

CAC-23: Institution's climate, culture, and curriculum foster development of leaders of character and presence.					As of: May 2011			
Criteria	Criteria Guidelines	References	Required Documents	Applicability				Mandatory Comments
				CoE	School/College	NCOA	RC	

<p><b>General Guidelines for Data Collection.</b></p> <ul style="list-style-type: none"> <li>• During the in-brief listen for indicators of the institution's philosophy regarding leadership and leader development.</li> <li>• Early in the visit, interview key leaders to learn how the institution approaches the job of developing leaders. If possible, talk to more senior leaders first. Follow-up on indicators noted during the in-brief. Seek key leaders' advice on how best to see the institutions' approach in action during the visit.</li> <li>• Gather evidence to confirm or deny criteria by means of: <ul style="list-style-type: none"> <li>○ Focus groups with instructors/cadre. At a minimum, ensure that you have one focus group with instructors/cadre for enlisted IMT and each leader cohort (Army Civilian, NCO, Warrant Officer and O-grade Officer). These focus groups are of primary importance.</li> <li>○ Focus groups with students of each leader cohort.</li> <li>○ Focus groups with curriculum designers/developers. Schedule permitting; attend focus groups conducted by other evaluators.</li> <li>○ A focus group with developing leaders not represented in other focus groups.</li> <li>○ Observation of programmed learning activities, e.g., scheduled instruction, physical training and exercises.</li> <li>○ Observation of un-programmed or extra-curricular activities.</li> </ul> </li> <li>• Where possible review documentation before or after the visit. Documentation alone is sometimes unreliable evidence of leadership and leader development practices and outcomes.</li> </ul>							
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**Standard 23.** Institution's climate, culture and curriculum foster the development of leaders of character and presence.

<p><b>Guidelines</b></p> <ul style="list-style-type: none"> <li>• Character and presence reveal themselves in times of stress.</li> <li>• Learning institutions can place students under stress without endangering lives and property as is often the case in units.</li> <li>• Remember that the learning institution <i>is</i> the real world for instructors, staff and faculty. The stress on them is genuine and can be powerful.</li> <li>• IMT and initial learning experiences for Army civilians exert a powerful and lasting influence on the development of leader character and presence.</li> </ul>							
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<p><b>Criterion 23a:</b> The Professional Military Ethic including Army Values, Empathy and Warrior Ethos is clearly reflected in the learning environment and is exhibited by leaders at the institution.</p>	<p><b>23 a(1):</b> Institutions of character foster the development of leaders of character. Does the institution itself exhibit Army Values, empathy and Warrior Ethos? Indicators would include special events that show respect to deserving individuals or groups; support for community members in need; refusal by the institution to give up on its people or its mission despite obstacles. While written policies can be important, the strongest evidence is the actions of the institution and its people.</p>	<p>FM 6-22, Chapter 4.</p>						<p>Document as <b>"Not Met"</b> if the institution does not have both:</p> <ul style="list-style-type: none"> <li>a. An effective process for providing coaching, counseling and/or mentoring to developing leaders about their character and presence, and</li> <li>b. Effective processes to prevent, or failing that, to identify and correct breaches of character detrimental to developing leaders.</li> </ul>
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	<p><b>23a(2):</b> Do the institution's leaders including staff, faculty and cadre, model character at all times? Does the institution capitalize when developing leaders set positive examples for each other?</p> <p><b>23a(3):</b> When breaches of character occur are they dealt with appropriately? Breaches of character that are tolerated or treated lightly do harm by giving developing leaders the impression that Army Values, empathy or Warrior Ethos are not important or that they do not apply in all circumstances. Examples of breaches include acts of racism, gender discrimination, giving false reports, and taking advantage of subordinates. Joking about such acts also sets a poor example by giving the impression that they are not serious character weaknesses.</p>			X	X	X	X	
<p><b>Criterion 23b:</b> Institution leaders foster the development of military or professional bearing, physical fitness, composure, confidence and resilience by setting an appropriate example for developing leaders.</p>	<p><b>23 b(1):</b> Do the institution's leaders including staff, faculty and cadre, model leader presence at all times? An appropriate example is set when a leader displays these attributes in a manner consistent with the expectations of his or her profession.</p>	FM 6-22, Chapter 5.		X	X	X	X	
	<p><b>23b(2):</b> A uniformed leader sets an appropriate example of physical fitness when ready to meet the physical requirements of any duty to which he or she may be assigned.</p>	AR 600-9.		X	X	X	X	
	<p><b>23b(3):</b> A civilian leader likewise sets an appropriate example of physical fitness when he or she is ready to meet the physical requirements of any duty to which he or she may be assigned. It is not necessary for civilian leaders to meet the standards of AR 600-9. A leader in any field who is able to carry out his or her duties to a high professional standard with vitality and enthusiasm will inspire others to do likewise in their own chosen field.</p>	FM 6-22, para 5-9.		X	X	X	X	
<p><b>Criterion 23c:</b> The institution provides opportunities for developing leaders to display character and presence.</p>	<p><b>23 c(1):</b> Does the design of training or education include opportunities for developing leaders to display character and presence? Opportunities would include placing developing leaders under stress, posing ethical dilemmas, and challenging them physically or mentally.</p>	FM 6-22, para 4-1 to 5-18.		X	X	X	X	
	<p><b>23c(2):</b> Extra-curricular activities such as community service, sports, and leisure activities may also provide developing leaders opportunities</p>			X	X	X	X	

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	to exhibit Army Values, empathy and the Warrior Ethos. Does the institution recognize and capitalize on these?							
<b>Criterion 23d:</b> Coaching, counseling and/or mentoring provide developing leaders constructive feedback on character and presence.	<b>23d(1):</b> Does the institution recognize and reinforce display of strong character or presence in its developing leaders?	FM 6-22, para 8-67 to 8-90.						
	<b>23d(2):</b> Does the institution recognize and provide coaching, counseling or mentoring to individuals who need development in the areas of character or presence?		X	X	X	X		
	<b>23d(3):</b> Reinforcement and development may be formal or informal, but should specifically address elements of character and presence.							