

Leadership & Ethics Seminar

Faculty Mentoring Package

Overview

Effective development of Leadership & Ethics skills requires continued reinforcement through practice and ongoing discussion of relevant topics. The intent of the mentoring program is to reinforce, further develop and help students put into practice the ethical principles and values discussed during the Leadership & Ethics Seminar. This guide is to help provide topics and a possible format to encourage your discussion with student(s) throughout the year.

The role of the faculty mentor is to facilitate the discussions. The role of the student is to schedule and participate in the discussions. It is important for the students to participate not only for their continued development but it is also a requirement if they wish to qualify for the West Point Society Leadership & Ethics scholarships made available to selected applicants at next year's Seminar. Mentors will be asked to affirm on the scholarship application that the student has attended one hour of mentoring each full month of the school year between March and the end of November (six mentoring sessions).

The intent of each session is to challenge the student(s) to apply the elements of critical thinking, moral reasoning, and values-based decision-making to the identification of possible solutions – like what they did during the Seminar. Several topics are included as suggestions to stimulate discussion; however, it is up to the mentor and mentee to determine what topic may be most relevant to achieve the desired intent.

As a reminder, below is the Ethical Decision-Making Model (EDMM) that was shared at the L&E Seminar. Use this to frame questions to guide the student in discussion of the topic at each mentoring session.

Ethical Decision-Making Model

1. Develop the situation by asking who is involved; what are the circumstances; are these actions of commission or omission; what related issues might be involved?
2. What is the central problem or issue that must be resolved?
3. Identify possible justification for the actions taken that caused the problem or issue, either explicitly offered in the scenario or any implied.
4. What is the outcome they would most like to see at the end?
5. Identify alternatives for how the student might respond and the possible consequences of each.
6. Do any of the feasible options, if acted on, compromise the student's personal values or have legal consequence?
7. Determine which option is best? Why? How would they justify this to a friend or authority?
8. How would the student act on this option? What is the plan and should anyone else be involved?

Some Keys to Successful Use of the Ethical Decision-Making Model

1. Focus on the process – not emotions
2. The more you engage in this process, the more natural it becomes
3. Leaders proficient in Ethical Decision Making are better able to:

- a. Help others understand how ethical choices can help them succeed (don't have to be unethical to succeed)
- b. Recognize ethical dilemmas & know why "It's Not OK!"
- c. Help others decide before choices become worse

Example of a Mentoring Session

5 Minutes Ask how things are going? What's he/she excited or stressed about?

15-30 Minutes Explain and reinforce the intent for the mentoring session. Help them understand the relevance of practicing use of the EDMM to become a better leader. Ask if they've seen anything in the last month that reminded them of their discussions at the L&E Seminar. Have they come across any situations recently, or heard of something from a friend that were tough deal with (in school, at home, elsewhere – need to make it less 'risky' to share these). If so, follow the students lead on whether to use the EDMM to think this through with them. If they don't volunteer any situations or are not comfortable discussing them, use the topic suggested below to get the discussion going.

10 Minutes Ask the student to summarize what they've decided or how they think it affects what they'll do in the future.
Before end

Topics

Key Questions for Mentor to Ask in Case Studies Below:

Who is involved? Why is it happening?

What is the real decision you are facing?

Identify Justifications: Why is everyone behaving the way they are?

What is the desired outcome? What could you do? What might happen?

Is the alternative consistent with your values?

Which possible outcome looks best? Will it work? Would could happen?

How will you make your plan work? What could go wrong?

What would you do differently next time?

Mentoring Session Topics

1. **Cyber Bullying**

Background: Cyberbullying is bullying that takes place using electronic technology to include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Cyberbullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen any time of the day or night. Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source. Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Consider Using One of the Two Case Studies below to engage the student in discussion:

The Tyler Clementi Case

It was during the summer after his high school graduation that 18-year-old Tyler Clementi began sharing that he was gay. Clementi's roommate during his freshman year at Rutgers University, Dharun Ravi, used a webcam in September 2010 to stream footage of Clementi kissing another man. The teenager learned through his roommate's Twitter feed that he had become "a topic of ridicule in his new social environment." On September 22, 2010, Clementi committed suicide by jumping off the George Washington Bridge.

Less than a week after Clementi's death, Ravi and Molly Wei, the roommate whose computer Ravi used to spy on Clementi, were charged with invasion of privacy. In May 2011, Reuters reported that Wei entered a plea deal requiring that she testify against Ravi. A jury convicted Ravi on 15 criminal charges, and he earned early release 20 days after beginning a 30-day jail sentence.

The Amanda Todd Case

In October 2012, ABC News reported that the video Amanda Todd had posted to YouTube had been viewed more than 17 million times. In the video entitled "My story: Struggling, bullying, suicide, self-harm," the British Columbia teenager uses flash cards to tell about her experiences of being blackmailed and bullied. A little over a month after posting the video on September 7, 2012, Amanda hanged herself in her home on October 10, 2012.

Amanda began using video chat in the seventh grade to meet new people online, and one stranger convinced the teenager to bare her breasts on camera. However, the stranger attempted to use the photo to blackmail Amanda, and the picture began circulating on the internet, including a Facebook profile that used the topless photograph as the profile image. "The Internet stalker she flashed kept stalking her," Amanda's mother, Carol Todd, told the Vancouver Sun. "Every time she moved schools he would go undercover and become a Facebook friend."

2. Performance Enhancing Drugs

Background: Performance Enhancing Drugs (PED) have the ability or potential to drastically alter the human body and biological functions, including the ability to considerably improve athletic performance in certain instances. These drugs, however, can be extremely dangerous and, in certain situations, deadly. However, the primary reason why performance enhancing drugs (PEDs) are outlawed in professional sports is that they give users an unfair advantage over the rest of the field. Various professional sports leagues have attempted to set a level playing field by testing for drug use and suspending those found guilty. Punishments have done little to reduce the number of incidents every year from cycling to baseball to track & field.

Possible Case Study for discussion:

Alex Rodriguez: 'I'm fighting for my life' (CNN August 6, 2013)

Major League Baseball on Monday suspended 13 players, including New York Yankees star Alex Rodriguez, after an investigation into the use of performance-enhancing drugs. The league suspended Rodriguez for 211 regular-season games through the 2014 season, but the 38-year-old slugger said he planned to appeal. Twelve other players have accepted 50-game suspensions without pay.

A-Rod and the other players are accused of having ties to the now-shuttered Biogenesis anti-aging clinic in south Florida and taking performance-enhancing drugs. Rodriguez has denied the accusation. "I'm fighting for my life. I have to defend myself. If I don't defend myself, no one else will," he told reporters after the league announced its decision. Asked directly whether he had used performance-enhancing drugs, he declined -- repeatedly -- to comment.

Earlier in a written statement, he said that he was disappointed with the penalty and intends to appeal. He thanked family, friends and fans for their support and stressed that he was eager to get back on the field with his teammates. His suspension is set to go into effect on Thursday, the league said. But officials also said that Rodriguez could keep playing if he appeals.

The league said Rodriguez's punishment is based on his alleged use and possession of banned performance-enhancing substances, including testosterone and human growth hormone, for multiple years. Officials also accuse him of "engaging in a course of conduct intended to obstruct or frustrate" their investigation into the matter.

Rodriguez is considered one of the game's greatest sluggers. He has 647 home runs -- the fifth most ever -- in 19 seasons. In 2009, he had an outstanding postseason as he helped the Yankees win their most recent World Series title. He holds the largest contract ever in American sports, signing with the Yankees in 2007 for \$275 million over 10 years. Rodriguez said Friday he believes his contract makes him an attractive target for a baseball ban or suspension.

3. Data Privacy & Information Ethics

Background: Questions about data privacy and information ethics have come to the forefront of news in recent years with the NSA data collection revelations and corporate data breaches, like Target and Sony Pictures, that resulted in the sharing of inappropriate emails, credit card information and phone conversations. If a friend forwarded you a secretly recorded video or audio file that was embarrassing to someone you know, but not well, what would you do? What if someone gave you the log-on information to someone else's Netflix account so you could charge movies or games to them without their knowledge? What actions, if any, would you take?

Possible Case Study for discussion:

NSA programs may be legal, but are they ethical? (CBS News June 16, 2013)

Calls to "make us safer" in the wake of 9/11 were "all understandable" at the time, Wall Street Journal columnist Peggy Noonan argued Sunday during a panel discussion on "Face the Nation." But 12 years later, she added, progress in technology to cull metadata begs a second look at the government surveillance programs that have cropped up in response.

"I think this is a perfect time to stop and look at what we are erecting here," Noonan said. "What good it can do, but also what bad it can do. It's a very delicate thing when you have a big state that can make people, citizens, feel that they are, assume that they are potentially going to be abused because of the number of things the government knows about them."

Top-secret documents leaked by former National Security Agency contractor Edward Snowden recently exposed programs that involved collecting the phone records of millions of U.S. citizens and mining data from the servers of nine major Internet companies to extract audio, video, photos and emails, among other things.

Barton Gellman, the Washington Post reporter who broke the news of the programs, said that while he has "no reason to think anybody has violated this sequence of secret laws," there are outstanding questions about "where we want to draw the boundaries and what the laws should be" as a society, "because we don't even know what they are."

"There's a kind of 'catch-22' quality to this," offered Rick Stengel, managing editor of Time magazine. "What are we willing to sacrifice, in terms of our own privacy, to guarantee or have the kind of security that we want?"

The social media era, though, is largely complicating what can and is considered private or not, pointed out David Corn from Mother Jones: "People growing up living on Facebook, Instagram, Snapshot and everything else, I think, have less the presumption of privacy because they're giving it up voluntarily."

Gellman agreed "there's something to be said for all this, about changing social norms about privacy." "It's not what you give to Facebook," he continued, "it's what Facebook is taking from you without your knowledge."

4. Influencing Peers

Background: One of the hardest aspects of ethical leadership is the ability to influence others to overcome their fears and do what is right. While this is not an ethical dilemma question, below are two good TED Talks and a recently published leadership article on how to practically lead others when it is unpopular or simply when the mentee lacks confidence. The discussion could go in several directions but these could easily be applicable in current student life. Two key questions to get the discussion started might be ‘what did you find interesting and why?’ and ‘how might this apply to you now?’.

How to Start a Movement: Sometimes you don’t have to be the person with the idea to be the leader; you just need to know when to embrace the idea and others will follow.

Link: http://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en

Your Body Language Shapes Who You Are: Amy Cuddy starts the talk on the power of body language but ultimately has a more powerful message on how to become what you want to be.

Link: http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en

'Marines Don't Do That': Mastering The Split-Second Decision

Imagine that you’re a British Marine commando in Afghanistan. Your unit comes across an insurgent, badly wounded but unarmed. One of your fellow soldiers, seething with rage, points his pistol at him and is poised to shoot. “Shuffle off this mortal coil,” he says. “It’s nothing you wouldn’t do to us.”

You have mere seconds to act. You’re not close enough to restrain him. What would you say?

If you weighed your options for more than an instant, time’s up. It’s too late. As it was for the others at the scene. Before they could act or speak, the angry soldier shot the defenseless captive at close range, then turned to his fellow commandos and said, “Obviously, this doesn’t go anywhere, fellas. I just broke the Geneva Convention.”

But word did get out in the following days. The whole incident had been videoed by helmet cameras. The soldier was found guilty of murder, the first such conviction in Britain since World War II.

Handing down a life sentence, the judge said, “You treated that Afghan man with contempt and murdered him in cold blood. By doing so you have betrayed your corps . . . [and] potentially increased the risk of revenge attacks against your fellow service personnel.”

It was a tragedy all the way around. For the victim, most certainly. Also for the convicted soldier who had an otherwise unblemished service record. And likewise, for the troops who witnessed the killing and anguish over what they might have done to prevent it.

There is no simple answer that would guarantee a different outcome, but some military experts believe that the murder might have been prevented if just one other person in that unit had the presence of mind to say four words: **“Marines don’t do that.”**

Replay that short sentence in your head as if it were directed to you. Note that it does not include the words *stop*, *order*, or *wrong*. That omission makes the statement all the stronger. Its aim is to put the spotlight on the person, not the act.

“Marines” is the most important word. It comes first and works on two levels. It tells the soldier, “Remember who you are. Don’t renounce your identity.” Uttered by a fellow marine, it also says, “Your brothers are here with you.”

You may think I’m reading too much meaning into that sentence. When I came across an analysis of the incident by an ethicist, [Paul Valley](#), I forwarded it to a former student of mine, Major David Dixon, recently retired from the US Marine Corps. David kindly gave me permission to quote his reply:

“Wow, this is extremely apropos. A few months ago, I spoke at the University of Washington about how the Marine Corps teaches ethical decision making in situations exactly like this. . . . This is exactly what we teach: ‘Marines don’t do that.’ Verbatim, it is in my PowerPoint slides.”

According to David, every US Marine received this training in 2012, from senior personnel to the most the most junior enlisted troops. It’s more than a technique or a tactic. Instead it’s an expression of a deep sense of values and responsibilities.

David says that U.S. Marines are taught poise, presence, and moral courage from Day 1 in the service. “If the Marine next to you is falling asleep in class, you must have the moral courage to wake him up and motivate him to stay awake. If you are caught sleeping in class at boot camp, not only do you get in trouble for laziness, but the Marine to your left and to your right get in trouble for lack of moral courage b/c they should have corrected you when you were in the wrong.”

Now let’s take a big leap to see how the same principles apply if you need to persuade someone else to do the right thing. Perhaps you want another party to treat you fairly, even though they know you’re in a weak bargaining position. Or you might see a colleague about to trip up by padding his expense account. Don’t look away. Have moral courage yourself.

Step one is summoning the better side of the other person’s nature. That doesn’t require sermonizing. Instead you might merely ask, “Would you comfortable telling your children what you’re planning to do?” Start with the fundamental matter of character. After that—if you have more than three seconds—you can debate specific ethical boundaries.

Harvard Business School Professor Michael Wheeler is the author of [The Art of Negotiation: How to Improvise Agreement in a Chaotic World](#) (Simon & Schuster).

5. What's Really Important?

Background: Many times in trying to educate and train young students, we focus a lot on getting them to remember the content or memorize the playbook, so they do well on the test or can make the right play in a contest. They learn to measure themselves by how well they do in these 'tests'. Sometimes though it is helpful to open their minds and be able to envision their actions in a larger context.

Have them read this short poem by Michael Josephson, a well-known ethicist and author. Ask them their impressions of what he is saying. Is there any particular verse that stands out to them personally? In verse #3, what is the difference between 'success' and 'significance'? In verse #5, do they agree with the author that 'character' is more important than 'competence'? Consider giving them an example from your life that reinforces some of the points in this work.

What Will Matter

~ Michael Josephson, 2003 ~

*So what will matter?
How will the value of your days be measured?*

*What will matter is not what you bought, but what you built;
not what you got, but what you gave.*

*What will matter is not your success, but your significance.
What will matter is not what you learned, but what you taught.*

*What will matter is every act of integrity, compassion, courage or sacrifice that enriched,
empowered or encouraged others to emulate your example.*

*What will matter is not your competence, but your character.
What will matter is not how many people you knew,
but how many will feel a lasting loss when you're gone.*

*What will matter is not your memories, but the memories that live in those who loved you.
What will matter is how long you will be remembered, by whom and for what.*

*Living a life that matters doesn't happen by accident.
It's not a matter of circumstance but of choice.
Choose to live a life that matters.*