



CURRICULUM ON LEADERSHIP

Strand L1: Character Development

Level 11

This Strand is composed of the following components:

- A. Character in Leadership
- B. Moral Leadership
- C. **Ethical Leadership**



It's What's Inside That Counts

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C. ETHICAL LEADERSHIP

OBJECTIVES

DESIRED OUTCOME (Leadership)

90% of Unit Cadets are able to

1. Discuss problems with defining ethics. Select the best definition of ethics.
2. Describe ethical dilemmas
3. Describe the decision-making/problem solving process and where ethics fits in

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C1. What Ethics Is, and Is Not

Some Problems with Defining Ethics

This section was adapted from “What is Ethics?” article by Valasquez, Andre, Shanks, S.J., and Meyer appearing in Issues in Ethics IIE V1 N1 (Fall 1987) Revised in 2010.

Does being ethical mean following the law? Does it mean following your feelings of right and wrong, or being true to yourself? Does it mean doing what your parents, teachers, or other authority figures tell you to do? Does being ethical mean following your religious beliefs? Or does it mean that your actions are in concert with society?

While doing each of these things is good, it may surprise you to learn that each of these questions has a fatal flaw inherent in them that keeps them from being a stand-alone definition of **ethics**. Can you guess what they are?



Figure 1 Thinking about Ethics

Why is following the law not necessarily going to guarantee ethical behavior?



Figure 2 Legal Framework

Laws provide a framework, a starting point, for ethical behavior, but are often limited to societal **conventions** at the time. For example, slavery, discrimination, environmental destruction, and many other unethical behaviors were legal in the United States at one time. Even today, many laws don't enforce ethical behavior. For example, in many situations it is not illegal to lie. There are some exceptions like a public official making an official statement, testifying in a court of law, libel, etc., but few people would say that a lie is ethical.

Why is following your feelings, or being true to yourself, not necessarily going to guarantee ethical behavior?

This one is a bit easier to see, since we all realize that following our feelings often gets us in trouble. But it wasn't always so obvious. Hedonism was an early philosophical movement that sought to maximize pleasure and minimize pain. Sounds good until you realize that your pleasure can cause someone else's pain. In fact, taking the ethically correct road, is quite often at odds with our feelings.



Figure 3 Do What Feels Right?

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Why is doing what authority figures tell you to do not necessarily going to guarantee ethical behavior?

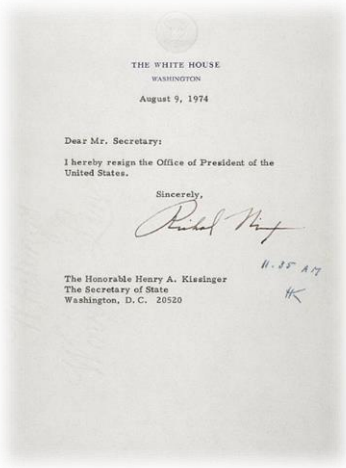


Figure 4 President Nixon's Resignation

Most authority figures (parents, teachers, supervisors, leaders, etc) want what's best for you and will guide you in ethical ways. There are times however, when they fail in that role, and may give you unethical guidance. There are countless examples in the military of Soldiers, Sailors, Marines, and Airmen who committed unethical acts while "following orders". The business, corporate, and public service arenas also are replete with unethical behaviors being promulgated throughout the organization because of unethical leaders.

Why is religion not always a good answer for ensuring ethical behavior?

Religion certainly teaches moral and ethical behaviors. Religions provide intense motivation for ethical behavior, but not everyone holds religious beliefs. Ethical behaviors should equally be expected of people of faith and those who don't practice religion. Also, some religions' ethical beliefs can be at odds with other religious or societal beliefs.

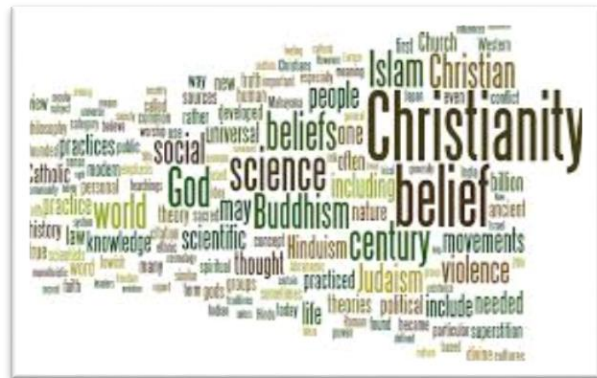


Figure 5 Religion Can Support Ethics

Why is acting in concert with society not always going to ensure ethical actions?



Figure 6 Nazi Germany in WW II

Society can become corrupted, like Nazi Germany in World War II. When a society becomes corrupted it can act outside of the bounds of ethical actions and commit some of the world's greatest atrocities. Society is also often "undecided" on many issues that have ethical components: abortion, immigration, euthanasia, etc. "Outsourcing" ethical responsibility to society, or making decisions based on majority opinions can be a fast track to unethical actions.

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So, What then is Ethics?

Ethics

1: the discipline dealing with what is good and bad and with moral duty and obligation

2: a set of moral principles: a theory or system of moral values

Velasquez' team defines ethics as two things: "First, ethics refers to well-founded **standards** of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, **slander**, and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. And, ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons.

Ethics (noun) \ ' e - thiks \

a: a set of moral principles: a theory or system of moral values

b: the principles of conduct governing an individual or a group

c: a guiding philosophy

d: a consciousness of moral importance

- Merriam-Webster

Secondly, ethics refers to the study and development of one's ethical standards. As mentioned above, feelings, laws, and social norms can deviate from what is ethical. So, it is necessary to constantly examine one's standards to ensure that they are reasonable

and well-founded. Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly based." (Manuel Velasquez, 2017).

C2. Ethical Dilemmas

We recommend the two enclosed Annenberg Learner series on Ethics in America, either in whole (difficult within our class time constraints) or in part. Ethics in America is designed for High School and adults, and Ethics in America II is designed for Middle School and up. Click on the links (where given) or copy & paste or type into your web browser.

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Ethics in America Annenberg Learner Video Series

(Columbia University Seminars on Media and Society, 2017)

[High School Level]

- A video instructional series on ethics for college and high school classrooms and adult learners; 10 one-hour video programs, audiocassettes, and coordinated books
- This series uses the **Socratic Method** to build analytical skills and examine ethical questions. The programs aim to sharpen moral reasoning without favoring a particular position by exploring ethical dilemmas in legal, political, medical, corporate, and military arenas. Panelists include Antonin Scalia, Faye Wattleton, and Peter Jennings.
- Produced by Columbia University Seminars on Media and Society. 1989
- <http://www.learner.org/resources/series81.html>

“**The Socratic method**...is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presumptions. It is a *dialectical method*, often involving a discussion in which the defense of one point of view is questioned; one participant may lead another to contradict themselves in some way, thus weakening the defender's point.”

“The **dialectical method** is a discourse between two or more people holding different points of view about a subject but wishing to establish the truth through reasoned arguments.”

(Wikipedia, The Free Encyclopedia, 2017)

1. **Do Unto Others.** http://www.learner.org/vod/vod_window.html?pid=191 Must we house the homeless or report a child abuser? A panel including Surgeon General C. Everett Koop, Faye Wattleton of Planned Parenthood, and Willard Gaylin of the Hastings Center discusses the question of community responsibility.
2. **To Defend a Killer.** http://www.learner.org/vod/vod_window.html?pid=192 What rights do the guilty have? Ethical dilemmas of our criminal justice system are discussed by U.S. Supreme Court Justice Antonin Scalia, defense attorney Jack Litman, and philosopher John Smith of Yale.
3. **Public Trust, Private Interests.** http://www.learner.org/vod/vod_window.html?pid=193 Jeane Kirkpatrick, Joseph A. Califano Jr., Senator Alan Simpson, Peter Jennings, and others address the problems of trust — within government, between one public official and another, and between the government and the public.

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4. **Does Doctor Know Best?** http://www.learner.org/vod/vod_window.html?pid=194 Should you save the mother at the risk of losing the baby? Doctors from the National Cancer Institute and Memorial Sloan-Kettering Cancer Center discuss controversies created by modern medicine with C. Everett Koop, journalist Ellen Goodman, and others.
5. **Anatomy of a Hostile Takeover.** http://www.learner.org/vod/vod_window.html?pid=195 Merger mania presents an alarming array of ethical problems. Debating the issues are T. Boone Pickens; chief executives from Borg-Warner, Goodyear, and Berkshire Hathaway; economist Lester Thurow; and Senator Tim Wirth.
6. **Under Orders, Under Fire, Part I.** http://www.learner.org/vod/vod_window.html?pid=196 How do we wage war when the enemy dresses as civilians and children throw bombs? Generals William Westmoreland, David Jones, and Brent Scowcroft, correspondents Peter Jennings and Mike Wallace, and others question the duty to follow orders and a commander's obligation to protect soldiers.
7. **Under Orders, Under Fire, Part II.** http://www.learner.org/vod/vod_window.html?pid=197 The carnage of My Lai raises the issue of confidentiality between the soldier, his religious confessor, and military justice. Generals debate the clash between military tribunals and the right of confidentiality with Chaplain Timothy Tatum of the U.S. Army War College, the Reverend J. Bryan Hehir of the U.S. Catholic Conference, and others.
8. **Truth on Trial.** http://www.learner.org/vod/vod_window.html?pid=198 Is an attorney's first obligation to the court, the client, or the public? Supreme Court Justice Antonin Scalia, Judge Robert Merhige, attorneys Floyd Abrams and Stanley Chesley, philosopher John Smith, and others debate civil litigation's ethical dilemmas.
9. **The Human Experiment.** http://www.learner.org/vod/vod_window.html?pid=199 Does finding a cure justify putting test subjects at risk? C. Everett Koop is joined by Dr. Arnold Relman, editor of the *New England Journal of Medicine*, and other distinguished panelists in a discussion of the medical research field.
10. **Politics, Privacy, and the Press.** http://www.learner.org/vod/vod_window.html?pid=200 What conduct on the part of a public official is relevant to "the public's right to know?" Panelists from both sides, including *Washington Post* publisher Katharine Graham, Peter Jennings, Mike Wallace, and Geraldine Ferraro, debate this issue.

Ethics in America II Annenberg Learner Video Series
(Columbia University Seminars on Media and Society, 2017)
[Middle School Level]

- A video series for middle school, high school, and adult learners; 6 one-hour video programs, downloadable discussion guide and Ethics reader, and Web site
- New, and yet familiar, hypothetical cases are debated and agonized over by eminent leaders from government, business, science and academia. *Ethics in America II* follows its predecessor by exploring gripping ethical dilemmas using the time-honored Socratic Dialogue format. The programs

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can be used with a discussion guide to help teachers engage their students in the process of ethical reasoning and acquaint them with its traditions through historical essays and other writings. A website with background on the programs and issues is coordinated with the series.

- Produced by Fred Friendly Seminars. 2007.
- <http://www.learner.org/resources/series207.html>

1. **Three Farewells: Medicine and the End of Life.**

http://www.learner.org/vod/vod_window.html?pid=2245 This program looks at the difficult choices a loving family makes as they confront the end of life. When a perfect pregnancy ends in unforeseen complications, and the newborn suffers very severe brain injury, how should the parents decide what is best for their baby? When, a few years later, the baby's grandmother descends into dementia from Alzheimer's, should her earlier wish to forego all medical treatment be honored, even though she may no longer understand — or agree — with the statements she made when she was competent? Still later, another family member receives a diagnosis of pancreatic cancer. If she is terminally ill, should she be able to avail herself of medications to aid her in dying?

2. **War Stories: National Security & the News.**

http://www.learner.org/vod/vod_window.html?pid=2246 Four years previously, a coalition led by American forces invaded the Central Asian nation of Khaoistan, where warlords had destroyed the central government and were supporting major terrorist activities. Today, the process of rebuilding the nation and fighting off an insurgency continues, covered by a group of journalists based in the capital city. Meanwhile, back in the States, a journalist covering national security issues investigates allegations of illegal phone taps by the government. In each case, reporters are faced with dilemmas that go to the heart of their responsibilities as journalists, and as Americans.

3. **My Brother's Keeper.** http://www.learner.org/vod/vod_window.html?pid=2247 In a neighborhood perhaps like your own, in a family perhaps not too different from yours, individuals struggle with their college applications, with promotions at work, with the actions of their neighbors, and try to determine what to do when important values about questions of fairness, loyalty, secrets, and trust conflict.

4. **Choosing Justice: Elections and Judicial Independence.**

http://www.learner.org/vod/vod_window.html?pid=2248 John Fairfield, a former prosecutor and respected state trial judge, is thinking of pursuing a life-long dream: a seat on the state Supreme Court. In Fairfield's state, Centralia, all the judges are chosen in nonpartisan elections, with no limits on what can be spent — or said — in the process of campaigning. Fairfield wonders what will be required of him — especially regarding fundraising and political advertising in what will be a fiercely contested statewide campaign — and what the implications might be for the ethical integrity of the judiciary.

5. **A Better Brain: The Ethics of Neuro-Enhancement.**

http://www.learner.org/vod/vod_window.html?pid=2249 Maria and her daughter Camilla are meeting with several challenges in this difficult time in their lives, from the exhaustion of working two jobs, to the pressure and loneliness of being an average, unpopular kid at school. Yet it appears that some new pharmaceuticals may help each of them — if they choose to use them. New drugs have also found a place in the university setting where students find that Hype Pharmaceuticals' Alzheimer's drug, Rememberall, helps them study better, work faster and remember much more. By enhancing their performance this way, are they cheating? Are they possibly endangering themselves?

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6. Risk, Reward, Responsibility: Ethics in Business.

http://www.learner.org/vod/vod_window.html?pid=2250 Should the executives at Casablanca Cruise Lines have asbestos removed from their ships by a company based in the former Soviet republic of Novostan? The cost would be \$80 million less than if an American company were used, but Novostani standards of worker safety are far less rigorous. What should executives at MaxiCorp disclose about accidents in cars using their device, which doubles the mileage of cars in which it is installed, when they have no idea whether their device is contributing to the accidents? And what should executives at Wowie Info do when the authoritarian government of Jaigunda demands the name of a Jaigundan customer who has been using Wowie's internet services to criticize the government? In each case, panelists struggle to make sound business decisions while observing ethical imperatives in the changing global economy.

C3. Ethical Decision-Making

Making decisions and solving problems is what leaders do. The process is similar for both decision-making and problem-solving. Making a decision is part of solving a problem. Like leaving ingredients out of a recipe, it doesn't work very well if you leave steps out of the Decision-Making/Problem-Solving Process. It's best to follow a set process so you don't forget something. The "ethical" part comes in as you consider your values during the process. This ensures you make ethical decisions.



Figure 7 Decision Making Processes

Ethical Decision-Making/Problem-Solving Process

1. Identify and define the problem.
 2. Gather information (facts/assumptions).
 3. Develop solutions/courses of action (COA).
 4. Analyze and compare alternative COAs. Consider your values.
 5. Make a decision; select the best COA.
 6. Make a plan.
 7. Implement the plan & assess the results.
-
1. Identify the Problem:
 - Think through the problem
 - Define the problem in precise words
 - Write it down
 - Ensure you've correctly identified the problem
 - You can't solve a problem if you don't correctly identify it
 2. Gather Information:
 - Gather the Facts & Assumptions
 - Facts: observable, provable, already happened
 - Assumptions: taken for granted without proof. These are things you think will happen.
 - Establish the situation regarding the problem

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Example: Your friend and fellow Cadet is internet chatting with someone she has not met in person and you're concerned the person may not be someone with whom she should be interacting. You've told her your concern, but she said everything is fine and not to worry about it.

3. Develop Solutions:

- Brainstorm ideas
 - Brainstorming is a way to generate a lot of ideas.
 - Put down every idea you can think of, no matter how wild or crazy it may seem. Don't judge the ideas, just list them
- Turn your brainstorming list into a list of possible solutions
- The Army calls these possible solutions Courses of Action (COA)

4. Analyze & Compare Courses of Action:

- What is most important about your solution? Develop **criteria** to analyze each solution. It might be how much it costs, how much time it takes, the level of danger, how far away it is, etc.
- Weigh your criteria. Maybe cost is twice as important as how far away it is, and time is three times as important. Note these weights.
- **Consider your values. Do the solutions you've come up with support your values?**

Example:

Internet safety from predators is important.

You're pretty sure your friend's internet chatting with the stranger is unsafe and she's mentioned the possibility she will meet this person face-to-face soon. Should you talk to an adult about your concern, and if so, what adult should you talk to?

- List the pros and cons of each solution
- Assess each solution using each of your criteria
- Order the solutions within each **criterion** – for each criterion, decide which is best, next best, worst, etc. Worst gets 1 point, next best 2 points, etc.
- Criteria that are even split the points
- Use your weights (points) to multiply the important criteria.

Criterion

cri·te·ri·on [ˌkrɪˈtɪrēən]

noun

plural noun: criteria

a principle or standard by which something may be judged or decided

Decision Matrix

This is a way of visually and numerically comparing your choices. Your Courses of Action (1, 2, 3, & 4) are listed vertically in the matrix, and your Criteria (Friend's Anger, Loss of Friendship, Friend's Safety) are listed horizontally in the matrix. Lastly, you put in your weights for the criteria. The more important a criterion is to you, the higher the weight you would assign to it.

Step 1: Shown in the first decision **matrix** below. You don't use the weights in this first analysis. Consider each criterion, one at a time. For Friend's Anger, you think COA 4 is best so it gets a "3", then COA 3 is the middle so it gets a "2", then COA 1 is the worst option so it gets a "1". You deleted COA 2 because it goes against your values of internet safety, including your friend's safety! You make this comparison for each of the criteria. If you can't decide which of two COAs is better, then average the points between them and give them each the same value.

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Initial Decision Matrix – without weights

Course of Action (COA)	Friend's Anger	Loss of friendship	Friend's Safety	Totals
<i>Weight</i>	<i>x1</i>	<i>x2</i>	<i>x3</i>	
1. Not do anything				
2. Tell her mom	1	1.5	3	5.5
3. Tell your mom	2	1.5	1	4.5
4. Tell your CACC Commandant	3	3	2	8

In this case, your analysis shows the best option is Course of Action is 4, which is to tell your Commandant.

Step 2: Shown in the next decision matrix below. You take the weight for each criterion and multiply it by the points you assigned to that criterion. Using the example we used previously, we applied the weights to the criteria in the matrix below.

Decision Matrix with Criteria Weighted

Course of Action (COA)	Friend's Anger	Loss of friendship	Friend's Safety	Totals
<i>Weight</i>	<i>x1</i>	<i>x2</i>	<i>x3</i>	
1. Not do anything				
2. Tell her mom	1 (1)	1.5 (3)	3 (9)	13
3. Tell your mom	2 (2)	1.5 (3)	1 (3)	8
4. Tell your CACC Commandant	3 (3)	3 (6)	2 (6)	15

Weighting the criteria didn't change your decision. But sometimes it does. In a situation where the decision is different, it's generally best to choose the one that was weighted. This is because you assigned weights according to what you felt were their importance.

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5. Make a Decision:

You did! After your analysis in this situation, you determined that sharing your concerns with your Commandant is the best decision.

6. Make a Plan:

- What do you need to do to execute your decision?
 - Think through what you're going to say
 - Call your Commandant and say you have a concern regarding a friend and fellow Cadet
 - Set up a time with the Commandant to discuss your concern privately on the phone or in his/her office
 - Be prepared for the ways your friend may respond to you (anger/feelings of betrayal, loss of friendship)

7. Implement your plan and assess the results:

- Do it!
- Did you share your concern and ask the Commandant for help?
- Did the Commandant provide advice about what you should do or if he/she will take it from there?
- Are you ready for your friend's response?

Ethical Traps

- Don't get caught in an ethical trap
- If you make an unethical decision, you make your problem worse; now you have two problems

Example:

- In 1972, five men were caught and arrested for a poorly executed burglary of the Democratic National Party Headquarters at the Watergate Hotel in Washington. The head of the Republican Party, President Nixon, didn't participate in the burglary.
- An investigation was done to see if the Nixon Administration was involved. It grew to include other illegal activities the administration was involved in.
- President Nixon fired the prosecutor who was conducting the investigation
- It came out that Nixon tried to cover up the dirty politics he was engaging in – including the Watergate burglary.
- In 1974, President Nixon resigned as a result of the scandal. If he hadn't resigned, Congress would have impeached him.
- In the end it was the cover up that resulted in Nixon resigning.

What unethical decisions did President Nixon make?



Figure 8 Nixon Resigns

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