting coaching, counseling, and mentoring supports this intent.

Ask: What are the consequences when Soldiers and Army Civilians fail to demonstrate character in any aspect of life?
Seek: Loss of trust as an individual. Serious misconduct and unethical practices compromise trust within the Army Profession and with the American people.

Ask: How do we contribute to the character development of our peers and those senior to us?
Seek: By upholding the Army Ethic, offering coaching, counseling, and mentoring and setting the right example to include rejecting or reporting illegal, unethical, or immoral orders and conduct.
Talking Points for transition to the next slide: Individual motivation to live our shared identity is essential but insufficient. Individuals tend to conform to the norms of their organization which must reflect the moral principles of the Army Ethic, including Army Values. Professional Organizational Climates and an Army Culture of Trust must support our intent to accomplish the mission in the right way – ethically, effectively, and efficiently.

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**Slide 13**

**Organizational Leaders – Climate**

**Talking Points:** As the video suggests, focusing on the individual (the apple) for character development is insufficient – we also have to focus on the organization (the barrel) as well.

**Ask:** What's an Army organization?

**Seek:** A group of Army Professionals assembled for a common purpose. A team led by a Corporal can take on a climate as much as a department led by a GS-13 as much as a Brigade led by a Colonel.

**Ask:** Can members belong to more than one organization at a time?

**Seek:** Yes. In this sense a team, squad, platoon, and company may all have different climates that are nested within one another, influencing and being influenced by each other. Leaders and members of each do their part to shape and develop organizational climate.

**Ask:** What role does the organizational climate play in developing character?

**Seek:** From the video, “if we’re truly going to develop character in the Army – the barrel matters too.” Individuals in an organization will be influenced by the organizational climate. Professional organizational climates strengthen individual character while counterproductive organizational climates bring out the worst in individuals. In a professional organizational climate, the standard and expectation are that all live by and uphold the Army Ethic in the exercise of Mission Command.

**Ask:** Who is responsible for a Professional Organizational Climate?

**Seek:** Primarily organizational leaders. The senior leader is ultimately responsible for ensuring the organizational climate is professional. However, every member of the team makes a contribution. All members of an organization at all ranks have an inherent responsibility within their scope of influence to support a Professional Organizational Climate.

**Facilitator note:** Contextualize the following question for the audience to facilitate a productive discussion about how all leaders and followers in an organization influence a Professional Organizational Climate.

**Ask:** (contextualize for peer influence): What role do platoon leaders play in the organizational climate of the company?

**Seek:** They directly influence, inspire, and motivate their platoon members to live by and uphold the Army Ethic. They set the example for seniors, peers, and subordinates when they make right decisions and take right actions.

**Ask:** (contextualize for senior to subordinate influence): What role does the 1SG play in the organizational climate of the company?
Seek: As a member of the command team, the 1SG (like the commander) is responsible for the organizational climate of the company. The 1SG ensures that ethical standards are met and upheld in the exercise of mission command.

Ask: (contextualize for subordinate influence as a follower): What about a Specialist in 3rd squad of 3rd platoon? How do they influence company climate?
Seek: They can set the example for others by living the Army Ethic. They can foster and maintain trust by striving for excellence in character, competence, and commitment. They can challenge conduct or practices that are inconsistent with the Army Ethic to include rejecting and reporting unethical decisions and actions.

The Army Culture of Trust is one that reflects the Army Ethic, wherein Army strategic directives, policies, systems, and programs are trusted to be ethical, effective, and efficient.

Facilitator Note: A culture is a set of long-held values, beliefs, expectations, and practices shared by a group that signifies what is important and influences how an organization operates. The Army Culture of Trust is one that reflects the Army Ethic wherein Army strategic directives, policies, systems, and programs are trusted to be right – ethical, effective, and efficient. In the Army Culture of Trust, trust is extended and demonstrated at multiple levels: trust among leaders, peers, and subordinates; trust between Soldiers and Army Civilians; trust in the Army by Army Professionals and their Families; and trust between the Army and the American People.

Exhibiting exemplary conduct is one of the most powerful ways to influence Professional Organizational Climate and the Army Culture of Trust – Character Matters. By making right decisions and taking right actions, we can set the standard, inspire honorable service, promote stewardship, and strengthen esprit de corps. Only in a Professional Organizational Climate and an Army Culture of Trust can organizational and direct leaders exercise the Philosophy of Mission Command.

Ask: Who establishes and stewards the Army Culture of Trust?
Seek: Strategic leaders are directly responsible for the Army Culture of Trust. However, leaders at all levels have the ability to influence culture to some degree, are affected by culture, and must be aware of it.

Facilitator Note: Alignment of culture, climate, and identity reinforces mutual trust, cohesive teamwork, and readiness. When any of the three are misaligned, an opportunity exists for unethical actions and decisions to compromise trust, teamwork, and readiness.
Talking Points to summarize the framework and leader responsibilities: The Army as an institution, Army organizations across the total force, and leaders and followers at all levels have essential responsibilities to implement The Army’s Framework for Character Development. Each member of the profession, at all echelons must recognize and accept their inherent responsibilities to develop character within themselves and others. Successful implementation of this framework supports mission command and contributes to readiness and lethality.

Every day, as Trusted Army Professionals we make decisions and take actions. We give orders and expect others to follow them. Other times we are acting on orders, and we are expected to do our best to achieve the desired outcome. In any case, mutual trust is essential. Being a Trusted Army Professional starts with developing and sustaining a professional identity. This shared identity is progressively formed and strengthened as we live by and uphold the Army Ethic.

Ask: Where do you have the greatest amount of influence on character development: identity, climate, or culture?
Seek: A brief discussion about the influence your audience has on character development. Answers will depend on the composition of the audience: direct, organizational, or strategic leaders. It is important for learners to understand that they play a role in all three throughout their Army careers. Refer back to the whiteboard video with the depiction of a leader playing twister with their feet in one area and hands in the others. Early in your career, your greatest influence will be in the area of identity as a direct leader or follower. But you are affected and can influence climate and culture. As you become an organizational leader, you will have greater influence on climate, while still developing subordinates as a direct leader and following the commands of and providing feedback to higher-level organizational and strategic leaders. Strategic leaders have the greatest influence on Army culture as the senior stewards of the profession, and every decision and action can support organizational leaders and direct leaders. Simultaneously, strategic leaders are part of an organization with a climate and they are the direct leaders of those in their rating chain.
Practical Exercise Directions: Choose an appropriate vignette for your audience. You can focus on the vignette that matches the primary composition of your audience (i.e., direct, organizational, or strategic leaders). Or, you can choose a vignette to develop your learners for future responsibilities (e.g., introduce direct leaders to the organizational leader vignette).

Prepare/Set up:

1. Ensure the room is set up in a way that facilitates small group discussion.
2. Break the audience up into small groups. Groups of 4 to 6 typically get the best results.
3. If using printed vignettes instead of videos, hand out at least one copy per group.

Facilitate the vignette practical exercise:

Printed Vignette Directions: The vignette provided to you contains two examples of how a [PICK ONE: Direct Leader/Follower, Organizational Leader, or Strategic Leader] handled their responsibilities in similar situations. You will have 10 minutes to read the vignette and then discuss each of the questions provided. Be prepared to share your results at the end of the time allotted.

Video Vignette Directions: I’m going to play a short video vignette that illustrates two examples of how a [PICK ONE: Direct Leader/Follower, Organizational Leader, or Strategic Leader] handled their responsibilities in similar situations. Once the video is over, you will have 8 minutes to discuss each of the questions provided. Be prepared to share your results at the end of the time allotted.

1. Give the groups time to review the vignette and discuss the questions.
2. Consider giving 2- and 1-minute warnings.
3. Bring the groups back together to discuss the answers to the questions as a whole.
4. After one group shares their answer to the first question, ask the other groups if they have anything significantly different. If so, have them share and facilitate a brief discussion based on their answer.
5. Rotate the lead group to answer each question so that each group has a chance to share first if possible.
Reflection

• How will this information benefit you in the future?
• How could you use what you’ve learned today in your organizations?
• What is your main takeaway?
• Why do you think it is important for you to understand this material?
• How does all of this fit together?

Facilitator Note: This is the facilitator’s opportunity to tie the entire lesson together.

Ask: How will this information benefit you in the future?
Ask: How could you use what you’ve learned today in your organizations?
Ask: What is your main takeaway?
Ask: Why do you think it is important for you to understand this material?
Ask: How does all of this fit together?

Feedback: Your feedback is important for strengthening the Army Profession!

Talking Points: Soldiers and Army Civilians can provide CAPE with feedback on this AAOP package or other education and training materials by using the QR Code or going directly to the CAPE webpage. We appreciate feedback, which helps us better understand current issues within the profession and ways we can improve our support to Army Professionals.

CAPE Homepage

Talking Points: Get access to additional professional development materials from CAPE by visiting our website at cape.army.mil.

Talking Points: Whether you’re a direct, organizational, or strategic leader, trust is earned through consistent demonstration of character, competence, and commitment. All three certification criteria for Army Professionals must be intentionally developed in ourselves and others. If one is lacking, trust is compromised. When trust is compromised, leaders and subordinates are less likely to execute the principles of mission command. Building cohesive teams through mutual trust — the first principle of mission command — is essential, and it all begins with character. As we continue to prepare for the next battlefield — one that will likely be different than any we’ve ever seen before — we must be as intentional about developing character as we are about developing competence and commitment. This will contribute to our readiness to prevail in large-scale combat operations and all missions given to the U.S. Army.
PVT James reports to his first unit of assignment out of advanced individual training (AIT). His unit is already deployed to a large-scale combat operation overseas, so he is deployed forward almost immediately after receiving his equipment issue, with no home-station, pre-deployment training. When he arrives downrange, his squad leader, SSG Dickerson, calls him “fresh meat” and the other members of the squad start a pool predicting how long before PVT James is wounded or killed in combat. SSG Dickerson tells PVT James to follow his orders without question and he might stay alive. Over the next several weeks, PVT James participates in all of the squad’s missions with very little in the way of teaching, rehearsals, and after action reviews. The squad accomplishes its missions, but there doesn’t seem to be much cohesion or trust between squad members. During down time between missions, SSG Dickerson walks by PVT James and notices him working on a web-based college course. SSG Dickerson says, “Hey, Egghead! There’s no room for that here. Do only what I tell you to do; initiative will get you killed.”

PVT Lee reports to his first unit of assignment out of AIT. His unit is already deployed to a large-scale combat operation overseas, so the rear detachment runs him through a standardized, home-station training program to prepare him for deployment. The program includes: equipment issue and familiarization; certification training on battle drills and tasks; and education on the unit’s heritage, traditions, and standard operating procedures. The unit also provides him with counseling and preparations to ensure his family and personal affairs are in order. When he arrives downrange, his squad leader, SSG Tice, welcomes him to the squad and assigns him a battle buddy. SSG Tice tells PVT Lee that trust is important to the survival of every member of the team. SSG Tice says, “Trust is our confidence in each other as Soldiers. Confidence that you have the character, competence, and commitment to perform your duty with discipline and to standard, even in the most adverse conditions.” Over the next several weeks, PVT Lee receives constructive coaching and counseling during rehearsals, missions, and after action reviews. He sees that his squad accomplishes its missions in the right way; the members of the team trust each other; and they all follow SSG Tice’s example. SSG Tice encourages disciplined initiative and gives helpful feedback. For example, during down time between missions, SSG Tice walks by PVT Lee and notices him working on a web-based college course. SSG Tice says, “Hey, Lee! That’s what I like to see. Invest time in developing yourself to be a better Soldier.”

**Discussion Questions:**
1. Which experience would you want for yourself or any other Soldier? Explain why.
2. Compare the actions of the two squad leaders. Which actions reinforce character, trust, and cohesive teamwork? Which actions degrade character, trust, and cohesive teamwork?
3. Which direct leader will be more effective in developing the character of his Soldiers? Explain why.
4. What are some potential consequences when you don’t intentionally develop character in your subordinates?
Organizational Leader Vignette
FY 19-20 America’s Army – Our Profession
“Prevailing in Large-Scale Combat Operations: Character, Trust, and Mission Command”

Ms. Underwood leads the Directorate of Human Resources (DHR) for an Army garrison. The DHR has six divisions, each led by Army Civilian supervisors, with nearly 100 Army Civilian and contract employees. Her employees are trained on their duties and expected to produce results. Ms. Underwood personally certifies all time cards, approves all leave and compensatory time, and consistently checks on her employees’ whereabouts. She used to delegate more authority to her subordinate supervisors, but felt it made her look bad when they failed to meet the standards. She suspends her employees without pay when they violate her rules. One of her rules is that Soldiers who miss a levy briefing must wait two weeks to reschedule, and then must be accompanied by their First Sergeant to reschedule in-person at the reassignments section. Also, several times a month, the Identification (ID) Card section has long waiting lines because the demand exceeds the number of trained clerks. As a result, there are many Interactive Customer Evaluation (ICE) complaints about waiting times. The Garrison Commander’s policy is that all ICE submissions will be answered within 48 hours. One of Ms. Underwood’s supervisors suggests that the DHR conduct cross-training to handle surges like those in the ID card section. Ms. Underwood says, “All sections are busy so cross-training won’t really have an impact. We just need people focused on their jobs instead of smoking and joking.” Instead, she tells her supervisors to answer all ICE complaints with a standard response in 48 hours: “We have received your feedback and are researching the issue. We will get back with you as soon as possible. Thank you.” Over the next two months, there are just as many ICE complaints, but the ICE statistics for the DHR now show “Green” because 100% of the submissions are responded to within 48 hours.

Ms. Garcia leads a similar sized DHR for another Army garrison. Her employees are well-trained on their duties and motivated to produce results in the right way. She delegates time card certification to her supervisors and spot checks them for quality control. She communicates routinely with her subordinate supervisors and counsels them to do the same with their own teams. Ms. Garcia upholds the standards of the organization and sets the right example. For example, if a Soldier misses a levy briefing, Ms. Garcia reaches out to their unit First Sergeant and coordinates a new appointment. She finds that one phone call usually resolves the problem. Ms. Garcia encourages cohesive teamwork among her divisions and requires cross-training for all employees. When one section becomes over-burdened, division chiefs work together to cross-level resources, often on their own initiative. Ms. Garcia understands her commander’s intent is that all ICE submissions will be resolved, not just answered, within 48 hours. She tells her employees, “Treat our customers as you would wish to be treated.” She asks them to provide an initial response within 24 hours and follow up with a complete response as soon as possible. She provides guidance and assistance with problems that will take more than 48 hours to resolve. As a result, over the last two months, the DHR received more positive than negative ICE submissions. Ms. Garcia shared the news with her team and recognized those team members who were mentioned for their “great customer service.”

Discussion Questions:
1. Which DHR would you like to work in? Explain why.
2. Compare the organizational climates created by Ms. Underwood and Ms. Garcia. Which actions of the two leaders build trust and cohesion? Which actions degrade trust and cohesion?
3. How does each climate affect the character development of the individuals within the organization?
4. Which organizational leader will be more effective in developing character? Explain why.
5. What are some potential consequences on the mission and readiness for each DHR as a result of their organizational climates?
Situation: the United States is involved in large-scale combat operations against a near-peer adversary. The enemy is using armed autonomous drones against U.S. forces and coalition partners. These drones are indiscriminately causing civilian casualties and collateral damage in addition to losses to U.S. and coalition forces. The U.S. has a similar capability with its drones, but to this point has chosen not to employ the drones autonomously. The Army is considering a range of policy options to prevail in these operations. Two strategic advisors on the Army Staff, COL West and Mr. Allen, make the recommendations shown below to Army strategic leaders.

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<th>COL West</th>
<th>Mr. Allen</th>
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<td>Manning</td>
<td>Increase the percentage of recruits who are non-high school graduates and allow liberal waivers for recruits with previous misconduct in order to replace losses and fill Army units engaged in large-scale combat operations.</td>
<td>Don’t reduce recruiting standards. Instead, increase the duration of unit deployments, reduce individual dwell time, implement a stop-loss policy, and adopt an in-theater individual replacement system to replace casualties.</td>
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<td>Training Policy</td>
<td>Suspend all mandatory training requirements not directly associated with combat operations. Units in the combat zone need to focus solely on their warfighting functions.</td>
<td>Keep mandatory training requirements from AR 350-1 intact. Maintain the exception authority to waive mandatory training requirements at 2-star commander level. Empower leaders at the right level to make the decisions based on the missions at hand.</td>
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<td>Autonomous Systems</td>
<td>Employ armed U.S. drones in an autonomous mode and no longer require Soldiers on the ground to provide positive identification of drone targets, thereby reducing Soldier vulnerability to observation and attack.</td>
<td>Continue to use Soldier-operated U.S. drones and require positive identification to limit civilian casualties and collateral damage. Develop defensive systems to counter the enemy’s autonomous drones.</td>
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Discussion Questions:
1. Which recommendations do you think are right (ethical, effective, and efficient)? Explain.
2. Which recommendations reinforce an Army Culture of Trust? Why?
3. Which recommendations could potentially undermine an Army Culture of Trust?
4. How do these strategic level decisions impact character development within the Army?
5. Regardless of these policy decisions, why is transparency important in the decision process?
6. If you were the decision maker, what would you do, and why?
Key Terms

**Army Ethic:** The evolving set of laws, values, and beliefs, embedded within the Army *Culture of Trust* that motivates and guides the conduct of Army Professionals bound together in common moral purpose.

**Character:** *Intrinsically*—One’s true nature, including identity, sense of purpose, values, virtues, morals, and conscience. *Operationally*—An Army professional’s dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.

**Character development:** The continuous process within the Army as an institution, in Army organizations, and between leaders and subordinates—integrated within coordinated and progressive education, training, and experience—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.

**Commitment:** Resolve to contribute honorable service to the Nation and accomplish the mission despite adversity, obstacles, and challenges.

**Competence:** Demonstrated ability to successfully perform duty with discipline and to standard.

**Culture:** The set of long-held values, beliefs, expectations, and practices shared by a group that signifies what is important and influences how an organization operates.

**Identity:** One’s sense of self; perception of one’s roles and purpose in life.

**Mission Command:** The exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander’s intent to empower agile and adaptive leaders in the conduct of unified land operations.

**Professional Organizational Climate:** An environment where the expectation and the standard are that all live by and uphold the Army Ethic in the exercise of mission command.

**The Army Culture of Trust:** One that reflects the Army Ethic, wherein Army strategic directives, policies, systems, and programs are trusted to be ethical, effective, and efficient.

**Trust:** Reliance on the character, competence, and commitment of someone or something. *External Trust:* the confidence and faith that the American people have in the Army to serve the Nation ethically, effectively, and efficiently. *Internal Trust:* reliance on the character, competence, and commitment of Army Professionals (Soldiers and Army Civilians) to live by and uphold the Army Ethic.

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Doctrinal References

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America's Army – Our Profession (AAOP)
“Prevailing in Large-Scale Combat Operations:
Character, Trust, and Mission Command”
FY 19-20

LESSON AUTHOR: CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)
DATE PREPARED: 30 September 2018