



Sgt. 1st Class Trevor Munn, right, an infantryman with Headquarters and Headquarters Company, 2nd Battalion, 508th Parachute Infantry Regiment, 2nd Brigade Combat Team, 82nd Airborne Division, repeats the oath of enlistment with Lt. Gen. Stephen Townsend, the commander of XVIII Airborne Corps, aboard a C-17 Globemaster III prior to conducting an airborne operation 17 February 2016 at Fort Bragg, North Carolina. (Photo courtesy of U.S. Army)

Growing Army Professionals Closing the Values Gap

Lt. Col. Thomas R. Matelski, U.S. Army

[We will] foster continued commitment to the Army Profession, a noble and selfless calling founded on the bedrock of trust.

—U.S. Army Gen. Raymond T. Odierno

As the U.S. Army transitions from the conflicts of the last fifteen years to a more home-station-focused effort on training and readiness, it has spent intellectual and developmental energy on defining its future as a profession vice a bureaucracy. In Army Doctrine Reference Publication (ADRP) 1, *The Army Profession*, Army leadership has established a sound framework for a professional force dedicated to protecting the nation that has been entrusted to its care.

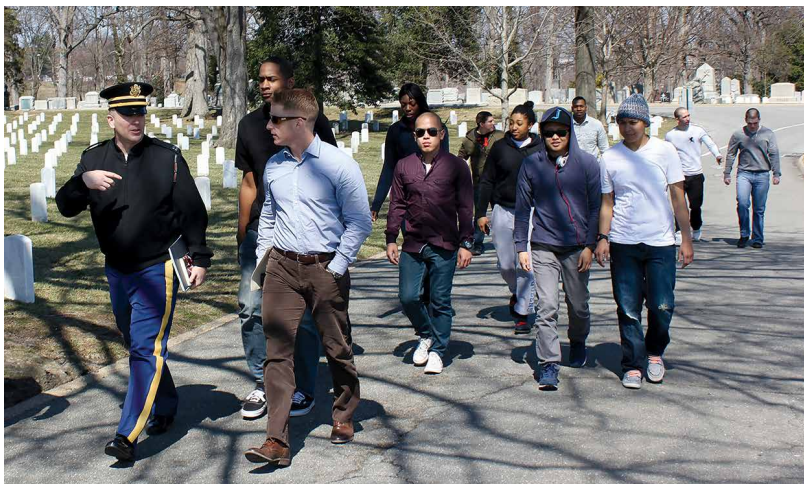
Unfortunately, while the Army profession has been studied, described, and written about, a transition in culture has been taking place within the very core of the Army profession. With changes to social and cultural values in the last decade, the Army now has a gap between the norms of the profession that ADRP 1 seeks to foster and the core values of its newest soldiers.¹ Those soldiers often do not identify with the seven Army Values that are the foundation of honorable service as understood by the Army. The values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage resonate quite differently now with soldiers from a culture that has evolved toward relativism focused on the circumstances of the moment.²

How, then, do we close the gap between the Army profession and the younger soldiers that increasingly comprise the profession itself? Our battalion successfully accomplished this through a unique training concept that reinforced training on the Army Values with

real-world vignettes presented at historical venues that demonstrated what happened when those values were applied correctly and incorrectly.

An Essential Discussion: Can Values Be Taught?

Before addressing how to bridge the gap between societal values and the Army Values, it is important to ask the question of whether values can be taught.



97th Civil Affairs Battalion (Airborne) soldiers tour Arlington National Cemetery in Arlington, Virginia, during the unit's March 2014 Army Values training trip. (Photo courtesy of Lt. Col. Thomas Matelski, U.S. Army)

Values and moral education are typically seen in a spiritual education aspect, but this does not adequately describe their purpose; values transcend faith. For example, the United Nations maintains a set of universal core values.³ And, businesses such as Delta Airlines establish core values.⁴ The Army, then, with

the Army Values, is not unique in its conviction that values can, and should be taught.

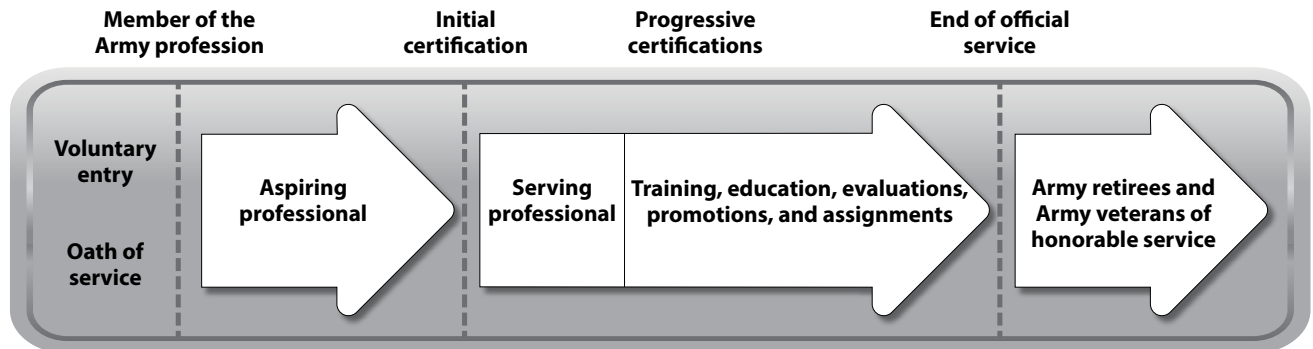
In a study conducted in the 1980s, William H. Bruening proposed that the question is not whether values can or cannot be taught, but how to align the form of instruction with the particular content. Bruening writes, "The form, then, must allow the students to freely choose his/her values and accept the consequences for the choices. ... The teachers of courses in moral education must then be viable role models for the students."⁵ He goes on to establish that values cannot be directly taught but can be learned indirectly through instruction that is relevant and gives students a choice. Based on Bruening's conclusion, the question is not whether values can be taught to new soldiers, but what method is effective for bridging the values gap between them and the Army profession.

More Than a Valid Concern: Challenges from the Top

During the Pre-Command Course, board-selected officers and command sergeants major at the battalion

and brigade levels attend sessions in which they receive insights and guidance from Army senior leaders. One such session was provided by then Chief of Staff of the Army Gen. Raymond T. Odierno and then Sergeant Major of the Army Raymond F. Chandler in April 2013. Having heard disturbing statistics on incident trends

as journeypersons, and career soldiers can be deemed Army professionals. As an apprentice, a soldier in Initial Entry Training receives exposure to the basic soldier skills and technical expertise required to operate at the entry level of the Army profession. Education in the Army Values takes the form of a set of briefing slides de-



(Graphic reproduced from Army Doctrine Reference Publication 1, *The Army Profession*, 2015)

Figure 1. The Army Professional Certification Process

across the Army from the provost marshal of the Army, Chandler challenged the assembled leadership: “We need your help. Our Initial Entry Training is not sufficient ... to enculturate our soldiers to the Army Values. That job now falls to you commanders and command sergeants major to figure out innovative ways to ingrain our soldiers to the values that drive our Army.”⁶ The sergeant major of the Army’s challenge resonated through the crowd, and, as an incoming battalion commander, I took that challenge seriously.

Additionally, through a series of high-visibility misconduct situations across the Department of Defense, public speculation is rampant that the senior leaders of today’s Army do not understand how to recognize change and implement actions to adapt to change.⁷ Simply put, the Army must change its perspective (its frames of reference) to address the growing gap between the values of incoming soldiers and those of the Army profession.⁸

Addressing Values in the Army Professional Lifecycle

In ADRP 1, the Army professional certification model is laid out as a lifelong process (see figure 1).⁹ Along with membership in the Army profession, service to the Nation can be viewed in terms of a technical profession: initial-entry soldiers can be considered apprentices, soldiers past their initial term can be regarded

as journeypersons, and career soldiers can be deemed Army professionals. As an apprentice, a soldier in Initial Entry Training receives exposure to the basic soldier skills and technical expertise required to operate at the entry level of the Army profession. Education in the Army Values takes the form of a set of briefing slides de-

veloped by the Army Training and Doctrine Command (TRADOC). Inculcation of the Army Values is just one aspect of the overall developmental process. However, the first opportunity for most soldiers to readily identify and experience the influence of the Army’s values is in their first unit assignment. In their first unit assignment, new soldiers find continued focus on the Army Values driven by the command climate within their units, as well as by their commanders’ prioritization and emphasis on various training and operational activities. How, then, does a unit commander enculturate the Army Values and foster a sense of belonging to the Army profession? As a soldier transitions from apprentice to journeyperson, few tools are available to leaders of the units in which they will serve.

How to Proceed in a Resource-Constrained Environment

Army leaders are now being required to do the same tasks with as much vigor as before, but with significantly fewer resources. “Innovation” becomes a cliché for making more happen with less. In finding effective ways to foster the Army profession, innovation is precisely what is needed, and with a good measure of ingenuity as well. Making the Army Values a real, impactful part of the transition to journeyperson in an innovative way can



The unit ministry team leads members of the 97th Civil Affairs Battalion (Airborne) during a visit to the U.S. Marine Corps War Memorial as part of the battalion's March 2014 Army Values training trip to Washington, D.C. (Photo courtesy of Lt. Col. Thomas Matelski, U.S. Army)

help overcome the challenges of cultivating the moral development of junior Army professionals.

A senior Army leader once shared his insights with respect to planning and execution, saying not to plan for a constrained set of objectives. He instructed his staff to tell him what they needed to do. He considered it his job to get resources if they were important for execution.¹⁰ In that light, our leadership team took our eyes temporarily off resources and planned for an overall objective: Develop and implement an innovative values-based training concept. The following vignette provides one example of how this committed group of individuals took that challenge on.

Example of a Values-Based Training Concept

In the fall of 2013, our battalion chaplain, Capt. Rob Nofsinger, sat down with our command sergeant major and me to discuss guidance for developing a unique training concept focused on the Army Values. The guidance was simple: develop a set of vignettes

focused on aspects of the seven Army Values, and use an experiential learning model to increase the soldiers' ability to relate to Army culture. The intent was to demonstrate what happens when Army Values are applied correctly and incorrectly, particularly within the context of U.S. history. Given the close proximity of the National Capital Region to Fort Bragg, we recommended looking at Arlington National Cemetery and the National Holocaust Museum as venues that would reinforce the lessons.

Over the next few weeks, the staff conducted a series of idea sessions with some of the junior non-commissioned officers (NCOs) in the battalion to gain insights on how to make the training more relevant. For the junior NCOs, this opportunity was more challenging than running a range: it was an opportunity to make a lasting impression on the junior soldiers. The team worked through connections in the National Capital Region to determine the best way to conduct the event. We queried our soldiers to assess the interest of attending a values-based training event. The

response was overwhelmingly positive but also very telling: a majority of the respondents had never been to their national capital!

The emerging concept was simple: transport twenty-five soldiers and three trainers to Washington, D.C., conduct training, learn and apply the Army Values, and then return to home station. The intent was to keep overhead low and provide maximum opportunity to challenge our soldiers. Nofsinger and the junior NCOs envisioned a discussion-focused event rather than a typical briefing-style class. The soldiers would learn from

their peers as well as from participating leaders. The memorandum of instruction provided the overall concept of operations: AR [Army Regulation] 600-100 and www.army.mil/values were used as the basis for the guided discussions. Various dictionary definitions and word uses further enhance the discussions. The stories and settings of each of the locations in Washington, D.C., will provide context and examples of how each of the values can be demonstrated. Throughout the presentations and discussions, three basic questions are addressed: What? How? Why? First, we discuss what each value is, then how it can be expressed, and, finally, why each value is vital for each soldier to demonstrate. Each soldier will be given the task to give

a final presentation of 5–10 minutes highlighting how they specifically deepened their understanding of one or more of the Army Values throughout the training.¹¹

It sounds easy and executable, right? But, it was not so easy.

Barriers to Innovation: Staff Coordination

The problem with innovation is that it is all about perceptions. The idea of providing effective, high-quality

training for soldiers soon was mired down in staff processes and traditional modes of instruction. Questions arose such as “Why can’t your soldiers just conduct classroom training with PowerPoint slides?,” “How much money is this going to cost? You know that we are worried about spending money,” and “Is this mission-essential training?” The one-page white paper outlining the training concept and budget estimate was not sufficient for quick and easy approval for execution. What seemed evident to our battalion seemed foreign and difficult to grasp to others.

Each of the conversations ended with the following statement: “I’m not sure whether you should be doing this. I’ll ask my counterpart at higher headquarters.”

**97th Civil Affairs Battalion (Airborne)
Army Values Training Event
20-23 March 2014**

Evaluation Form

How do you rate the overall event? Excellent Satisfactory Unsatisfactory

What was your favorite part of the training? Visiting all the monuments/Capitol tour
Why? Wishing all the monuments/memorials spoke volumes to me in regards to the army values and witnessing the efforts of all soldiers that present. The Capitol tour was amazing in the way that we got to see some of the biggest decisions of the US were made.

What was your least favorite part of the training? Discussion partially.
Why? Only because I wish I had better materials/online access to give a better presentation.

How was your understanding and commitment to the Army Values strengthened?
As explained above, hands on seeing and understanding everything we visited (events, tours, walks, monuments, museum etc.) centered and brought out all the meaning of each of the values. The

What did you appreciate about the presentations and how can they improve?
Each of the presentations were thorough and in depth, I learned alot. As far as improvement here not much just maybe more guided tours.

How did this workshop meet your expectations?
It exceeded my expectations by opening my eyes to alot more and seeing everything we saw lots of great officers were visited.

What are you looking forward to on the next training?
Learning new things and or reinforcing my values/army values to better me as a person.

Please rate the following:	Excellent	Satisfactory	Unsatisfactory
Barracks Space:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday Activities:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday Activities:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunday Activities:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space or the back of this form to make more detailed comments or suggestions. Your feedback is very important to helping to plan the next event.

(Image by Lt. Col. Thomas R. Matelski, U.S. Army)

Figure 2. Soldier Feedback on Values-Based Training

After receipt of the final legal review, there still were questions that required answers. Approval for execution was granted, but only with the guarantee of a detailed after-action review upon completion. The result was an approved concept: Four days for twenty-five soldiers and three trainers to go to Washington, D.C., and conduct

UNCLASSIFIED				
 TRAINING SCHEDULE				
SUN 22 FEB	MON 23 FEB	TUE 24 FEB	WED 25 FEB	THU 26 FEB
<p>0830 - 0900: Accountability</p> <p>0900 - 1900: Depart FBNC/Travel to NYC</p> <p>1900 - Curfew: Arrive NYC (lodging location TBD)/Team time/Brief development</p>	<p>0830 - 0900: Accountability/Travel to 9/11 Memorial via public transportation</p> <p>0900 - 0915: Team 1 brief on Personal Courage Case Study and significance of 9/11 Memorial</p> <p>0915 - 1100: 9/11 Memorial Tour</p> <p>1100 - 1300: Lunch</p> <p>1300 - 1330: Travel to Ellis Island</p> <p>1330 - 1345: Team 2 brief on Loyalty Case Study and significance of Ellis Island</p> <p>1345 - 1600: Ellis Island Tour/Statue of Liberty Tour (optional)</p> <p>1600 - 1800: AAR/Group dinner</p> <p>1800 - Curfew: Team time/Brief development</p>	<p>0630 - 0700: Accountability/Clear NYC lodging</p> <p>0700 - 0900: Depart NCY/Travel to Philadelphia</p> <p>0900 - 0915: Team 3 brief on Integrity Case Study and significance of Independence Hall</p> <p>0915 - 1100: Independence Hall Tour</p> <p>1100 - 1300: Lunch</p> <p>1300 - 1315: Team 4 brief on Honor Case Study and significance of Liberty Bell</p> <p>1315 - 1500: Tour of Liberty Bell</p> <p>1500 - 1800: AAR/Team time/Brief development/Dinner</p> <p>1800 - 2100: Depart Philadelphia/Travel to Washington DC</p> <p>2100 - Curfew: Arrive at Washington DC (lodging location TBD)/Team time/Brief development</p>	<p>0830 - 0900: Accountability/Travel White House (pending ticket request approval)</p> <p>0900 - 0915: Team 5 brief on Respect Case Study and significance of the White House</p> <p>0915 - 1130: White House Tour (pending ticket request approval)</p> <p>1130 - 1330: Lunch</p> <p>1330 - 1345: Team 6 brief on Duty Case Study and significance of the US Capitol</p> <p>1345 - 1600: US Capitol Tour (tickets secured)</p> <p>1600 - 1800: AAR/Group dinner</p> <p>1800 - 1815: Team 7 brief on Selfless Service Case Study and significance of Memorial Row</p> <p>1815 - 2030: Memorial Row Tour</p> <p>2030 - Curfew: Team time/Brief development</p>	<p>0830 - 0900: Accountability/Travel to Holocaust Museum</p> <p>0900 - 1130: Holocaust Museum Tour</p> <p>1200 - 1300: Lunch</p> <p>1300 - 1430: Army Values Practical Exercise/Discussion/Check on Learning/AAR</p> <p>1430 - 2000: Depart Washington DC/Travel to FBNC</p> <p>2000 - 2100: Van turn in/Commence trip</p>
UNCLASSIFIED				
<i>95th Civil Affairs Brigade (Airborne)</i>		<i>"Order From Chaos"</i>		

(Graphic from Lt. Col. Thomas Matelski, U.S. Army)

Figure 3. Values-Based Training Concept, February 2015

values-based training. The program would include stops at Arlington National Cemetery, the United States Holocaust Memorial Museum, the United States House of Representatives, and the National Mall. Billeting was provided free at Fort McNair. The total cost of the event comprised the cost of using two vehicles.

We were primed and ready for execution. Excitement in the battalion was palpable. The event was something new and unique. The junior NCOs provided a thoughtful, meaningful set of learning goals for our soldiers. Nofsinger provided the leadership team with periodic updates, and the immediate feedback was that the event was turning out to be a home run. The results were better than expected.

Feedback, After-Action Review, and Revision

Upon completion of the first values-based training event, we conducted a thorough after-action review with

the battalion staff, as well as a feedback session with the soldiers who participated. Our soldiers returned from the event excited and eager to share what they learned with their peers. The junior NCOs and leadership team saw firsthand what a little innovation, ingenuity, and hard work could produce. The training was of significant value and exceeded all expectations in helping soldiers understand the importance of the Army Values. It illustrated how maintaining the Army culture as a part of the profession of arms is truly important.

The greatest impression came from the facilitator-led interactive vignettes and the authentic historical events the facilitators recounted to add historical context. For example, a vignette on selfless service was followed by a visit to Arlington National Cemetery to observe the changing of the guard at the Tomb of the Unknown Soldier. The Holocaust Museum tour followed a discussion on respect, and the National Archives provided insights into the importance of the Army and the

Nation's early history. Every venue, to include a twilight tour of the National Mall, provided context for a meaningful discussion of Army Values. Through this training, our soldiers saw the relevance of the Army Values and their ties to the Army profession.

It is important to note that the cost of the first event was kept low because of a network of trust-based relationships made possible by the Army. Trust, as described in *The Army Profession*, "serves as a vital organizing principle that establishes the conditions necessary for mission command. Trust is earned and reinforced as Army professionals contribute to the mission and perform their duty, seeking and communicating the truth and acting with integrity."¹² In the case of the values-based training event, it was the trust between soldiers with varying years of service that enabled the event to become reality.

The Arlington Cemetery tour was arranged by a chaplain who previously served in the same brigade as our battalion. The backstage tour of the U.S. Capitol Building came because of coordination with a former brigade officer serving in the Office of the Chief Legislative Liaison. Finally, billeting was arranged through NCO connections at Fort McNair barracks.

Individual soldier feedback provided the most compelling evidence of the success of the event. "I'm glad my unit made the investment in me important enough to allow me to attend," one soldier said. "I now have a deeper understanding of why I joined the Army."¹³

Another soldier commented, "It actually taught me the Army Values, and allowed me to see them in action and get a better understanding of them."¹⁴ Figure 2 (page 80) provides a detailed example of the feedback from a soldier who attended.¹⁵

Round Two: Bigger and Better

The feedback from the first iteration immediately drove us to conduct the values-based training a second time. Although several key players changed after the first iteration, the intent and concept for execution remained largely the same: stay focused on soldier-led discussion and synthesis; show practical application in real, historical examples; and replicate the results in a regular, periodic concept of operations. We would challenge our junior NCOs even more by expanding the scope of events.

Challenged by the commander of U.S. Special Operations, Army Gen. Joseph Votel, during a

commander's conference in August 2014, we decided that New York City and Ground Zero would be an exciting venue to see and understand why we fight.¹⁶ We decided to incorporate additional locations of historical relevance to the training concept: Ellis Island in New York City and Independence Hall in Philadelphia. Time in the National Capital Region would be conducted at the end of the event.

The staff process would be similar, but the concept was approved for execution. Figure 3 (previous page) highlights the overall concept of the operation.¹⁷

The staff challenges were similar to the first values-based training event, but this time there was solid feedback from the first iteration of training. The second iteration proved to be as successful as the first, but, unfortunately, the values-based training event was restricted to the National Capital Region because of competing operational requirements. Funding was not approved through traditional budgetary processes, but the Fort Bragg Chaplains' Tithes and Offerings Fund provided funds for the vehicles used. Our commitment remained the same: execute the event and to continue to provide a venue for soldiers to understand the Army culture and experience it in real and tangible ways.

Feedback was almost identical from the previous event, which confirmed the value, because only one soldier had attended both training events. The results convinced us that the values-based training concept should be applied across the Army. The concept proved to be an invaluable tool to connect soldiers to the Army in which they served and created a more cohesive team at work.

Recommendations and Final Thoughts

The values-based training was executed well with no issues of soldier indiscipline. Because the participants were a part of the learning and execution process, the prevailing mood was to "do things right and make it worthwhile." The time-constrained nature of the second iteration reduced the number of available options, but the effects were the same. When queried about the desire to reenlist when the time came, the majority of responses were, "Yes! Absolutely." Additionally, the training concept has been shared with other battalions at Fort Bragg and Joint Base Lewis-McChord.

The values-based training concept provides real, iterative connections with apprentice-level soldiers

and provides a deeper understanding of the Army profession. This makes it more likely that a group of apprentices would transition to journey person status and eventually become lifelong Army professionals.

The concept is applicable to all Army organizations. The proximity to the National Capital Region allowed ease of access for us, but there are historical venues

close to nearly every Army installation that can provide relevant context for the Army Values. The values-based training concept can be applied across the Army similar to the Strong Bonds program, which helps soldiers improve personal relationships.¹⁸ Values-based training is essential to building a desire to be a lifelong member of the Army profession. ■

Biography

Lt. Col. Tom Matelski recently completed assignment as a U.S. Army War College Fellow at the Daniel K. Inouye Asia-Pacific Center for Security Studies. He holds a BS from the University of Wisconsin-Milwaukee and an MMAS from the U.S. Army School for Advanced Military Studies. He commanded the 97th Civil Affairs Battalion (Airborne) at Fort Bragg, North Carolina.

Notes

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