

CAC-23: Leader development: Institution's climate, culture, and curriculum foster the development of leaders of character and presence.						As of: Final Draft 2012		
Criteria	Criteria Guidelines	References	Required Documents	Applicability				Mandatory Comments
				CoE	School/College	TRNCOA	RC	

Criterion 23a: Leader Character including Army Values, Empathy, Warrior/Service Ethos and Discipline is clearly reflected in the learning environment and is exhibited by leaders at the Institution.	23 a(1): Institutions of character foster leaders of character. Does the institution itself exhibit Army Values, empathy and Warrior/Service Ethos and discipline? Positive 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 and insistence on high standards despite pressure to lower them. While written policies can be important, the strongest evidence is the actions of the institution and its people.	FM 6-22, Chapter 4; TRADOC PAM 525-8-2, Ch 1, para 3-4 & App C.		X	X	X	X	
	23a(2): Do the institution's leaders including staff, cadre and cadre, model character at all times? Does the institution capitalize when developing leaders set positive examples for each other?							
	23a(3): 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, Warrior/Service Ethos or Discipline are not important or that they do not apply in all circumstances. Examples of breaches include acts of racism, gender discrimination, giving false reports, taking advantage of subordinates, or cheating on a test. Joking about such acts also sets a poor example by giving the impression that they are not serious character weaknesses.							
Criterion 23b: Institution leaders foster the development of military or professional bearing, comprehensive fitness, composure, confidence and resilience by setting	23 b(1): Do the institution's leaders including staff, cadre 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.	FM 6-22, Chapter 5 ; TRADOC PAM 525-8-2, Ch 1, para 3-4 & App C.						
	23b(2): 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.	AR 600-9						

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an appropriate example for developing leaders.	23b(3): 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.	FM 6-22, para 5-9; ; TRADOC PAM 525-8-2, Ch 1, para C-3						
Criterion 23c: The institution provides opportunities for developing leaders to display character and presence.	23 c(1): 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.	FM 6-22, para 4-1 to 5-18. ; TRADOC PAM 525-8-2, Ch 1, paras 3-3 & 3-4.						
	23c(2): Extra-curricular activities such as community service, sports, and leisure activities may also provide developing leaders opportunities to exhibit Army Values, empathy and the Warrior/Service Ethos and Discipline. Does the institution recognize and capitalize on these?	FM 6-22, para 4-1 to 5-18						
Criterion 23d: Coaching, counseling and/or mentoring provide developing leaders constructive feedback on character and presence.	23d(1): 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						
	23d(2): Does the institution recognize and provide coaching, counseling or mentoring to individuals who need development in the areas of character or presence?	FM 6-22, para 8-67 to 8-90						
	23d(3): Reinforcement and development may be formal or informal, but should specifically address elements of character and presence.	FM 6-22, para 8-67 to 8-90						