**ABSEL 2019**

**Potential Workshop Contributions from the David Berg Center for Ethics and Leadership**

**Summary**

During the Fall Semester 2018, the David Berg Center for Ethics and Leadership implemented the U.S. Army Command and General Staff College’s Ethical Triangle framework in their Senior Capstone Seminar on Leadership and Ethics. The Ethical Triangle framework was integrated into class reading, discussion, experiential exercises, and reflective writing. Through course observation and analysis of student writing, students’ ability to assess and analyze ethical dilemmas improved. Students’ refined their ability to articulate potential outcomes of an ethical dilemma and assess multiple angles of the problem. Working in teams, students also became more able to articulate and defend an ethical course of action using the Ethical Triangle framework.

**Additional Information**

This capstone seminar serves as the final sequence of the Certificate Program in Leadership and Ethics (CPLE). As the only program of its kind in the country, the CPLE program provides undergraduate business students an integrated and sustained program of study of the relationship between leadership and ethics over three years. The program curriculum is based on the assumption that an emphasis on leadership, without proper consideration of ethics, will not generate leaders who approach their roles with a sense of responsibility and accountability. In the Senior Capstone Seminar, students were asked to apply their leadership and ethics training into participatory seminars and advanced experiential learning exercises including games and simulations. Students integrated multiple leadership and ethical perspectives through guest speaker discussions and team-based exercises.

In the Capstone Seminar, students actively participated in an in-depth reading and discussion of Kem’s Ethical Decision Making: Using the Ethical Triangle. Students then used this framework to assess a series of ethical business cases nationally and globally. Students were also required to use the Ethical Triangle in there mid-term exam when they analyzed an ethical leadership case. Next, students spent one class period using the Ethics Game to assess and select the most ethical course of action for an ethical dilemma confronting a mining company in the Democratic Republic of the Congo. The students then used the Ethics Game format in their final ethics case championship. This case championship involved two semi-final rounds and a final round that required the students to solve an ethical dilemma using the ethical triangle and ethics game format. Last, students were required to complete a final reflection analyzing an ethical dilemma they may encounter on the job at their most desirable employer following graduation. This final reflection required use of the Ethical Triangle format.

Throughout these experiential activities and reflective writings, the undergraduate students displayed in-depth understanding of ethical decision-making with attention to multiple perspectives and viewpoints. Through reflective writing students also articulated that the ethical triangle helped them to look beyond their personal bias and background, to see a broader context for the ethical dilemma. Students also refined their team building skills through the ethics game by quickly responding to questions from peers and defending their ethical choice. In addition, to ethical decision making, students also improved their critical thinking, communication skills, empathy, and ability to apply ethical decision making to real world problems.