

The image features a central silhouette of a soldier in full combat gear, including a helmet and a rifle slung over their shoulder. The soldier is standing on a dark, rocky outcrop. The background is a soft, textured sky with a color gradient from a pale yellow at the bottom to a muted green and blue at the top, suggesting a sunset or sunrise. The overall mood is contemplative and solemn.

**Character & Ethical Leadership
Self-Reflection Guide**

**Center for the Army
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PREFACE

Army doctrine establishes the importance of leaders in the design of, support to, and application of landpower. Army leaders are entrusted to provide others with purpose, direction, and motivation to accomplish the mission and improve the organization. Accomplishing the mission and improving the organization require Army leaders to embody and live the Army Values in the performance of duty and in their personal lives because the Army Values provide a foundation for behavior and ethical decision making.

This guide provides exercises to help Army leaders think deeply about their character, their ethical leadership, and the example they provide to others. The intent of this guide is to enhance the development of Army leaders to uphold high ethical standards for themselves and others. Activities in this guide are intended for all members of the Army, military and civilian. Trainers and educators may also find value in applying these exercises within other training and development activities.

This guide acknowledges that today's Army leaders are busy. Individual exercises are designed to take between 5-15 minutes each to complete, although leaders can spend as little or as much time as they have available. Exercises can be completed in any order. The exercises promote common themes, yet are independent of each other. Leaders are encouraged to complete activities that resonate with them, provide needed insight, and enhance their understanding.

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INTRODUCTION

The Army Profession is a vocation of Soldiers and Department of the Army Civilians whose collective expertise is the ethical design of, support to, and application of landpower; serving under civilian authority; and entrusted to defend the Constitution and the rights and interests of the American people.

—ADP 6-22, 2019

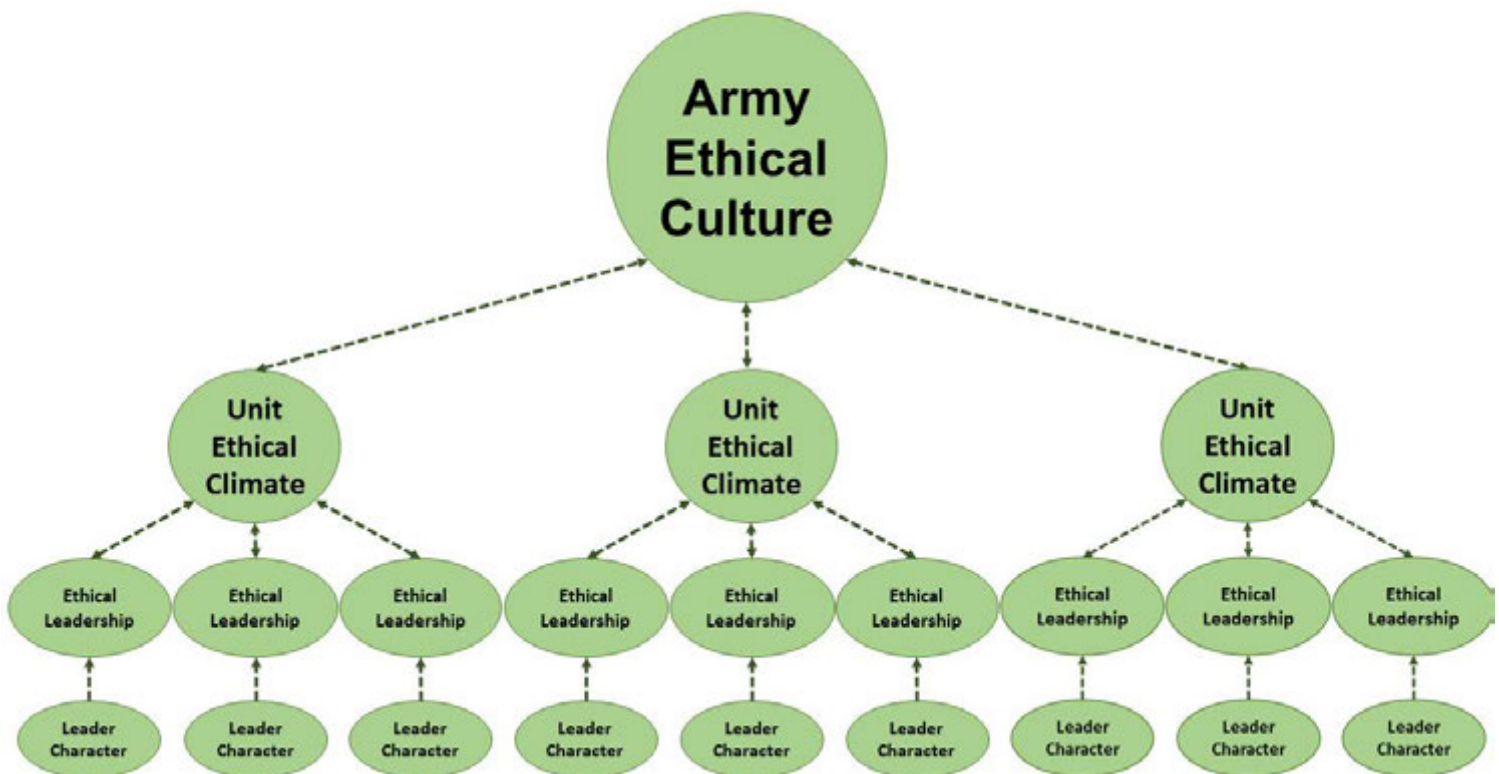
Our actions as Army professionals reflect upon the Army organization as a whole—good or bad. Although Army leaders perform countless ethical acts daily, ethical lapses are what make news headlines. Ethical lapses in the Army undermine the trust and faith held in the Army by the American people.

An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

—ADP 6-22, 2019

Army leaders take responsibility for the ethical behavior of themselves and those they lead. Providing purpose, direction, and motivation to accomplish the mission and improve the organization must be done ethically. Failure to act ethically undermines mission accomplishment and organizational improvement.

Army leaders are ethical leaders. Ethical leaders serve both as ethical role models and as advocates of ethical behavior within their unit. This means Army leaders embody the Army Values, thereby setting an example for others to follow. Army leaders must also proactively establish and reinforce ethical standards. This, in turn, promotes ethical climate and ultimately the ethical culture of the Army. Ethical behavior is supported top-down by the Army's existing ethical culture and bottom-up through the character and ethical leadership provided by Army leaders.



USER'S GUIDE

This guide is designed to help leaders critically examine their personal values, character, and vulnerabilities to ethical lapses. The goal of this guide is to maintain and improve the character of Army leaders and the ethical leadership they provide to others.

You are encouraged to complete any or all of the exercises. Each exercise is designed to examine your character, values, and ethical leadership from a different perspective. Therefore, the more areas of examination you undertake, the more likely you will achieve increased personal understanding and growth.

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Exercise: Ethical Leadership Assessment

INSTRUCTIONS: Here is a thought exercise to get started. There are no wrong answers. Assess the frequency to which you engage in the following behaviors. Most people, even very effective leaders, report engaging in some behaviors less frequently than others do. Information to interpret your responses is provided on the next page.

<i>Ethical Leader Behavior</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
I foster discussion of ethical issues.					
I define success not just by results but also by the way results are obtained.					
I am fair and objective when assigning roles to others.					
I am prepared to handle ethical dilemmas when they arise.					
I maintain a climate where unit members are held accountable for using ethical practices in their duties.					
I reinforce unit members' ethical behavior.					
I care about and respect all members within my unit.					
I put the needs of others above my own self-interest.					
I set an example of ethical behavior in my actions and decisions.					
I keep my actions consistent with my stated values ("walks the talk").					

Exercise: Ethical Leadership Assessment

Leaders set the ethical tone for their unit. Research shows and practice confirms that effective leaders accomplish this in several ways: by communicating ethical standards, establishing fair and ethical decision making processes, enforcing ethical standards, maintaining an orientation on helping others, and by demonstrating alignment between words and deeds.

Frequently and consistently performing these behaviors distinguish individuals as ethical role models.

<i>Ethical Leader Behavior</i>	<i>Underlying Focus</i>
I foster discussion of ethical issues.	Ethical leaders make ethical standards known and encourage doing the right thing, the right way, for the right reasons.
I define success not just by results but also by the way results are obtained.	
I am fair and objective when assigning roles to others.	Ethical leaders prepare themselves to handle ethical dilemmas and employ solutions and practices, which are fairly applied to everyone.
I am prepared to handle ethical dilemmas when they arise.	
I maintain a climate where unit members are held accountable for using ethical practices in their duties.	Ethical leaders consistently hold people accountable for their actions, reinforcing ethical behavior and addressing unethical behavior.
I reinforce unit members' ethical behavior.	
I care about and respect all members within my unit.	Ethical leaders maintain an outward focus on others including those impacted by decisions made.
I put the needs of others above my own self-interest.	
I set an example of ethical behavior in my actions and decisions.	Ethical leaders model the ethical behavior they expect from others.
I keep my actions consistent with my stated values ("walks the talk").	

Exercise: Interpretation Deep Dive

FOR YOUR CONSIDERATION: Upon being caught up in the consequences of a values-based or ethical scandal, leaders often exclaim surprise at how they, along with others, come to find themselves in their predicament. While many continue to proclaim innocence in the face of overwhelming evidence, some eventually come to terms with the causal factors and personal decisions that contributed to their or others' demise. This interpretative exercise challenges you to proactively take a deep dive into your present persona and the ways it affects others professionally and personally.

EXAMPLE: Chuck Colson engineered the Watergate break-in that resulted in President Richard Nixon resigning from office. Colson delivered an address on ethics years later to Harvard Business School students on the incident and his reflections prior to and following the incident. He reported feeling absolutely convinced that he was pursuing the common good beforehand, but realized afterwards the tremendous impact of self-deception and self-rationalization.

INSTRUCTIONS: Think of a character-related behavior, good or bad, you exhibit on duty and want to better manage, leverage, or understand. Next, respond to the following questions.

Describe the overt character-related behavior you exhibit while on duty that you want to better manage, leverage, or understand.

Does this behavior tend to make itself known or happen under certain circumstances or in certain situations? If so, describe the situation or circumstances.

What indicators tend to happen or make themselves known to you in advance of this behavior?

Besides you, who is aware of this particular behavioral tendency and its warning signs or indicators? Could you discuss this tendency with this person and work with them to improve it?

Does this behavior tend to be directed or targeted toward any person(s) or types of individuals in particular? If so, what individual or type of individual tends to be on the receiving end of this behavior?

What type of reactions and responses does this behavior elicit in people who experience it?

What are the outcomes and potential misinterpretations and consequences of this behavior (both positive and negative)?

What is your explanation for why you exhibit this behavior? Put another way, what is at the root cause of this behavior?

Exercise: Compartmentalized Life: PROs & CONs

FOR YOUR CONSIDERATION: Leaders can be prone to compartmentalization during travel and/or deployment, in their internet/virtual world communications, and in the privacy of their own home. Specifically, travel destinations where the leader is out of uniform and his/her identity is unknown to others may present situations where values-based compromises are more likely to occur. Deployments also present such a situation, as family, friends, and other typical social relationships are not present.

Similarly, the false sense of privacy afforded by the internet/virtual world can lead one to say or do things that, if made public, could be perceived as unacceptable behavior for an Army leader. At home, leaders may feel their behavior does not have to meet the same standard of their public persona. In all three of these areas, one need only recall numerous accounts in which high-level politicians, military leaders, and professional athletes have compartmentalized their life in a way that was devastating for both their professional and personal lives.

EXAMPLE: Tiger Woods, an American golfer considered a role model in the game of golf, applied drastically different standards for himself in his personal life. A professional image built over years was destroyed in weeks as revelations about personal infidelities created unprecedented scandals.

INSTRUCTIONS: “Don’t take work home with you” is often cited as a healthy way to compartmentalize one’s life. Compartmentalization can be an effective defense mechanism against highly stressful situations, yet compartmentalization can also be a strategy designed to allow one set of behaviors to operate in a given situation (or compartment), while an entirely different set of behaviors are allowed to operate in another situation (or compartment). This can be problematic when, over time, you begin to rationalize the behaviors that are occurring in one of your ‘compartments’ even though these behaviors are inconsistent with your overall values and ethical leadership.

Complete this exercise to diagnose the degree to which you compartmentalize your life.

On the following page, create a graphical depiction of your life and its various ‘compartments’, for example—

- ❖ work life in the public eye.
- ❖ work life among peers.
- ❖ work life around subordinates.
- ❖ work life when traveling.
- ❖ down time when traveling.
- ❖ work life during deployments.
- ❖ home life.
- ❖ life with spouse/significant other.
- ❖ life with children/extended family.
- ❖ lifestyle when alone.
- ❖ lifestyle when relaxing.

To gain the most from the exercise, be sure to include those compartments that may be potentially problematic for you.

Exercise: Compartmentalized Life: PROs & CONs

Graphical Depiction of Your Life and Its Compartments:

On each line below, name each compartment in your day-to-day life and write a one-word description of your most prominent behavior when operating in it:

- Compartment name:

- Description of you:

- Compartment name:

- Description of you:

- Compartment name:

- Description of you:

Answer the following questions:

- In which compartment(s) am I my truest self?

- In which compartment(s) am I operating in a way that is not in alignment with my true self and values?

- What compartment and associated operating behavior puts me most at risk for a lapse in personal values or ethics?

Exercise: Preventing Your Worst Nightmare

FOR YOUR CONSIDERATION: If you have heard or read leaders' reflections on a lapse of values or ethical leadership, they will undoubtedly recall that never in their wildest dreams did they think they would find themselves in this situation. They thought they could 'handle' or had 'under control' the areas of their life that present vulnerabilities in the domain of values and ethics.

As these stories illustrate, it can often be the case that an area of your life that you have never had difficulty in, becomes a challenge when you enter a new level of leadership. As the power inherent in higher-level positions increases, Army leaders have more opportunities to turn that entrusted power into means for self-gratification. Thus, even if you do not feel you currently exhibit any weaknesses in character, challenge yourself with this exercise to explore your area of greatest vulnerability.

EXAMPLE: General David Petraeus, a man who built a remarkable military career and outwardly displayed moral conduct, found himself vulnerable to an unprecedented blunder: an affair with his biographer.

INSTRUCTIONS: Identify your greatest vulnerability for a lapse in values or ethical leadership. Avoid the temptation to assume that you are impervious to lapses. Regardless of severity, everyone has a potential vulnerable to lapses in values and ethical leadership (e.g., dishonesty, improper gifting from/to others, inappropriate sexual relations, personal/public financial matters). Failure to identify a vulnerability can indicate a lack of self-awareness.

Answer the following questions to proactively prevent such an incident from occurring to you:

Picture a situation in which you might be tempted or otherwise influenced to do something that would be considered a lapse in personal values or ethical leadership. Describe the situation in your own words.

What are the proactive 'red flags' that should alert you that the situation you are in is one in which you could be tempted or otherwise experience a lapse in personal values or ethical leadership?

What would be the major public and private life consequences of you giving in to this temptation or experiencing a lack of personal values and/or ethical leadership?

Consequence #1:

Consequence #2:

Consequence #3:

Exercise: Accountability Check

FOR YOUR CONSIDERATION: Countless senior leaders are upright, values-based, and ethical leaders. Yet, other aspects of their personality, relationships, or frequency of meaningful interactions with others may contribute to a lack of accountability and constructive feedback. For example, a lack of approachability may prevent the senior leader from receiving critical feedback or 'bad news.' Additionally, the senior leader may fail to build and maintain relationships with peers or mentors who will challenge and scrutinize the leader's decisions and motives.

EXAMPLE: Diederik Stapel, a Dutch social psychologist, built his career on data that he falsely created and manipulated for research studies and publications. Largely due to his established prestige, Stapel's colleagues and students shied away from questioning his work.

INSTRUCTIONS: As an Army leader, certain characteristics of your job can lead to a lack of accountability, as well as a lack of feedback about your own behavior and actions. Answer the following questions to help you reflect on your own accountability.

Identify characteristics of your job or duty position that enable a lack of accountability and/or feedback on your own behavior and actions:

When was the last time you received critical feedback or viewpoints on your behavior/actions from:

A subordinate?	days	weeks	months	years
A peer?	days	weeks	months	years
A superior?	days	weeks	months	years

What percentage (on average) of your working hours is typically spent in the company of:

Your subordinates or those of lesser rank and seniority?	10%	25%	50%	75%	100%
Your peers or those of similar rank and position?	10%	25%	50%	75%	100%
Your boss or those senior to you?	10%	25%	50%	75%	100%

Name a person who holds you accountable for your behavior and actions:

At home:

In the workplace:

Review your replies to the questions above and determine the degree to which you routinely experience:

- A lack of critical feedback from others.
- A lack of sustained interaction or work time spent in the company of others.
- A lack of someone who holds you accountable.

Do any of these indicators point to a lack of accountability on your part to others?

Exercise: Model of Excellence

FOR YOUR CONSIDERATION: Recognizing potential personal weaknesses and vulnerabilities is an important objective for character development, yet it is equally critical to consider your strengths in the domain of values and ethical leadership, as well as strengths observed in other Army leaders. You may recall a particularly challenging situation that was laden with values-based and ethical leadership decisions. Alternatively, it could be that you personally experienced the positive consequences of leaders adhering to their values and demonstrating ethical leadership in a challenging situation. If your memory or knowledge of the facts is incomplete, consider reconnecting with this leader and asking them about their actions and decisions. Draw insights from their example and appropriately apply it to your situation.

EXAMPLE: Teammates and the media harassed Daniel Murphy, a member of the 2014 Mets baseball team, for his decision to take paternity leave after the birth of his first-born. Despite these pressures, he stuck to his values and spent the time with his wife and child.

INSTRUCTIONS: Create opportunities to reflect on your own or others' strength of character and ways to continue, sustain, or incorporate such strengths into your leadership.

Think of a time when you experienced or heard a story about a leader or someone in a position of influence who demonstrated strong character. Describe the situation and what it was the leader did that demonstrated or reinforced a strong sense of his/her personal values and ethical leadership. Be sure to identify the consequences of the leader's behavior on both people and mission accomplishment.

Exercise: Life Shaping Experiences & People

FOR YOUR CONSIDERATION: The people and situations that influence the development of your character are as varied as they are numerous. Influence may stem from parents, extended family members, friends, teachers, coaches, clubs, associations, religious organizations, or memorable events. There are likely many people and events to recall, but try to identify those that influenced what you have come to believe, place value on or prioritize, or that guide your ethical decision-making.

EXAMPLE: The Continental Army was starving over a long, hard winter at Valley Forge. Many died due to the harsh conditions. George Washington had a standing order not to steal food from colonists, despite the challenges faced by his troops and that Congress had denied funding for the Army's needs with an expectation that soldiers would take what was needed. He punished those who disobeyed, as he believed that a new nation must operate with public support and justice.

Washington was profoundly shaped by the repeated harsh winter bivouacs he experienced as the senior leader of the Continental Army. They led him to favor a strong executive branch and central government with the ability to extend credit and manage and repay national debts. Never again did he want to see America's soldiers in such destitute circumstances without a supporting Government that could feed, clothe, and supply them.

INSTRUCTIONS: Character develops and evolves over time, changing and adapting as one goes through new experiences. Understanding how your character evolved based on your experiences can help you better understand your character development and how it influences you today.

Reflect on your character in terms of how it has developed over the years. How has it been shaped through your professional and personal life experiences? Recall some of the key incidents and individuals that have shaped your personal values and ethical leadership, as well as resolutions made and lapses in judgment or successes. Document these incidents and individuals using the timeline graphic and add the highs and lows of your life. Then, answer the question following the timeline graphic.



How have your current personal values and ethical leadership been shaped and influenced by your life experiences? What are the implications of this lifelong development of character for your present self? Is there anything you are reminded of that you feel you should again put into practice?

Exercise: Imperfection Perfected

FOR YOUR CONSIDERATION: We all have vulnerabilities and character flaws. Yet how one responds to these characteristics varies widely and often defines success. Take a moment to reexamine personal character imperfections and your approach to managing them.

EXAMPLE: Nelson Mandela, now revered for ending apartheid in South Africa and being the country's first black president, was a revolutionary and imprisoned for conspiring to overthrow the white-only government. During his lengthy time in prison, Mandela's introspection transformed him from being a violent extremist into the human rights icon we think of today.

INSTRUCTIONS: No one is perfect. Even the most accomplished leaders have character vulnerabilities, flaws, and imperfections. By this time in your life, your focus may not be so much on changing your character, but rather, effectively managing those parts of your character that may be less evolved than what you would want them to be.

Are you aware of shortcomings or imperfections in your character that you would like to manage more effectively? Could these aspects of your character make you vulnerable to lapses in your personal values and ethical leadership?

Direct and honest admission to the existence of such areas is in itself a test, of sorts, of your self-awareness. Furthermore, remaining in self-denial about a character issue and consequently failing to actively manage the issue could lead to career-ending consequences. With this context in mind, use the space below to reflect on your character imperfections, vulnerabilities, or shortcomings that you have come to identify in yourself over the years. Then, describe how you effectively (or ineffectively) manage these aspects of your character.

My character imperfection:
I manage it (effectively/ineffectively) by:

My character imperfection:
I manage it (effectively/ineffectively) by:

My character imperfection:
I manage it (effectively/ineffectively) by:

Exercise: Consistency Tracker

FOR YOUR CONSIDERATION: Have you ever worked for a leader that was inconsistent or ‘hard to read’ in terms of what they believed in, valued, or expected from you? That situation is arguably more difficult than one in which you know or can predict what the leader will do—be it ethical or unethical. It is with that in mind that you are asked to examine your own consistency in this interpretive exercise. Consider this: if you are inconsistent or erratic in how and when you communicate your values and ethical leadership, those that work for you will not have a clear idea of what they ought to value when making decisions or taking action on your behalf.

EXAMPLE: Famously difficult to work with, Steve Jobs’ leadership style and expectations fluctuated wildly from day to day with moods changing unpredictably from elation to depression to anger. He was aware of his unpredictability and acknowledged it in humorous ways.

INSTRUCTIONS: Your consistency or inconsistency in personal values and ethical leadership sends a strong message to others in your immediate workplace and larger organization. To evaluate your overall level of consistency, identify values-based or ethical challenges, decisions, or events in the past year. Write a brief description of each event in the top row of the matrix below.

Next, go back and mark the response that best describes your overall character in response to each challenge, decision, or event. Overall, was your response questionable? Would you assess it as acceptable? Was it impeccable or beyond reproach? As you consider your answer, try putting yourself in the perspective/place of the people you interacted with. How would they have experienced your behavior?

Challenge, decision, or significant event:	Example: I assume things are done ethically, but am I doing enough to make sure things get done the way they should?			
Select the response that best describes your character in response to the challenge, decision, or significant event identified	Questionable	Questionable	Questionable	Questionable
	Acceptable	Acceptable	Acceptable	Acceptable
	Impeccable	Impeccable	Impeccable	Impeccable

Now that you have rated your character for each challenge, decision, or significant event, how consistent or inconsistent was your character?

How do you explain your consistency or lack of consistency?

What are the implications of your character being consistent or inconsistent in the eyes of those around you?

Exercise: Take Notice–Be Noticed

FOR YOUR CONSIDERATION: “The Quiet Professional” is an attribute with positive connotations across the Army and special operations in particular. Many senior leaders may ascribe to this way of operating, choosing to quietly and professionally perform their work out of the limelight and without fanfare. This can be a very effective leadership style, but leaders who ascribe to being a quiet professional may need to ensure their actions related to values and ethical leadership are noted, received, and appropriately interpreted by those in their organization. Take a moment to examine yourself on whether or not your actions, communications, and role modeling are deliberate and explicit enough to be noticed by others.

EXAMPLE: In September 2013, reduction in vehicle lanes crossing the George Washington Bridge between New Jersey and New York caused excessive hours of delay. The timing of the lane closures was viewed as retaliation against a city mayor for not supporting then-Governor Chris Christie. Although Christie’s direct knowledge of the lane closures has been subject to debate, subordinates to Governor Christie were found guilty on multiple conspiracy charges. People speculate that Christie allowed a culture where people are expected to get things done regardless of the repercussions. This illustrates the risks when ethical expectations are not clearly communicated or understood.

INSTRUCTIONS: How frequently and visibly do you exhibit, express, or speak to your personal values and ethical expectations? Take a moment below to explore whether you need to be more overt and deliberate in your modeling, communication, and reinforcement of personal values and ethical leadership.

How many times in the last two weeks have you verbally spoken of or reinforced with others the importance of personal values and/or ethical leadership?

How many times in the last month has your written correspondence emphasized values and/or ethical leadership?

How long has it been since you recounted or retold to others a story about one of your previous challenges or experiences dealing with a values-based or ethical leadership dilemma?

How long has it been since you taught others (formally or informally) on the subject of personal values and ethical leadership?

If you are experiencing difficulty answering any of the questions above, or if it has been a long time since you have done any of the actions above, you may want to consider incorporating explicit reinforcement of personal values and ethical climate setting in your actions and communications. You may know that your actions speak to your values and ethical leadership, but this point may be lost on those in your organization.

Exercise: Personal Values Prioritization & Alignment

FOR YOUR CONSIDERATION: The Army Values—loyalty, duty, respect, selfless-service, honor, integrity, and personal courage—describe the values Army professionals are expected to uphold in the fulfillment of their duty to the Nation. Army professionals who embrace and live the Army Values are role models and standard-bearers for the organization.

In addition to prescribed military values, Army leaders may hold personal values that are not entirely captured by the Army Values. To accurately identify personal values, reflect on your life experiences and recall times when you:

- ❖ were either professionally or personally happy,
- ❖ experienced a sense of personal pride or accomplishment,
- ❖ had to make a tough decision about 'the right thing to do' that was unpopular or had negative consequences for you personally, or
- ❖ were in the midst of a crisis (professional or personal) and had to make an 'on the spot' decision.

What action did you take and what did it say about your values?

EXAMPLE: Brendan Eich's promotion and appointment as CEO at the Mozilla Corporation in March 2014 sparked controversy over a sizable donation he made in 2008 to support California Proposition 8, which sought to establish marriage as only recognized between a man and a woman. Only 10 days later after multiple staff resigned or protested, Eich announced his resignation, recognizing that he could not lead effectively given the situation.

INSTRUCTIONS: Scan through the values listed on the following page. Mark your top 10 to 12 personal values. After making your selections, respond to the questions following the personal values list.

Exercise: Personal Values Prioritization & Alignment

Check the block next to your top 10 to 12 personal values.

Loyalty	Grace	Professionalism	Intelligence
Duty	Order	Thoroughness	Security
Respect	Strategic	Clear-mindedness	Uniqueness
Selfless-service	Balance	Elegance	Contribution
Honor	Discipline	Humility	Exploration
Integrity	Growth	Prudence	Intellectual
Personal courage	Originality	Thoughtfulness	Status
-----	Strength	Commitment	Self-actualization
Accountability	Being the best	Empathy	Unity
Curiosity	Discretion	Independence	Control
Fluency	Happiness	Quality-orientation	Expressiveness
Shrewdness	Patriotism	Timeliness	Intuition
Accuracy	Structure	Community	Self-control
Decisiveness	Belonging	Enjoyment	Usefulness
Focus	Diversity	Ingenuity	Cooperation
Making a difference	Hard work	Reliability	Fairness
Simplicity	Perfection	Tolerance	Joy
Achievement	Success	Compassion	Vision
Democracy	Boldness	Enthusiasm	Correctness
Freedom	Health	Inner harmony	Faith
Mastery	Piety	Resourcefulness	Justice
Soundness	Support	Traditionalism	Self-reliance
Adventurousness	Calmness	Competitiveness	Vitality
Dependability	Dynamism	Equality	Family first
Fun	Helping society	Inquisitiveness	Leadership
Merit	Positivity	Restraint	Sensitivity
Speed	Teamwork	Trustworthiness	Wisdom
Altruism	Carefulness	Consistency	Courtesy
Determination	Economy	Excellence	Fidelity
Generosity	Holiness	Insightfulness	Legacy
Obedience	Practicality	Results-oriented	Serenity
Spontaneity	Temperance	Truth-seeking	Creativity
Ambition	Challenge	Contentment	Fitness
Devoutness	Effectiveness	Excitement	Love
Goodness	Honesty	Rigor	Service
Openness	Preparedness	Understanding	Continuous
Stability	Thankfulness	Improvement	Improvement
Assertiveness	Cheerfulness	Expertise	
Diligence	Efficiency		

Exercise: Personal Values Prioritization & Alignment

Reviewing the personal values selected, is there a theme (or themes) that characterize your selections? What would the 'headline' or '30-second elevator speech' conclude about your personal values?

Were any values important to you not listed? If so, list them below.

Compare and contrast your personal values with the Army Values. Where do you see areas of similarity and difference? Note them below.

Areas of similarity include:

Areas of difference or dissimilarity include:

Do the areas of similarity and/or dissimilarity between the Army values and your personal values prompt or persuade you to take any further action or make any changes? If so, write the reason and additional action(s) you will take.

Exercise: Promoting an Ethical Climate

FOR YOUR CONSIDERATION: Many Army leaders are surprised when unethical actions of others in their organizations are attributed to them and their ethical leadership. The leader may have just arrived at the organization and the ethical climate in operation may be more reflective of the previous leader than the new leader's own espoused values and ethical leadership.

The indirect and important implication of the below set of factors is that a single leader alone will not be able to create and implement all of the supporting/reinforcing systems needed. It takes the collective effort of the organization's leaders, acting consistently in their embodiment of Army Values and ethical leadership, to create and reinforce an ethical climate across the organization.

As you complete this interpretive exercise and transition to further reflection and action, keep in mind how you will enlist and engage the leaders of your organization in ethical climate formation and reinforcement.

EXAMPLE: Jerry Sandusky's immoral actions as a serial sexual predator were allowed to continue at Penn State in a culture where expectations and priorities were not clearly communicated and multiple university officials failed to act.

INSTRUCTIONS: An ethical climate occurs when ethical decision making is encouraged in an open and positive manner, teamwork is promoted, and leaders are focused on stewardship of the Army profession. This exercise provides nine actions effective leaders take to establish and reinforce an ethical climate.

For each action, read the description and reflect on whether you currently perform the action sufficiently. If you currently perform the action, check the box on the left and write a brief description of how you implement it as a reminder to keep doing so regularly. If you need to implement the action more or don't do so at all, check the box on the right and write a brief description of how you can start incorporating the action into your work.

Exercise: Promoting an Ethical Climate

<p>Incorporate value-based leadership—integrity, vision, trust, listening, respect of followers, clear thinking, and inclusion—in daily interactions with others.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>
<p>Pay attention to (and let others know you pay attention to) your actions and the actions of others that exemplify values and ethical leadership.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>
<p>Establish clear expectations of ethical conduct. Implement policies, procedures, and training (including onboarding/new personnel orientation) that reflect the organization's values.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>
<p>Be actively engaged and personally involved in resolving or taking action on incidents or crises that involve or threaten the organization's values and standards of ethical leadership.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>
<p>Provide feedback, coaching, and support regarding ethical behavior to increase awareness of ethics and appropriate behavior.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>
<p>Recognize and reward behaviors that support organizational values. Provide formal and informal recognition of ethical behavior.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>
<p>Dedicate considerable time to establishing relationships with subordinates and peers and demonstrate that they can trust you. Building trust is fundamental to a values-based ethical climate.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>
<p>Align organizational selection, specialized training attendance, and promotion criteria to recognize those that model the organization's values and ethics.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>
<p>While holding true to your ethical standards, also emphasize that mistakes will sometimes be made, but that it is the ability to learn from mistakes that is most important. Identify and reiterate stories whereby you or other leaders made mistakes but recovered and learned from them.</p>	
<p>I currently do this by...</p>	<p>I need to implement this more by...</p>

WRAP IT UP

FOR YOUR CONSIDERATION: The after-action review (AAR) is a best practice in the Army for many reasons. AARs allow units and leaders to correct deficiencies, sustain strengths, and focus on process improvements. AARs require critical analysis and synthesis of insights and lessons learned.

Similarly, the process of self-reflection helps leaders correct their deficiencies, sustain strengths, and focus on process improvement to the leadership they provide others. Reflection is a key component of self-development.

INSTRUCTIONS: After exploring several exercises in this guide, what insights have you gained or reaffirmed about yourself? While a number of thoughts may come to mind, try to identify which have implications for your embodiment of the Army Values and modeling ethical leadership. Using the table below, work from left to right. First, establish a title or headline that captures the essence of your insight (left column). Second, detail its implications for your character and ethical leadership (right column). For instance, an implication may be how you need to change or sustain a personal behavior, thought pattern, organizational norm, or policy.

<i>Insight</i>	<i>Implication(s)</i>

MOVE OUT

FOR YOUR CONSIDERATION: Military planners often start by describing the desired end state and work backwards from that point to determine actions that will result in that end state. The same process is helpful for making personal improvements. Starting with the end in mind means stating the desired results and working backward to determine, “what will enable me to change so that I can achieve my desired results?” You can do this by thinking through the desired outcome of an aspect of your character that you want to change or improve upon.

INSTRUCTIONS: Use the space below to plan the anticipated results of your change or improvement and record what motivates you to take action.

Store this document in a place where it will serve as a continual, yet confidential and private, reminder of what action you have made a commitment to implement. For follow-through and accountability purposes, it is helpful to share selected actions with a trusted peer or mentor.

If I successfully change a behavior associated with my character, it would look like:

Outcomes/results I might be able to measure or notice would be:

Outcomes/results others would notice from this change or improvement would be:

The current behavior or action associated with my character that I most need to change (because it is a weakness or potential vulnerability) looks like:

If I continue to behave or act in this way, the worst that could happen is:

Who or what in my life motivates me to want to change this behavior?