

Army White Paper

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.

General Mark A. Milley, Chief of Staff of the Army¹

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Center for the Army Profession and Ethic
Mission Command Center of Excellence
U.S. Army Combined Arms Center
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Foreword

The Army's Framework for Character Development is the Army Leader Development Strategy (ALDS) implemented in accordance with the Army Ethic. The ALDS is based on the doctrine of the Army Profession, mission command, and leadership. The prescriptive components of the framework recognize the imperatives of an Army culture of trust, professional climates within Army organizations, and individual responsibility to be a trusted Army professional.

Implementation of the framework includes the Army as an institution, Army organizations across the Total Force, and leaders at all levels who recognize and accept their inherent responsibility to develop character within themselves and others. Strategic leaders establish policies, programs, and systems that support an Army culture of trust. Organizational leaders create conditions that support a professional climate. Direct leaders inspire and motivate Soldiers and Army Civilians to live our shared identity.

Successful implementation of this framework supports mission command and contributes to warfighting readiness through mutual trust and cohesion within the Army Profession and with the American people.



Michael D. Lundy
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The Army Ethic ***The Heart of the Army***

The Army Ethic includes the moral principles 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. Today our ethic is expressed in laws, values, and shared beliefs within American and Army cultures. 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***.

Living the Army Ethic inspires our shared identity as trusted Army professionals with distinctive roles as *honorable servants*, *Army experts*, and *stewards of the profession*. To honor these obligations we adopt, live by, and uphold the moral principles of the Army Ethic. Beginning with our solemn oath of service as defenders of the Nation, we voluntarily incur the extraordinary moral obligation to be trusted Army professionals.

Trusted Army Professionals are

Honorable Servants of the Nation—Professionals of Character:

We serve honorably—according to the Army Ethic—under civilian authority while obeying the laws of the Nation and all legal orders; further, we reject and report illegal, unethical, or immoral orders or actions.

We take pride in honorably serving the Nation with integrity, demonstrating character in all aspects of our lives.

In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect.

We lead by example and demonstrate courage by doing what is right despite risk, uncertainty, and fear; we candidly express our professional judgment to subordinates, peers, and superiors.

Army Experts—Competent Professionals:

We do our duty, leading and following with discipline, striving for excellence, putting the needs of others above our own, and accomplishing the mission as a team.

We accomplish the mission and understand it may demand courageously risking our lives and justly taking the lives of others.

We continuously advance the expertise of our chosen profession through life-long learning, professional development, and our certifications.

Stewards of the Army Profession—Committed Professionals:

We embrace and uphold the Army Values and standards of the profession, always accountable to each other and the American people for our decisions and actions.

We wisely use the resources entrusted to us, ensuring our Army is well led and well prepared, while caring for Soldiers, Army Civilians, and Families.

We continuously strengthen the essential characteristics of the Army Profession, reinforcing our bond of trust with each other and the American people.

The Army Ethic—our shared identity, supporting roles, and guiding moral principles²

The foundation of leadership is character.

General Alexander M. “Sandy” Patch
Some Thoughts on Leadership
Military Review, December 1943³

Why Character Matters

Simply stated, the U.S. Army must be able to *Fight and Win our Nation’s Wars* in the right way. Peer and near-peer adversaries contest our traditional strengths in the air, land, maritime, space, and cyber domains as well as the information environment. Large-scale combat operations will be hyperactive, exponentially more lethal, and unforgiving to the unprepared. Units will operate in complex terrain, in and among populations, and may be widely separated without communication, resupply, or accurate situational understanding. These changing conditions in the character of war will present new ethical challenges, requiring Army professionals who can effectively exercise disciplined initiative in the chaos of combat. We must anticipate these challenges and be prepared to meet them.

Success in this large-scale, multi-domain battle environment depends on leaders who can truly exercise the principles of mission command.⁴ As the synchronizing and integrating warfighting function, mission command demands mutual trust, and trust requires character.

*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.*⁵

General Mark A. Milley, Chief of Staff of the Army

The importance of developing and strengthening the character of our Soldiers and Army Civilians is widely recognized throughout American military history. General George Washington’s insights regarding the nature of the American Army placed us squarely on the right path. In a 1776 letter to Congress, he wrote, “If ... proper care and precaution are used ... (having more regard to the Characters of Persons, than the Number of Men they can Inlist [sic]) we should in a little time have an Army able to cope with any that can be opposed to it.”⁶

From those early days of our republic to the present, the development of character in our Soldiers and Army Civilians remains critically important for facing and overcoming the enduring challenges of warfare. Trusted Army professionals of character, competence, and commitment inspire cohesive teamwork based on mutual trust; continuously strive for situational understanding; take disciplined initiative bounded by the Army Ethic and the leader’s intent; accept prudent risk; and operate on the foundation of mission orders.⁷

Character in Action

So, what is character? As a profession, how do we define and discern it? Army doctrine, ADRP 1 *The Army Profession*, cites the intrinsic definition of character as one's "true nature including identity, sense of purpose, values, virtues, morals, and conscience." Army leadership doctrine, ADRP 6-22, describes character as the "moral and ethical qualities" that help us determine what is right and provide motivation to act accordingly. Specifically, in an operational context, character is "an Army professional's dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions."⁸

The Army Leader Development Strategy (ALDS) envisions an Army of trusted Soldiers and Army Civilians who accomplish the mission in the right way.⁹ The strategy states that the three crucial activities supporting leader development are education, training, and experience. Therefore, character development is the continuous process—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.

However, Army publications do not address specific actions across the Total Force that provide for the development and assessment of Soldiers and Army Civilians as leaders of character. Consequently, the Army, to this point, lacks a deliberate, holistic approach for developing and assessing character within the process of leader development.¹⁰

The Army White Paper "Developing the Character of Trusted Army Professionals: *Forging the Way Ahead*," 19 April 2016 (<http://cape.army.mil/character-development-white-paper/>),¹¹ discussed this omission. That document provided the background, rationale, and context for character development, including key facts, assumptions, and the risks associated with failure to explicitly provide for character development.

This White Paper addresses what we must do to develop character as a deliberate component of leader development. It describes what is desired and intended, and it identifies initiatives (see Annex B) to achieve its vision. It is not a discussion or evaluation of the current situation, and it does not provide individuals or organizations a checklist for how to develop or assess character.

Foundation for Character Development

Research reveals that character is multi-dimensional and informed by complementary, relevant disciplines and fields of study. The sciences of human psychological and biological development confirm that our true nature evolves as we mature throughout our lives.¹²

While inherited genetic factors certainly contribute to who we are, these are complemented by the full spectrum of psychological, sociological, and biological influences throughout our environment over time. Relatively recent publications in the field of moral psychology are clear regarding the significant impact that culture and the social climate have on our decisions and actions.¹³

The factors that promote honesty and integrity, and being respectful, humble, and of service to others, among other virtues, are derived from our formal and informal education, training, and experiences. These developmental activities occur in a social environment because “no man or woman is an island.” Environmental influences can reinforce virtuous conduct, but they can also encourage misconduct and unethical practices. Research findings do not suggest that individuals are helpless victims of their environment. However, research dispels the illusion that misconduct and unethical practices are only the result of people who lack character (“bad apples”) and are not heavily influenced by their social climates (“bad barrels”). Research and empirical evidence say we must address both the apples and the barrels.¹⁴

Further evidence from the fields of positive psychology and human development suggest that we have the ability to take advantage of resources in our environment and to strengthen our resilience and ability to thrive.¹⁵ In addition, our spirituality draws upon personal, philosophical, psychological, and religious teachings or beliefs, and plays a significant role in character development.¹⁶ Ultimately, each of us travels a unique path on life’s journey and is influenced by the cumulative effects of our experiences. Thus, our character is the product of multiple, interactive variables.

In this light, we understand that the character of our Soldiers and Army Civilians was developed throughout the years leading to their decisions to join the Army Profession. Accordingly, for the Army, character development starts with our initial efforts to attract and select American citizens and other eligible volunteers who will honorably fulfill their oaths of service.¹⁷ The process of character development continues throughout our time in service.

Beyond this understanding of factors affecting character, there is no consensus in the literature regarding what must be done within education, training, and experience to inspire, motivate, and enable people to make decisions and take actions that are consistent with an ethic.¹⁸

The Army's Framework for Character Development

Given this lack of consensus, the Army's intent to provide for character development, through deliberate integration of culture, climate, and identity, is breaking new ground. The framework is a practical expression of a relational developmental system¹⁹ that coordinates the mutually supporting and interdependent effects of the Army as an institution, its organizations, and its people.

As depicted in the graphic below, *The Army's Framework for Character Development* is the Army Leader Development Strategy, implemented in accordance with the Army Ethic and synchronized at all levels of leadership: strategic, organizational, and direct. The ALDS and the Army Ethic apply to the Army as an institution, guide all Army organizations, and influence the development of Soldiers and Army Civilians across the Total Force.

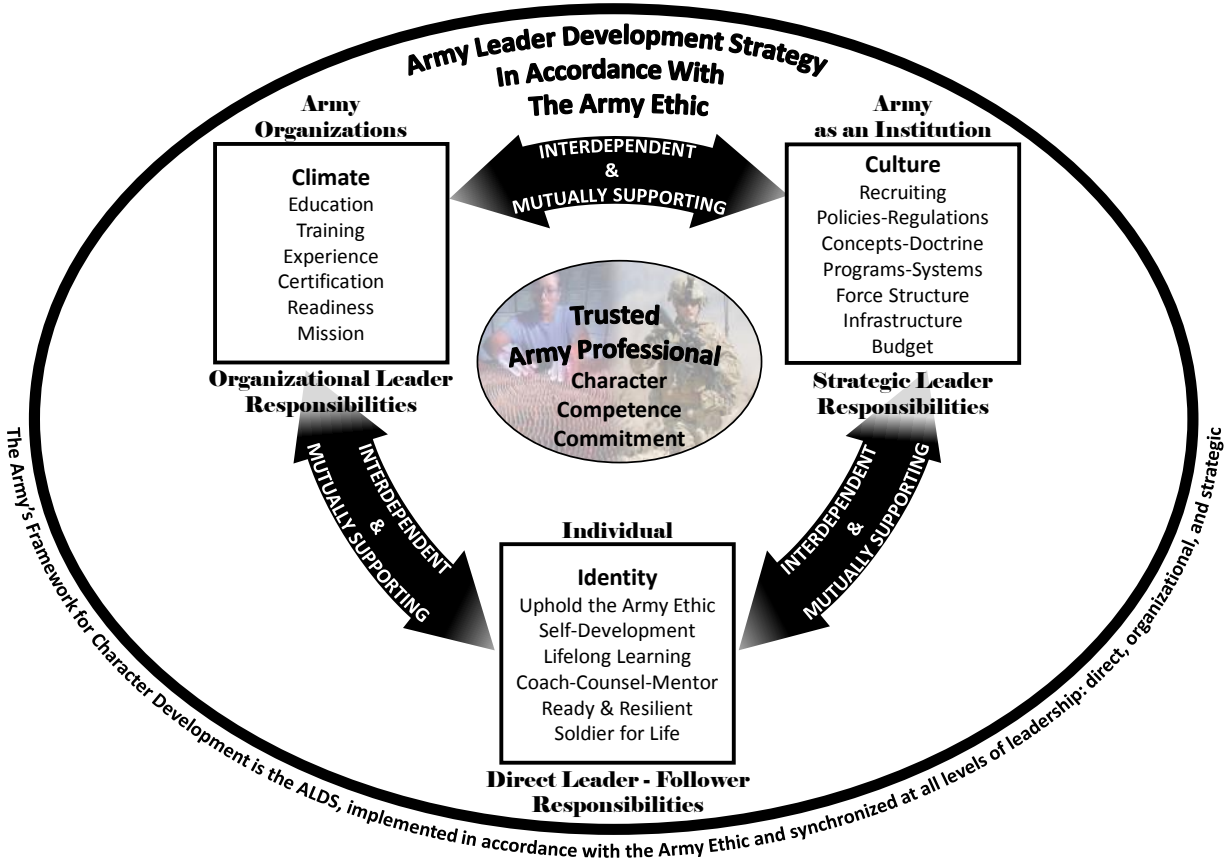
The Army as an institution, through the decisions and actions of its strategic leaders, is responsible for recruiting, policy directives, regulations, concepts, strategies, doctrine, programs, education, and systems. All of these must be transparent and implemented in accordance with the Army Ethic. As the Army's senior stewards, strategic leaders strengthen the Army culture of trust, establishing the overarching conditions that support professional organizational climates and living and strengthening our shared identity.

Army organizations, including departments, commands, schools, training centers, and tactical units, are guided by their organizational leaders who establish and sustain professional climates where all are inspired and expected to live by and uphold the Army Ethic in the exercise of mission command. Organizational leaders ensure that instruction, training, and experience provide sequential, progressive development and readiness. Organizational leaders are responsible for ensuring the mission is accomplished in the right way.

Each of us, as a direct leader and follower, is responsible for adopting our shared identity as a trusted Army professional. We pursue lifelong learning and self-development. We willingly offer and accept objective, professional assessment of our performance. Effective coaching, counseling, and mentoring help us to improve throughout our careers. Upon completion of our honorable service, we continue to contribute as *Soldiers for Life*²⁰ in our communities and families.

Therefore, successful implementation of the framework depends on mutually supporting and interdependent responsibilities at all levels of leadership. Strategic leaders establish transparent policies and practices. Organizational leaders certify that standards are met within professional climates. Direct leaders live by and uphold the Army Ethic, and inspire, teach, coach, counsel, mentor, and ensure their subordinates are ready and resilient.

THE ARMY'S FRAMEWORK FOR CHARACTER DEVELOPMENT



ENDSTATE: The Army Leader Development Strategy is implemented in accordance with 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.

The ALDS and the Army Ethic apply to the Army as an institution, guide all Army organizations, and support the development of trusted Army professionals across the Total Force. Leader responsibilities include reinforcing an Army culture of trust, creating and sustaining professional climates within Army organizations, and adopting and strengthening our shared identity as trusted Army professionals. In this light, the responsibilities at each level of leadership are mutually supporting and interdependent. Leaders at all levels influence and are influenced by the Army culture, their organization, and living our shared identity. All Army leaders must acknowledge and accept their inherent responsibility to develop character within themselves and others.

The Army's Framework for Character Development.

Army Culture of Trust—Strategic Leaders

The Army, established by Congress, is a military department of the U.S. Government, consisting of components, communities of practice, and personnel cohorts. Our branches, major commands, and operational units have adopted unique customs and courtesies. Each has its own storied history, lineage, and traditions. Artifacts, icons, and ceremonies reflect and support organizational ethos and esprit de corps. In effect, the Army's culture, like that of the Nation we serve, is a culture of cultures. Yet, we are "One Army, Indivisible"—united by common moral purpose, shared identity, one ethic, and a transcendent culture of trust.

Army culture is influenced by strategic leaders. Displaying exemplary conduct is one of the most powerful ways for strategic leaders to guide the Total Force. By doing what is right and being transparent, they set the standard, inspire honorable service, promote stewardship, and strengthen esprit de corps. When strategic leaders consistently live by and uphold the moral principles of the Army Ethic they reinforce trust with the American people and mutual trust within the profession. External and internal trust are essential for honorable victory on the battlefield—defending our Nation and our way of life.

Strategic leaders provide for institutional education supporting military expertise. They secure resources and assign priorities for facilities and infrastructure, weapons and equipment, supply and maintenance, and manpower and funding. They establish the goals and procedures for military recruiting and civilian accessions. Their policies guide lifecycle management of all Army personnel and establish the programs that care for their families. In this way, strategic leaders' decisions and actions shape Army culture, and only in a culture of trust can organizational and direct leaders exercise mission command.

Professional Organizational Climate—Organizational Leaders

Organizational leaders recognize that accomplishing the mission requires mutual trust and cohesive teamwork. As such, they establish a professional climate where the expectation and the standard are that all will live by and uphold the Army Ethic in the exercise of the philosophy and doctrine of mission command.

Efforts to establish a professional climate are supported throughout the chain of command and the entire leader team. For example, chaplains advise on matters of morals and ethics to assist leaders at all levels. Chaplains can help with prevention and resolution of moral, ethical, social, and spiritual issues. In addition, the Staff Judge Advocate serves as an advisor to leaders on ethical considerations involving interpretation of United States Code and Department of Defense and Army policies and regulations.²¹

To support situational understanding, organizational leaders must have the means to assess the state of the professional climate and know how to redress conditions that fail to meet professional standards. Currently the Army lacks effective resources to assist leaders in doing so.

Within Army organizations, Soldiers and Army Civilians develop through the sequential and progressive process of education, training, and experience gained through performance of duty. In all these activities, organizational leaders support character development by planning and rehearsing for ethical action and reflecting on what happened, as part of the after action review (AAR) process.

Organizational leaders of 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 must include experiential, activity-based learning to teach creative and critical thinking with integrated ethical reasoning. This provides opportunities for learners to apply the moral principles of the Army Ethic in their decisions and actions.

Identity—*Trusted Army Professionals*—Direct Leaders and Followers

As direct leaders we influence followers. At the same time all of us are subject to influence from everyone with whom we interact. In this way, we are both leaders and followers. Our ethical responsibility is to be a good influence and not allow ourselves to be co-opted or pressured into doing or accepting what is wrong. To be trusted leaders and followers we must live by and uphold the Army Ethic.

Through coaching, counseling, and mentoring, leaders positively influence others to not only obey laws and regulations but also to live by and uphold the moral principles of the Army Ethic. As discussed in *Giving Voice to Values*, leaders should be willing and able to address ethical concerns with their followers' conduct, inspiring and motivating them to strive for ethical excellence. This is accomplished through values-driven action plans that when implemented and evaluated strengthen the character, competence, and commitment of Soldiers and Army Civilians as demonstrated in their performance of duty.²²

Ultimately, we are responsible for embracing and continuously living our shared identity. In performing our duty, we contribute to the mission and strive for excellence. We honor our customs, courtesies, and traditions; uphold standards and discipline; and stand strong to prevent misconduct and stop unethical practices.

Taking the Next Step—Implementation and Assessment

The next logical step is to deliberately implement *The Army's Framework for Character Development* through a planned set of initiatives (see Annex B). Army leaders will take actions supporting implementation within their prescribed responsibilities and authorities.²³ These initiatives represent recommendations provided by Army organizations and subject-matter experts participating on the Army-wide Character Development Project Team. As such, many are emerging or ongoing and should continue, subject to assessment and refinement. [Illustrative examples are at the end of the References.**]

Concurrent with implementation, we will assess the success of the framework in achieving its intent. Strategic leaders assess the Army as an institution and its directives, policies, programs, and systems affecting the Army culture of trust. Organizational leaders assess their success in establishing and strengthening the professional climate within their organizations. Direct leaders assess the performance of their followers by observing decisions and actions.

The Army Profession and Leader Development Forum (APLDF) will synchronize implementation and assessment. Actions requiring authority outside the APLDF will be coordinated and staffed through the appropriate chain of command.

Summary

The Army's Framework for Character Development is the ALDS implemented in accordance with the Army Ethic. The framework applies to the Total Force, affecting all Soldiers and Army Civilians. Character development requires an Army culture of trust, professional climates in Army organizations, and individual commitment to embrace our shared identity. Through education, training, and experience, the intent is to simultaneously contribute to development in character, competence, and commitment. All leaders recognize and accept the responsibility to develop character in themselves and others. Successful character development contributes to cohesive teamwork and mutual trust—the first principle of mission command.

Annex A: Vignette—*The Army’s Framework for Character Development in Action*

This vignette illustrates the desired outcome when the Army culture of trust, professional organizational climate, and shared identity are working in concert to contribute through education, training, and experience to simultaneously develop character, competence, and commitment in an Army Soldier.

A noncommissioned officer is completing a tour of duty as a drill sergeant at Fort Jackson, South Carolina. He is on orders to the 82nd Airborne Division (All-American) and is slated to be assigned as a platoon sergeant.

In high school he was motivated to join the Army after watching a Golden Knights parachute demonstration at the local county fair. He spoke with some members of the Army Parachute Team and was inspired to serve his country as a Soldier.

His recruiter encouraged him through the application process, met with his family, and verified his academic, mental, physical, and medical qualifications and eligibility. He completed all requirements through the Military Entrance Processing Station and arrived at Fort Benning, Georgia, for Initial Military Training.

His drill sergeants provided inspiration and instilled pride and discipline in all the trainees. He completed all his training to standard and he learned to strive for excellence. When he was taught to shoot, move, and communicate, he was taught to do so in the right way. He learned he could trust his leaders and his fellow Soldiers and they graduated as a cohesive team.

Following Airborne School, he was assigned to the 173rd Airborne Brigade, Vicenza, Italy, and then deployed. In combat, he found unexpected challenges to his character as local customs and culture conflicted with his commitment to live by and uphold the Army Ethic. With the support of caring leaders and peers within a professional organizational climate, he maintained his integrity and performed well.

After this successful tour of duty, he was promoted to sergeant and transferred to the 1st Infantry Division. He conducted rigorous home station training, completed a combat training center rotation, and again deployed into a combat zone, serving as a squad leader. In the presence of adversity, his unit demonstrated its esprit de corps. With mutual trust and cohesive teamwork, his team accomplished its combat missions in the right way. He was commended for his performance of duty and volunteered to be a drill sergeant.

He earned the “badge and hat” and enjoyed the challenge and opportunity of being on the trail, training young Soldiers to be Army Strong. Now he is looking forward to being back at Fort Bragg as an All-American and serving as a platoon sergeant. He loves being a Soldier.

He identifies with being a trusted Army professional, seeing himself as an honorable servant in defense of the Nation, an Army expert in his military occupational specialty, and a faithful steward of the Soldiers and resources entrusted to his care.

His new battalion assigns him a sponsor who helps him transition and secure quarters for his spouse and two young daughters. His company commander, first sergeant, and platoon leader personally welcome him to the unit. After settling in, his initial orientation includes command philosophy; unit-specific mission focus; standard operating procedures; and recent, current, and upcoming training. The unit will recognize him and his family at the monthly hail and farewell event.

In the performance of his new duties, he will benefit from formal and informal coaching and counseling, routinely communicating with his former first sergeant from his time with the 173rd, a trusted mentor. As an Army leader, he will develop himself and others in character, competence, and commitment. He embraces the mission command philosophy and will ensure his Soldiers are ready to accomplish the mission. He knows this is his moral imperative.

In all his Army experiences—beginning with recruiting and continuing through his training, education, and operational assignments—he has learned that on and off duty, in and out of uniform, in all aspects of life he is expected to live by and uphold the moral principles of the Army Ethic, including Army Values.

The deliberate leader development process that brought him to this place will continue throughout his career. Upon retirement or honorable discharge from active duty, he will serve his Nation and community as a Soldier for Life. He is both a leader and follower who is a trusted Army professional.

This outcome requires that strategic leaders establish transparent policies and practices affecting recruiting, professional military education and training, assignments, awards, and promotions that contribute to an Army culture of trust. Organizational leaders provide education, training, and experience—sequentially and progressively—certifying that standards are met within professional climates that reflect the Army Ethic and the philosophy and doctrine of mission command. Direct leaders live by and uphold the Army Ethic, inspire, teach, coach, counsel, mentor, and ensure their subordinates are ready and resilient *Soldiers for Life*.

Annex B: Initiatives

Army Culture of Trust—Strategic Leaders

The Army’s strategic leaders are responsible for strengthening the Army culture of trust and the Army as an institution. Strategic leaders establish the policies, programs, and systems that shape Army culture, define recruiting, support professional organizational climates, and motivate individuals to live by and uphold our shared identity.

Initiative 1: Strategic leader influence on the Army culture of trust should be taught beginning at intermediate levels of PME/CES and reinforced at the senior levels of learning. This will develop a strategic mindset, supporting understanding of the effects of strategic decisions at all levels of leadership.

Initiative 2: Review and ensure that directives, policies, regulations, concepts, doctrine, and strategic communications addressing character are in accordance with Army Profession doctrine (ADRP 1). This includes synchronization of Army Profession and Army Leadership doctrine and redressing policy or practices that may undermine trust (e.g., programs or systems that create situational dilemmas wherein we may be “lying to ourselves”).

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

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.

Initiative 3: Develop and promulgate strategic messaging for the Army as a trusted military profession and Soldiers and Army Civilians as trusted Army professionals, answering a calling to honorable service. Simultaneously, Army recruiter preparation and certification address the responsibility to inspire and motivate individuals to join the Army as a calling to honorable service.

Professional Organizational Climate—Organizational Leaders

Leaders of Army organizations are responsible for ensuring the readiness of their organizations and for accomplishing the mission in the right way. They establish and continuously strengthen the professional organizational climate that is necessary for mutual trust and cohesion. To support situational understanding, organizational leaders must have the means to assess the state of the professional climate and know how to redress conditions that fail to meet professional standards. Currently, the Army lacks effective resources to assist leaders in doing so. Therefore, the Army should research, develop, and adopt resources supporting leaders’ assessment of the professional climate within their organizations.

Initiative 4: Leaders should know why and how to establish and assess the professional climate within their organizations. Organizational leaders should be provided with resources to assess and redress conditions within the unit or organization that fail to meet professional standards.

Army organizations ensure PME/CES and organizational training are designed and implemented to prepare Army leaders for the ethical challenges of winning in a complex world. The Army Ethic and its application in decisions and actions are taught and practiced in PME/CES and organizational training. Organizational leaders provide feedback to Army schools to ensure they are graduating students who are able to contribute to the mission.

Initiative 5: During PME/CES and organizational training, ethical challenges are integrated within experiential activities and exercises to ensure their consideration in decision making, planning, rehearsals, execution, and in after action reviews.

As stewards of the profession we continually advance our expert knowledge and skills in landpower and certify Army professionals. Certification verifies and validates an Army professional's character, competence, and commitment to fulfill responsibilities and successfully perform assigned duties.

Initiative 6: Each certification event (e.g., performance evaluation, graduation or completion of training, promotion, reenlistment, assumption of command, change of responsibility, etc.) should confirm that the certifying authority has verified and validated that the individual has demonstrated character, competence, and commitment to performance standards. Certification should be made a permanent entry on personnel records.

Identity—Direct Leaders

Embracing our shared identity, self-development, and lifelong learning begin 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. Soldiers and Army Civilians should review and reflect on case studies where decision making properly anticipated ethical challenges and accounted for them in assessment of courses of action and examples where ethical implications were ignored.

Initiative 7: Army leaders acknowledge and accept their responsibility to develop character in themselves and others. 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*. Coaching, counseling, and mentoring include ethical considerations in decisions and actions.

Assessment

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 (decision maker) can adjust mission orders and continue progress to achieve the intent (accomplish the mission).

Initiative 8: Develop and implement a character development assessment process to determine the degree to which *The Army’s Framework for Character Development* is having the intended effect. Assessment addresses all levels of leadership: strategic (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.

Annex C: Glossary

Acronyms, abbreviations, and key terms included in *The Army's Framework for Character Development* that have Army definitions.

Section I – Acronyms and Abbreviations (asterisk (*) indicates Army Abbreviations, Brevity Codes, and Acronyms)

*AAR	after action review
*ACOM	Army command
*ADP	Army Doctrine Publication
*ADRP	Army Doctrine Reference Publication
*ALDS	Army Leader Development Strategy
*APLDF	Army Profession and Leader Development Forum
*AR	Army Regulation
*ARNG	Army National Guard
ASA	Attraction-Selection-Attrition
*ASA (M&RA)	Assistant Secretary of the Army - Manpower and Reserve Affairs
*ASCC	Army service component command
ASLTE	Adaptive Soldier Leader Training and Education
*ATP	Army Techniques Publication
*AWC	Army War College
*CAC	Combined Arms Center
CAPE	Center for the Army Profession and Ethic
*CAR	Chief, Army Reserve
*CES	Civilian Education System
*CG	commanding general
*CCH	Chief of Chaplains
CIMT	Center for Initial Military Training
*CSA	Chief of Staff, Army
*CTC	Combat Training Center
*DA PAM	Department of the Army pamphlet
*DARNG	Director, Army National Guard
*DODI	Department of Defence instruction
*DRU	direct reporting unit
*DCS G-1	Deputy Chief of Staff for Personnel
*DCS G-3	Deputy Chief of Staff for Operations and Plans
*FM	field manual
*FORSCOM	U.S. Army Forces Command
*GTA	graphic training aid
HDS	The Army Human Dimension Strategy
*HQDA	Headquarters, Department of the Army
*IMT	initial military training
*JP	Joint Publication
*JRX	joint readiness exercise
*MDMP	military decision making process
NGAUS	National Guard Association of the United States

OCR	office of coordinating responsibility
*OCPA	Office of the Chief Public Affairs
*OPR	office of primary responsibility
*PME	professional military education
R2C	Ready and Resilient Campaign
RDS	Relational Developmental System
*SHARP	sexual harassment / assault response and prevention
*SOCOM	Special Operations Command
*TC	training circular
*TIG	The Inspector General
*TJAG	The Judge Advocate General
TLPs	troop leading procedures
TP	TRADOC pamphlet
TR	TRADOC regulation
*TRADOC	U.S. Army Training and Doctrine Command
*TSC	theater sustainment command
*TSG	The Surgeon General
*U.S.	United States
*USAREC	United States Army Recruiting Command
*USAREUR	United States Army Europe
*USAWC	United States Army War College
*USC	United States Code
*USMA	United States Military Academy
*USMEPCOM	United States Military Entrance Processing Command

Section II – Terms (asterisk (*) indicates terms defined in Army doctrine or regulations; these are followed by the proponent publication(s))

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***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. ADRP 1.

***assessment:**

1. A continuous process that measures the overall effectiveness of employing joint force capabilities during military operations. FM 3-07, FM 3-24. 2, ATP 3-01.7, ATP 3-9.
2. Determination of the progress toward accomplishing a task, creating a condition, or achieving an objective. ADP 3-37, ADP 5-0, ADRP 3-37, ADRP 5-0, FM 3-13, FM 3-24, FM 3-96, FM 6-0, ATP 2-01, ATP 3-01.7, ATP 3-07.6, ATP 4-13, ATP 5-0.1, ATP 6-01.1.
3. Judgment of the motives, qualifications, and characteristics of present or prospective employees or “agents.” JP 3-0, FM 3-07, ATP 3-01.7.

4. A method used to determine, from performance, the proficiency and potential of a leader. Ideally, assessment is characterized by an objective judgment against a criterion-based standard. DA PAM 350-58.

Attraction–Selection–Attrition (ASA): A theory holding that: (1) individuals are attracted to organizations whose members are similar to themselves in terms of personality, values, interests, and other attributes; (2) organizations are more likely to select those who possess knowledge, skills, and abilities similar to the ones their existing members possess; and, (3) over time, those who do not fit in well are more likely to leave. Owing to these three factors, the personal characteristics of those who serve in an organization are likely to become more similar over time, leading to the consolidation of organizational culture. Oxford Reference/Schneider, B, et al. [1995].

***certification:**

1. The recognition or credential given to individuals who have met predetermined qualifications set by an agency of government, industry, or a profession. DODI 1400.25–V410.

2. A formal written confirmation by a proponent organization or certifying agency that an individual or team can perform assigned critical tasks to a prescribed standard. The team or individual must demonstrate its ability to perform the critical tasks to the prescribed standard before certification is issued. AR 350–1.

3. Verification and validation of an Army professional’s character, competence, and commitment to fulfill responsibilities and successfully perform assigned duty with discipline and to standard. AR 600-100, ADRP 1.

***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. ADRP 1.

***competence:** Demonstrated ability to successfully perform duty with discipline and to standard. ADRP 1.

***commitment:** Resolve to contribute honorable service to the Nation and accomplish the mission despite adversity, obstacles, and challenges. ADRP 1.

character development: The continuous process within the Army as an institution, in Army organizations, and between leaders and subordinates—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.

***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. AR 350-1.

ethic: A set of moral principles guiding decisions and actions.

ethics: The study of what is right and wrong (philosophy, theology, law).

identity: One's sense of self; perceptions of one's roles and purpose in life.

***initiative:** A leader development proposal approved by CG, TRADOC and the CSA, but without resource requirements documented in the program objective memorandum. DA PAM 350-58.

***leader development:** The deliberate, continuous, sequential, and progressive process, grounded in Army values, that grows Soldiers and Civilians into competent and confident leaders capable of decisive action. AR 350-1.

moral(s): Belief(s) about what is right and wrong (conscience).

***professional development:** The deliberate and continuous process of education, training, and experience that prepares Soldiers and Army Civilians of character, competence, and commitment to perform present and future duty in accordance with the Army Ethic. AR 600-100.

professional organizational climate: An environment wherein the expectation and the standard are that everyone lives by and upholds the moral principles of the Army Ethic, including Army Values, in the exercise of the philosophy and doctrine of mission command.

Relational Developmental System (RDS): A metatheory addressing human development, emphasizing that character is influenced by the context, including ongoing coactions between individuals and their environment. These environmental interactions include many levels of the ecology (e.g., societal influence, institutional culture, organizational climate, and interpersonal relations). Lerner, R. M., & Schmid Callina, K. (2014), Overton, W. F. (2015), Schmid Callina, K., et al. (2017).

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****Several Army organizations on the Army Character Development Project Team identified their on-going efforts to integrate character development within conduct of their missions. Character development initiatives were highlighted by:**

Army Civilian Acculturation, <http://cpol.army.mil/library/employment/acculturation/>;
Army Research Institute, <https://sslweb.hqda.pentagon.mil/ari/>;
Army University, <http://armyu.army.mil/>;
ASA (M&RA), <http://www.asamra.army.mil/index.html>;
Asymmetric Warfare Group-Adaptive Soldier Leader Training and Education (ASLTE), <https://www.milsuite.mil/book/groups/asymmetric-warfare-group-knowledge-center>;
Center for Army Leadership, <http://usacac.army.mil/organizations/mccoe/cal>;
Center for Initial Military Training, <http://www.tradoc.army.mil/usacimt/>;
Commander360, <https://cdr360.army.mil/>;
FORSCOM, <https://www.forscom.army.mil/>;
HQDA DCS G-1-Ready and Resilient Campaign (R2C), <http://www.armyg1.army.mil/>;
Maneuver Center of Excellence, <http://www.benning.army.mil/mcoe/>;
Maneuver Support Center of Excellence,
U.S. Army Cadet Command, <http://www.cadetcommand.army.mil/>;

U.S. Army Command and General Staff College,
<http://usacac.army.mil/organizations/cace/cgsc/>;
U.S. Army Europe-21st TSC Not In My Squad, <http://www.eur.army.mil/21TSC/>;
U.S. Army Management Staff College, <http://usacac.army.mil/organizations/cace/amsc/>;
U.S. Army Pacific-8th TSC Young Alaka'i Program, <https://www.army.mil/8thtsc>;
U.S. Army Recruiting Command, <http://www.usarec.army.mil/index.html>;
http://www.wood.army.mil/usamps/USAMPS_CDF_Implementation.pdf;
U.S. Army Sergeants Majors Academy, <http://usasma.armylive.dodlive.mil/>;
U.S. Army War College, <https://www.armywarcollege.edu/>;
U.S. Military Academy-West Point Character Development Strategy,
[http://www.usma.edu/strategic/Shared%20Documents/West%20Point%27s%20Character%20Development%20Strategy\(DIGITAL-2-4-15\).pdf](http://www.usma.edu/strategic/Shared%20Documents/West%20Point%27s%20Character%20Development%20Strategy(DIGITAL-2-4-15).pdf)

Annex E: Endnotes

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