**The Krause Center for Leadership and Ethics**

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Professionals taking part in these seminars are primarily volunteers who are giving up their professional leave time or deferring revenue production activities to assist you in this enterprise. They participate in this seminar because they recognize the importance of investing in the development of the next generation of principled leaders in their profession.

This workbook and its supporting materials were created by the Krause Center for Leadership and Ethics and The Citadel Career Center.

The Krause Center for Leadership and Ethics would like to thank the Class of 1963 for their financial support.

"THE CLASS OF 1963 PROUDLY SPONSORS THE SENIOR LEADERSHIP INTEGRATION SEMINAR AS IT PROVIDES YOU A TRULY UNIQUE PROFESSIONAL DEVELOPMENT EXPERIENCE. MY CLASSMATES OFTEN REFLECT ON THE ETHICAL AND MORAL CHALLENGES WE FACED AFTER LEAVING THE CITADEL."

This seminar provides you with practical skills to incorporate the strong values you set at The Citadel into your career and life ahead. Today’s activities will serve you long after your days at The Citadel.
**SEMINAR Agenda**

**INTRODUCTIONS**

**MORNING SESSION: TRANSITION AND INTROSPECTION**

Host Organization or Profession Orientation  
Mission/Vision, Core Values and Professional Development

Professional Break-out Topics

~LUNCH~

Guest Speaker

Ethical Dilemma Case Study Introduction and Discussion

**AFTERNOON SESSION: REFLECT AND ENGAGE**

Cadet Leading/Serving Experiences: Resume, Academic & Leadership Transcripts

The Importance of Mentors & Networking

Career Path Discussion with Professional Leaders and/or Citadel Graduates

**ONLINE SEMINAR SURVEY INSTRUCTIONS**

**REFLECTIVE ESSAY INSTRUCTIONS**

TASKSTREAM Entry and Rubric
HOST ORGANIZATION Orientation

HOST ORGANIZATION OR PROFESSION MISSION & VISION

CORE VALUES

PROFESSIONAL DEVELOPMENT
MY MISSION & VISION

MY CORE VALUES

MY PROFESSIONAL DEVELOPMENT
Leading and Serving Experiences
Knowledge, Training and Skills

Check the activities that you have participated in as a cadet:

**Character Pillar**
- Honor Committee rep/member
- Honor Code
- Service Learning/Civic Engagement
- Clubs/Organizations
- Service or leadership societies: Rotary, ECEC, OΔK
- Ethics Education and Training: LDRS 111, 211, 311, 411
- Darkness to Light (D2L) training/certification
- MBTI Assessment
- NCBI Controversial Issues Training
- NCBI Leadership in Diversity and Respect Training
- Leadership Training Program (LTP) topics
- Toastmasters International

**Academic Pillar**
- Academic Societies: ΦΚΦ, ΒΓΣ, OΔK, TBΦ
- International Education/Travel Opportunities
- Internships
- Undergraduate Research
- Tutor/Academic Service
- Academic Honoraries
- Computer/Technical Training

How will these experiences and skills relate to your career or profession?

**Military Pillar**
- Military Contract
- ROTC Training
- Cadre Leader
- Cadet Chain of Command
- Specific Rank/Position Responsibilities
- NCO/Officer Training
- Military Lifestyle
- Knowledge of Customs and Courtesies

**Fitness Pillar**
- NCAA Athlete
- Intramural Sports Participant/Leader
- Alcohol and Drug Education
- CPR/First Aid

How will you incorporate them during an interview?
**THE IMPORTANCE OF PREPARING, NETWORKING AND MENTORS**

**EXPLORE**
What is your professional focus after graduation?
- Military
- Civilian Workforce
- Graduate/Professional School

What is your target occupation? Is it related to your major? If not, what have you done to prepare for this?

List your top 3 geographic locations (city, state, country) of preference? Do we have a Citadel Alumni Connection there? (SEE CAA database – if yes, have you reached out?)
1.
2.
3.

**PREPARE**
What are some of the transferable skills needed for your target occupation? *(Use Resume Construction Guide pg. 17)*

What is your back-up occupation if you are not able to enter your target career?

**ENGAGE**
List 3 organizations and/or a graduate program to which you would like to apply now or in the future?

| 1. | □ Yes, I have completed  
□ No, I have not completed |
| 2. | □ Yes, I have completed  
□ No, I have not completed |
| 3. | □ Yes, I have completed  
□ No, I have not completed |

List 3 resources you will use between not and graduation to help you find a mentor.

| 1. | □ Yes, I have completed  
□ No, I have not completed |
| 2. | □ Yes, I have completed  
□ No, I have not completed |
| 3. | □ Yes, I have completed  
□ No, I have not completed |
LDRS 111 Ethical Fitness® Seminar REVIEW

Right vs Right
An Ethical Dilemma is a choice between two rights: a tough decision that occurs when two core values come into conflict. When faced with a dilemma, one must decide which right is the higher right. Conversely, a moral temptation is a choice between a right and a wrong.

Institute for Global Ethics five moral values
Honesty, Fairness, Responsibility, Respect, Compassion.

Four Paradigms
• Truth vs Loyalty: Contrasts telling the truth or being honest with the values responsibility or promise-keeping. “Telling the truth” most commonly means accurately reporting the facts, whereas loyalty focuses on allegiance to a friend, a group, or a set of ideas.
• Short-term vs Long-term: Involves the immediate needs of the present conflicting with those of the future.
• Individual vs Community: Pits the interests of the individual, standing all alone, against those of some larger group (to which the individual also often belongs). Or it could be about the interests of one person compared to another or the interests of a small group compared to those of some larger group.
• Justice vs. Mercy: A choice between going by the book and bending the rules. It involves choosing between fairness and equal treatment of everyone on the one hand, and compassion and allowing for exceptions on the other hand.

Three Decision Principles
• Ends-based thinking: Consider the consequences of your action. The most common form of consequentialism states that one should do what produces the greatest good for the greatest number.
• Rule-based thinking: An action is right only if it conforms to a universally applicable moral rule. The most common moral rule that is thought to be universally applicable is Kant’s categorical imperative: “act only according to that maxim through which you can at the same time will that it should become a universal law.”
• Care-based thinking: Asks us to empathize with others and consider their needs. It is most famously expressed as the Golden Rule: “do unto others as you would have them do unto you.”

LDRS 311 Moral Courage™ Seminar Review

Three Dangers (Risks) of exercising Moral Courage
• Ambiguity: When one is uncertain, confused, or has conflicting ideas about whether to act.
• Exposure: When we take a stand, we expose ourselves to others.
• Personal Loss: Morally courageous actions may result in a damaged reputation, a loss of income and employment.
• Endurance: Five trusts allow the actor to endure
• Experience: We trust our past experience and rely on it when faced with a challenge.
• Character: We trust who we are and the values that we have.
• Faith: We trust in a higher authority or an objective principle.
• Intuition: We trust our gut feelings and our conscience.
• Supportive Context: We trust that others will understand and support our actions.

Please refer to the LDRS 111 and 311 workbooks sent to you in Constant Contact e-mails for more detailed information.
ETHICAL REASONING Capstone Essay

REQUIRED ETHICAL REASONING SURVEY
1. On your computer or smart phone, navigate to the following URL: citadel.edu/survey
2. Look for "Leadership 411" and click the "Ethical Reasoning Survey" link.
3. Complete the brief, anonymous survey

Write a 3-page essay on the Ethical Dilemma given to you during your LDRS 411 seminar. Your essay is the final academic requirement of your 4-year Leader Development Program and must address all six items listed below in a well-written, senior-level essay. You will use the ethical dilemma recognition/categorization/resolution process you learned in LDRS 111 and the Moral Courage evaluation process you learned in LDRS 311 to provide your solution to the ethical dilemma.

1. IDENTIFY THE ETHICAL DILEMMA.
Who is the actor? What ethical dilemma is the actor or the organization challenged with? Why is this an ethical dilemma and not a moral temptation? What are the right vs. right choices facing the actor or organization? What is the impact on the profession?

2. WHAT KEY VALUES ARE AT STAKE?
Honesty | Fairness | Responsibility | Respect | Compassion

3. WHAT IS THE HIGHEST RIGHT?
   a. Categorize your dilemma using the four dilemma paradigms learned in LDRS 111:
      Truth vs. Loyalty | Justice vs. Mercy | Short-term vs. Long-term | Individual vs. Community
   b. Use the three decision principles learned in LDRS 111 to help derive a resolution to the dilemma:
      Ends-based thinking | Rules-based thinking | Care-based thinking

4. WHAT DANGERS FACE THE ACTOR (LDRS 311 MORAL COURAGE SEMINAR)?
Fear of ambiguity | Fear of public exposure | Fear of personal loss

5. WHAT TRUSTS ALLOW THE ACTOR TO ENDURE (LDRS 311 MORAL COURAGE SEMINAR)?
Experience | Character | Faith | Intuition | Supportive context

6. YOU ARE THE ACTOR. WHAT IS YOUR SOLUTION AND WHY?

UPLOAD YOUR ESSAY TO YOUR E-LEADERSHIP PORTFOLIO IN TASKSTREAM UNDER THE MORAL AND ETHICAL PILLAR, LEADERSHIP INTEGRATION (FIRST CLASS).

- Your essay must be submitted by Wednesday 25 October to receive credit for the seminar.
- When you are finished entering/uploading your work, click Save & Return.
- Then, click Submit and choose LTC Stephen Grenier as your instructor from the list.
- A padlock will appear next to the assignment on the menu when you have properly submitted it.

The Ethics in Action rubric (accessible in TaskStream) will be used to assess your written work, and you must achieve a minimum level of “2” to successfully complete this graduation requirement. If the minimal level is not achieved, you will be notified and you will need to further develop or explain your work and re-submit your essay to receive credit for your essay.
**The Citadel**

**Mission**

The Citadel’s mission is to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment.

**Vision**

Achieving excellence in the education and development of principled leaders

**Core Values**

Honor
Duty
Respect

**The Citadel Experience**

Principled Leader Development
Special Thanks and Gratitude

Host Organizations
Faculty Facilitators
The Citadel Class of 2018

To the many professionals, Citadel facilitators, and volunteers taking part in the seminars to enhance and invest in the development of the next generation of principled leaders.