

West Point
Leadership Ethics and Diversity in STEM
Workshop
for
Dallas-Fort Worth Metro-Area Schools

Friday, January 20, 2017

9:00 AM – 2:30 PM



Program

Newman Smith High School
2335 N. Josey Lane
Carrollton, Texas 75006



West Point

Leadership Ethics and Diversity in STEM Workshop



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Welcome Letter

Dear Workshop Delegate:

Congratulations on being selected to attend the West Point Leadership Ethics and Diversity in STEM (LEADS) Workshop! We are proud to host this workshop for Dallas-Fort Worth Metro-Area students and educators.

Our goal is for you to realize the key role ethical leadership and science, technology, engineering, and mathematics (STEM) competence play in becoming an effective leader. Only by understanding the role STEM plays in our modern world can leaders make ethical decisions and sustain our standard of living. Those who successfully complete the workshop, will receive a certificate. Top student-teams, will receive awards.

Cadet-mentors will facilitate your breakout sessions and guide you in identifying and confronting leadership/ethical challenges and STEM projects. These scenarios may help you to analyze and resolve ethical matters in your own life. By their example, the Cadets will serve as exemplars of ethical, competent leadership.

We look forward to you being part of this Workshop for outstanding Dallas-Fort Worth Metro-Area student-leaders and educators. Keep in mind that exemplary leaders inspire passion and commitment. Carry your passion and commitment with you during the workshop and beyond!

Beverly D. Johnson
USMA Class of 1986
Chairman, DFW LEADS/STEM CEO



West Point Leadership Ethics and Diversity in STEM Workshop Workshop Agenda



Team	#	Instructor	Cadets	8:00 - 9:00	9:00 - 9:30	9:30 - 11:00	11:00 - 12:45	12:45 - 1:15	1:15 - 2:15	2:15 - 2:30
GREEN TEAM (Middle School)	40	L. Sheetz	3	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Robotics Leadership Ethics Fieldhouse	Robotics Leadership Ethics Fieldhouse (Visit College Fair)	Lunch	Robotics Leadership Ethics Fieldhouse	Awards Cafeteria
ORANGE TEAM (Middle School)	40	L. Sheetz	3	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Renewable Energy Leadership Ethics Fieldhouse	Renewable Energy Leadership Ethics Fieldhouse (Visit College Fair)	Lunch	Renewable Energy Leadership Ethics Fieldhouse	Awards Cafeteria
WHITE TEAM (Middle School)	40	L. Sheetz	2	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Virtual Bridge Building Leadership Ethics Computer Lab SE151	Virtual Bridge Building Leadership Ethics Computer Lab SE151 (Visit College Fair)	Lunch	Virtual Bridge Building Leadership Ethics Computer Lab SE151	Awards Cafeteria
BLUE TEAM (High School)	20	F. Robertson	2	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Virtual Bridge Building Computer Lab NW 123 (Visit College Fair)	Leadership Ethics Fitness Challenge Computer Lab NW 123	Lunch	Entrepreneurship Finance Computer Lab NW123	Awards Cafeteria
BLACK TEAM (High School)	20	T. Newsome	2	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Virtual Bridge Building Computer Lab NW 156 (Visit College Fair)	Leadership Ethics Fitness Challenge Computer Lab NW 156	Lunch	Entrepreneurship Finance Computer Lab NW 156	Awards Cafeteria
GOLD TEAM (High School)	20	D. Wertz	2	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Virtual Bridge Building Computer Lab TBD (Visit College Fair)	Leadership Ethics Fitness Challenge Computer Lab TBD	Lunch	Entrepreneurship Finance Computer Lab TBD	Awards Cafeteria
GRAY TEAM (High School)	20	R. Sluch	2	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Virtual Bridge Building Computer Lab TBD (Visit College Fair)	Leadership Ethics Fitness Challenge Computer Lab TBD	Lunch	Entrepreneurship Finance Computer Lab TBD	Awards Cafeteria
EDUCATORS	TBD	E. Johnson	N/A	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Room NW 117	Room NW117	Café Smith	Room NW117	Awards Cafeteria
OPERATIONS	N/A	B. Johnson	N/A	Arrival Breakfast Cafeteria	Opening Session Cafeteria	Room NW 139	Room NW139	Café Smith	Room NW139	Awards Cafeteria

Dallas-Fort Worth Workshop Sessions

VEX Robotics



In the morning, the students will learn about STEM topics and build a robot. Afterwards, the faculty and Cadets will introduce code writing, using a drag and drop programming platform, to enable the robots to perform tasks. Students then will write their own code. The workshop will conclude with a student competition to write a program for the robots to navigate a track autonomously.

Leadership & Ethics



Students will discuss various honor codes, the definition of ethics and morals, and the how and why of making better choices. At the conclusion of the workshop, students will better understand why ethics is important to leadership and STEM vocations. During this session too, student will have 15 minutes to write about an ethical challenge they or their friends have faced or have seen on TV, a movie, or on the internet. They will also learn about an ethical decision-making model that can be applied when facing an ethical challenge.

Entrepreneurship Finance



Local CEO's, that run businesses in STEM disciplines, speak to students about their journey to entrepreneurship and the importance of managing your personal finance

Dallas-Fort Worth Workshop Sessions

Fitness Challenge



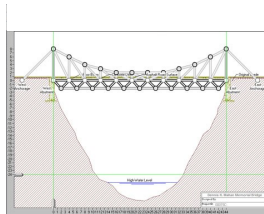
Students will be challenged to test their physical fitness in the area of strength. Students will have the opportunity to compete in a push-up and sit-up challenge against students in their age group.

Renewable Energy



The workshop will begin with a discussion of different forms of renewable energy, before looking more closely at wind energy. Through brainstorming and measurement of different blade variables on wind turbines, the students will determine 3-blade variables that have the greatest impact on the energy output. Student teams will design their own blades to try and develop a turbine which creates the highest energy output.

Virtual Bridge Building



In this session, students will use the Virtual Bridge Designer to design a virtual truss, put a load on it, and calculate how the forces are spread out. You can also use the design tool to plug in your design and load to determine when failure occurs and how much force was on each member.

Dallas-Fort Worth Workshop Sessions

College Fair



Admissions representatives from the following schools will conduct one-on-one college counseling sessions with students and parents.

US Military Academy
Texas A&M Commerce
Texas A&M Galveston
University of Houston
UT San Antonio

Stephen F. Austin
Texas A&M Texarkana
Texas Tech
UT Arlington
Prairie View A&M
University of Louisiana, Monroe

Texas A&M
Texas State
UT Austin
UT Dallas
UNT

Dallas-Fort Worth LEADS Workshop

STEM Chief Executive Officers (CEOs)



Timothy Newsome, CEO, Newtec Business Solutions

Mr. Tim Newsome was born in Ahoskie, NC. He played college football at Winston-Salem State University. He was drafted in the 1980 NFL Draft by the Dallas Cowboys. Newsome was waived on August 30, 1989. In 1991, Mr. Newsome founded Newtec Business Solutions, a firm that specializes in providing technology products and services to the small- to medium-sized businesses in the Dallas-Fort Worth area.



Fatima Robertson, CEO, Center of Endodontics, Periodontics and Implantology

Dr. Robertson received her bachelor's and dental degrees simultaneously from the University of Missouri-Kansas City, as part of an accelerated degree program. She worked as a general dentist for three years before returning to the University of Missouri for an advanced program in periodontics. According to Dr. Robertson, her experience in general dentistry has enhanced her ability to serve her patients.



Reginald Sluch, CEO, The NOLA Group

Mr. Sluch is an accomplished Human Resources technology professional with over twenty years experience in software development, configuration, and project management experience. His management experience includes planning, controlling, budgeting, overseeing and leading application development team of 25-30 personnel. His consulting experience includes assisting clients to determine the vendor of choice for payroll and benefits solutions.



David Werntz, CEO, Sabre Surgical

Mr. Werntz is a 1986 graduate of the U.S. Military Academy. He served as an Officer in the Field Artillery, including being a Personnel Officer and Basic Training Commander. He has served as the CEO, Sabre Surgical, which specializes in medical device distribution, for 25 years.

Useful Definitions

CRITICAL THINKING: The process of separating truth from untruth, fact from fiction, and reason from passion. To judge based on reason and intellect, using critical thinking decreases chances of being deceived or manipulated. Use it to watch TV, Facebook, internet, peer conversations, and social organizations.

MORAL REASONING: The process of determining right or wrong in a given situation. Lowest level of moral reasoning is choice based on avoiding punishment. Second level of moral reasoning is belief that the law is the judge of morality. Note: actions could be immoral but not illegal. The highest level of moral reasoning is a choice based on the social contract and expectations or unspoken agreement to behave in a certain way: ethics.

VALUES: Those things that are always important and the framework upon which we base our final actions. Values help us choose what we will do. "What do I value?"

MORAL COURAGE: After determining what is right, possessing the will to carry out your decision, even at great personal risk.

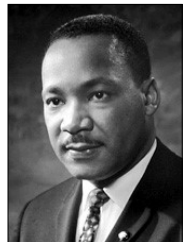
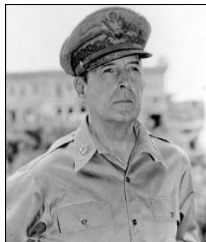
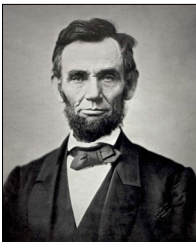
INTEGRITY: To *discern* (D) what is right, to *act* (A) with what you have discerned, and to *profess* (P) your action to all (DAP). (Adapted from Stephen L. Carter's "Integrity")

DILEMMA: When one has to make a decision between two options that will generate a good, but in so selecting there will be almost no chance of avoiding pain/suffering/inconvenience/ loss by not selecting the other option.

ETHICS: "What I ought to do," mainly according to the well-established expectations of the associated community (code of ethics from your organizations/ community). Ethics is obedience to the unenforceable. (Adapted from Kidder's "How Good People Make Tough Choices")

LAW: What I must do. Law has the positive force of the community to compel you to do that which you would otherwise chose not to do (i.e. paying taxes, going to school) and to prevent you from doing things that you may elect to do (i.e. speeding, rollerblading on the Interstate, making right-hand turns from the left turn lane, streaking).

CHARACTER: The sum of one's good and bad habits



The Ethics of Leadership

Can You Answer These Questions?

What is ethics?

Why is ethical behavior important to you, your school, and society?

Is there a cost to exhibiting ethical behavior?

What is leadership? Why is leadership important?

What is character? Why is character important?

Can we create an environment to police our behavior or look for an outcome with better choices?

- Can we start with ourselves? How?
- Can we say, "THAT IS NOT OK!" when we see unethical behavior?

Leaders are like a trim tab on a boat. A trim tab helps a ship change direction in small increments. Without it, the boat will not turn! That is why you are here! You are the leaders within your schools. (Covey's 8th *Habit*). What does this mean?

If someone asks 'why should I be ethical, what is in it for me', what would you say?

What happens when I, an ethical leader, join a team with an unethical culture?

What happens when an unethical person joins a highly ethical team?

What does leadership mean to you?

Describe how it is *possible* to have leadership without ethics?

Describe how it is *impossible* to have leadership without ethics?

Questions to Help You to Determine Your Values

"Dexter" TV Series - Is it OK to kill a serial killer?

"Les Miserable" - Is it OK to take a piece of bread without paying for it, if you haven't eaten in a week and you don't have the money to pay for it?

"Prison Break" - Would you help a prisoner escape to save your girlfriend's life?

"Pushing Daisies" - Would you bring a loved one back to life if it meant someone else must die?

"Survivor" - Is it OK to lie to win a million dollars?

"Law and Order" - Is it okay to break the law to send your child to a "good" school?

"Desperate Housewives" - Would you turn in your own young sons if they burned down a restaurant on purpose?

Is it okay for a doctor to conceal an error, if it does no harm to the patient?

As a Las Vegas Casino data analyst, you illegally use a supervisor's password and forward copies of files you are authorized to have and need ASAP from his computer to yours. In the process, you discover hefty betting that is against the #1 ethics rule of the casino. What should you do?

Ethics vs Morals

Both ethics and morals relate to “right” and “wrong” conduct. Ethics refer to rules/guidelines provided by an **external source**, e.g., a profession, an organizations, the Girl Scouts, the Boy Scouts, a College, a High School, Family Rules, Peer Rules, Church Rules, Community Rules, Cultural Rules, etc. Ethics is more about **justice** and what is **owed**.

Therefore, it can be described as what an individual or society ought to or ought not to do. Unethical behavior can be seen as denying or depriving what is owed by acting or failing to act.

Morals refer to an individual’s own principles on what is good and what is not. Morals are an individual’s **internal** reference of good and bad. Some say that morals are reflected in character; character is reflected in our actions; our actions reflect our values and determine our habits; habits determine our character; character determines our destiny.

As we become more STEM-competent it is even more imperative that we are aware of our moral character development. Aristotle said, “It has become appallingly obvious that our technology has exceeded our humanity.” Martin Luther King, Jr. said, “Our scientific power has outrun our spiritual power. We have guided missiles and misguided men.” This should cause us to seriously contemplate developing STEM-competence and good character simultaneously.

Ethics vs. Morals Comparison Chart

	Ethics	Morals
What is it?	The rules of conduct recognized with respect to a particular class of human actions or a particular group, culture, etc. It defines how things are according to the rules.	Principles or habits with respect to right or wrong conduct. It defines how things should work according to an individual's ideals and principles.
Source?	Social system/External	Individual/Internal
Why we do it?	Because society says it is the right thing to do.	Because we believe in something being right or wrong.
What if we don't do it?	We will face peer/ societal disapproval, or even being fired from a job.	Doing something against one's morals and principles can have different effects on different people, they may feel uncomfortable, remorse, de-
Flexibility?	Ethics are dependent on others for definition. They tend to be consistent within a certain context, but can vary between contexts.	Usually consistent, although can change if an individual's beliefs change.

Reference: www.diffen.com/difference/Ethics_vs_Morals

The Ethical Decision Making Model

Adapted from Rushworth Kidder's *How Good People Make Tough Choices Book*

1. Recognize:

Can you recognize the situation as a moral or ethical dilemma?

Why does this hit you as a moral/ethical issue? What are the circumstances, actions (commission or omission) and major issues that raise a red flag? Why doesn't it raise a red flag? What values are being challenged?

2. Players:

Who is morally responsible/morally obligated?

Whose action caused the problem? What is the motivation? Who will (ethically or unethically) benefit from the situation? Do the beneficiaries understand the situation? Who has an obligation to educate them? To whom does "see something, say something" apply? How does moral courage impact? Is there a direct or indirect impact on you if someone "does the right thing?" Is there an opportunity for you to act – for the "good" or the "not good?"

3. Gather Facts:

Gathering the facts takes courage and discipline.

Apply critical thinking generously. "Seed to discover the truth." Identify the rationale for "suspect" actions. Identify possible justification for "wrong choices."

What are obvious emotional responses? What assumptions are being made? What "truths" are unspoken? What information/facts are being filtered from consideration? Identify the opinions "masquerading" as facts. What are the facts?

- ◆ What is the true and accurate situation?
- ◆ What is a "right" choice, ethically, effectively, and efficiently? The difference between #2 and #1 is the problem.
- ◆ List the choices. Do you have the resources?

4. Right vs. Wrong:

Ethics

Test the choices that solve the problem. If they fail more than a couple of these *tests below*, you probably have an ethical issue of right vs. wrong. This requires moral courage to choose the "right" and endure the consequences.

Is the choice illegal? Is it against values of community, family, church, school, Girl Scouts, Boy Scouts, coaches, mentors?

Does the choice pass the Gut Check? Does it make you feel uneasy inside when you think about doing it, i.e., blaming the dog for eating your homework?

Do you want to prevent choice going viral" or on NY Times FrontPage?
Would you want to hide the action from your highest ethical role model: mom, dad, coach, mentor, TV personality?

The Ethical Decision Making Model

(Continued)

5. **Right vs. Right:** Review your highest values

Review your values and decide which are prevailing. Apply your values to possible choices. Is there a choice that doesn't violate "do good & avoid evil"? This is very hard. The most common values in conflict pair up as:

- ◆ **Truth vs. Loyalty:** If I tell the truth, I will turn on my friend, who will suffer immensely.
- ◆ **Self vs. Community:** If I sue the hospital, I'll get rich, but the community will lose its hospitality.
- ◆ **Short-term vs. Long-term:** If I cheat to appear highly competitive, but I then remain uneducated.
- ◆ **Justice vs. Mercy:** Homeless woman with 3 kids, no money is caught stealing food and arrested.

6. **Resolution Principle:** Which choice is best?

Evaluate according to these resolution principles

- ◆ **Ends-Based:** Greatest good for greatest number.
- ◆ **Rule-Based:** Kantian/Categorical Imperative Universal Principle: same for all, always.
- ◆ **Golden Rule:** Do unto others as you would have them do unto you.

7. **Alternative to Dilemma:**

What is a choice that would honor the two or three values in conflict and still solve the problem?

8. **Act on Best Choice:**

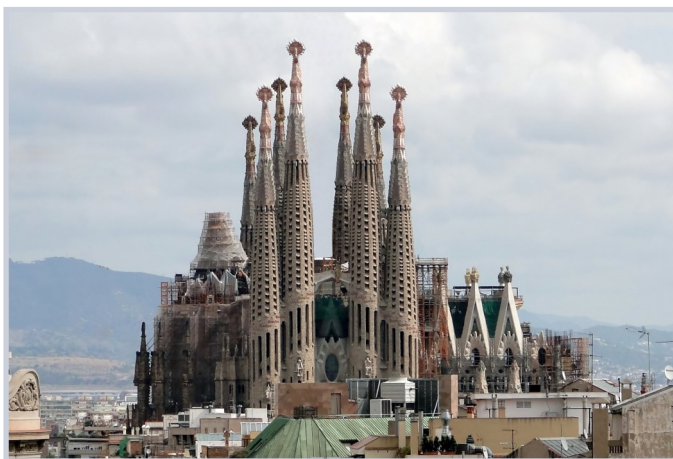
Leadership requires the competence, character and commitment to act according to the right choice.

9. **Reflect on the Impact:**

Learning can come from thinking about the third and fourth order effects of a decision. You can do this reflection long before you have to make ethical decision by thinking on tough decisions on a routine basis while going about daily life.

There are hundreds of ethical and moral dilemmas that we face daily. Reflecting on the choices we would have made if we were in the situation builds pathways to better choices, by making a habit of making those choices. Keep a journal and see how your improving decision making based on reason and character leads to better choices.

Sample Vignette



Trouble in Spain

Sasha is a high school senior from Minnesota in a Latin immersion program. This summer, she is attending the program's annual two month study abroad program in Spain. She is placed with a host family with girl named Maria from New York. They get along great and fall in love with their host mom. The host mom shows them all the underground shops and restaurants, introduces them to other high school students in the city, teaches them Spanish slang, and everything they want to know about Latin culture.

In spite of the program's mandatory curfew of 12 AM, the host mom allows them to stay out until 1 AM, twice a week. On those nights, Sasha and Maria would hang out with the teens the host mom introduced them. Around the sixth week, their friends invited them to a party. The host mom did not mind them going so long as they were back for their 1 AM curfew. That night, however, Sasha was not feeling well and decided to stay in. Maria went to the party, without Sasha, and made it back around 12:45 AM.

When Sasha woke up the next day, all of Maria's things were gone, her bed was made, and she was nowhere to be found. The host mother sadly informed her that Maria had been spotted by the Program Facilitator violating the 12 AM curfew. He sent her home immediately according to the official procedure regarding curfew violations. The host Mom warned Sasha that the facilitator would be over to ask her about Maria's whereabouts later that day.

Sasha knows that her host mom will lose her job of 8 years, if she tells about her 1 AM curfew, but she also knows the facilitator will kick Maria out of the entire immersion program because she also stayed out past 12 AM, in clear violation of the curfew. Sasha does not know if Maria will tell about the times they stayed out past 12 AM together. The facilitator will probably ask questions concerning Sasha's activity as well. What should Sasha do?

THE TWENTY-FIVE RULES OF CONSIDERATE CONDUCT*

1. *Pay Attention*
2. *Acknowledge Others*
3. *Think the Best*
4. *Listen*
5. *Be Inclusive*
6. *Speak Kindly*
7. *Don't Speak Ill*
8. *Accept and Give Praise*
9. *Respect Even a Subtle "No"*
10. *Respect Others' Opinion*
11. *Mind Your Body*
12. *Be Agreeable*
13. *Keep It Down
(know silence)*
14. *Respect Other People's Time*
15. *Respect Other People's*
16. *Apologize Earnestly*
17. *Assert Yourself*
18. *Avoid Personal Questions*
19. *Care for your Guest*
20. *Be a Considerate Guest*
21. *Think Twice Before Asking
For Favors*
22. *Refrain From Idle Complaints*
23. *Accept and Give Constructive
Criticism*
24. *Respect the Environment and
Be Gentle to Animals*
25. *Don't Shift Responsibility and
Blame*

*Source:

Choosing Civility – The Twenty Five Rules of Considerate Conduct by P. M. Forni, (2002 St. Martin's Griffin) Dr. Forni is a professor of Italian Literature at Johns Hopkins University and co-founder of the Johns Hopkins Civility Project

Common Leadership Traits of Successful Leaders

*Adapted from Leadership Lessons from West Point
MAJ Doug Crandall*

Senior Leader:

- ◆ Keeps cool under pressure
- ◆ Clearly explains mission, standards and priorities
- ◆ Can make tough sound decisions on time
- ◆ See the big picture; provides context and perspective
- ◆ Adapts quickly to new situations and requirements
- ◆ Can handle bad news
- ◆ Gets out of the headquarters and visits the troops
- ◆ Knows how to delegates and does not micro manage
- ◆ Sets high ethical tone and demands honest reporting
- ◆ Builds and supports teamwork within staff and among subordinate units
- ◆ Is positive, encouraging and realistically optimistic
- ◆ Sets high standards without a “zero defects” mentality

Junior Leader:

- ◆ Listens with genuine interest
- ◆ Is trustworthy and dependable
- ◆ Is the type of person you would go to for advice
- ◆ Enforces the standards fairly and consistently
- ◆ Knows his or her job
- ◆ Manages resources effectively
- ◆ Has priorities straight
- ◆ Makes the right decisions at the right time
- ◆ Provides useful feedback
- ◆ Solicits and tries to incorporate other points of view into decisions
- ◆ Performs well under pressure
- ◆ Has guts

