

Lesson 3

Leadership from the Inside Out



Key Terms

beliefs
bribery
coercion
dilemma
ethics
favoritism
norms
prejudices
selfless service
tenets
tunnel vision
unethical
values

What You Will Learn to Do

- Develop a personal code of ethics, comparing the values it represents with the Army values

Linked Core Abilities

- Communicate using verbal, nonverbal, visual, and written techniques
- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Describe the values that leaders possess
- Assess how attitudes affect a person's actions
- Explore how life experiences affect a person's values
- Describe how the similarities and differences in people's values can impact how they interact with others

Chapter 1

- Relate your values to the seven Army values
- Define the key words contained in this lesson

Introduction

Values are the driving force behind an action. When a leader gives his or her unit a particular mission, it is usually based on what that leader believes to be right. The leader's decisions and actions as well as the followers' actions must be motivated by their inherent values whether they are strong feelings of right vs. wrong, ethical vs. unethical, or important for the majority vs. important just for personal gain.

America needs leaders who possess character and competence. They must be willing and able to live up to a defined set of values, possess the required attributes, and develop the required skills. This lesson covers how to take an inventory of your values and how those values can help you as a leader of others.

Defining Values

Values are ideas about the worth or importance of things, concepts, and people. They come from your **beliefs** or attitudes, and they influence your behavior because you use them to decide between alternatives. You may, for example, place value on such things as truth, money, friendship, justice, or selflessness.

Your values can influence your priorities. Because they are the basis for beliefs and attitudes, you may become emotional regarding certain issues. These values begin early in life and develop throughout your adulthood. You develop, process, evaluate, and prioritize beliefs or values in an order of importance that helps guide your daily existence in society. Strong values are what you put first, what you will defend most, and what you want to give up least.

There are seven individual values that all leaders and followers possess: *loyalty, duty, respect, selfless service, honor, integrity, and personal courage*. By listing these values in this order, note that they spell out the acronym: LDRSHIP, pronounced *leadership*. When used correctly, these values are the basis for building trust in relationships. They should be at the core of your character. The more you develop these values in yourself, the more successful you will be in life.

Loyalty. To bear true faith and allegiance to the U.S. Constitution . . . and your peers.

Duty. To fulfill your obligations.

Respect. To treat people as they should be treated.

Selfless service. To put the welfare of the nation . . . before your own.

Honor. To live up to all values.

Integrity. To do what is right, legally and morally.

Personal courage. To face fear, danger, or adversity.

Key Note Terms

values – a principle, standard, or quality considered worthwhile or desirable in a person or group; an ideal

beliefs – a personal truth; mental acceptance or conviction of particular truths of someone or something

Sometimes values will conflict. Suppose your value of *loyalty* conflicts with your value of *integrity*. For example, if your supervisor wants you to write up a report on an incident in a manner that does not reflect the truth, you still have the moral responsibility to prepare it honestly. Whatever you decide in this example, the quality that you value most will guide your actions. The following sections discuss each of these values.

Loyalty

Loyalty establishes the correct ordering of your obligations and commitments. Traditional American values place loyalty in order of family, God, and country. Loyalty to family means providing for the safety, security, health, and well-being of those you depend on and those who depend on you. Placing family first will free you to take care of other obligations. Loyalty to God means building your moral character to maintain strength in the face of adversity. And loyalty to country means upholding the laws and Constitution of the United States and participating as a good citizen to sustain our democracy. Members of the U.S. Armed Forces demonstrate ultimate loyalty to country by offering to give their lives in defense of the Constitution. To exhibit the value of loyalty, you must

- **Respect the U.S. Constitution and its laws.**
- **Demonstrate strong moral character and virtue.**
- **Show faithfulness to your family, friends, and peers.**

Duty

Duty is a commitment to fulfilling obligations. Everybody has obligations to self, family, friends, society, and humanity (see Figure 1.3.1). Performing one's duty is complicated by the fact some obligations are difficult, time consuming, unpleasant, and dangerous. Members of the U.S. Armed Forces are expected to demonstrate continual devotion to duty. Devotion to duty means always fulfilling your expected obligations without fail. Leaders are expected to perform "above and beyond" the call of duty, always doing more than expected. And finally, the military's highest award, the Medal of Honor, is reserved for those who demonstrate selfless duty in conditions of extreme danger.

To exhibit the value of duty, you must

- **Carry out the requirements of your job.**
- **Meet professional standards.**
- **Fulfill your legal, civic, and moral obligations.**

Respect

Respect is recognition of the positive value a person represents to another person or organization. Respect is reciprocal; it must be both given and received to be properly recognized. Respect is earned by deeds and accomplishment. Respect can be lost by misdeeds and incompetence. Once lost, respect is difficult to regain. Respect is an important element of trust, which is a critical component of teamwork, which is the foundation of leadership. People won't follow leaders they don't respect. To exhibit this value, you must

Figure 1.3.1: Duty can be anything from loyalty to country to honoring family commitments.

Courtesy of Brian Leng/Corbis Images.



- **Treat all people with dignity.**
- **Demonstrate consideration for others.**
- **Create a climate of fairness.**

Selfless Service

Selfless service, placing the concerns of others before your own, is another essential element of teamwork and trust. People won't follow leaders they don't trust. Selfless service builds the bonds of trust by ensuring followers their leaders will always do what is right with the best interests of their people uppermost in mind.

To exhibit the value of selfless service, you must

- **Focus your priorities on service to your community or to the nation.**
- **Place the needs of the organization above personal gain.**

Honor

Honor represents the set of all values (courage, duty, integrity, loyalty, respect, and selfless service) that make up the public code for Army JROTC.

Honor and moral identity stand together because individuals identify with group values and norms. Significantly, the value of honor provides the motive for action. Honor demands adherence to a public moral code, not the protection of an individual's reputation. To exhibit the value of honor, you must

- **Adhere to and identify with a public code of professional values.**
- **Employ honor as your motive for action.**

Integrity

Integrity, coming from the Latin root of *integritas*—which is also the same root for the word *integer*—refers to a notion of completeness, wholeness, and uniqueness.

Key Note Term

selfless service – a willingness to put the welfare of others first; to sacrifice, if need be, even to the point of giving up one's own life, in service to the nation

From this foundation, the meaning of integrity encompasses the sum total of a person's set of values: *it is that person's private moral code*. A breach of any of these values will damage the integrity of that individual. To exhibit the value of integrity, you must

- **Possess a high standard of moral values and principles.**
- **Show good moral judgment.**
- **Demonstrate consistent moral behavior.**

Doing the Right Thing

The commanding officer and staff of doctors and nurses of a Mobile Army Surgical Hospital (MASH) worked on the wounded Americans who poured in from the latest fire fight. The medics also brought in a Vietnamese soldier with a live, unexploded grenade embedded in his flesh. Ordnance experts informed the commander that the slightest movement of the firing pin could set off the device, killing everyone in the area.

Acting quickly, the commander directed the hospital staff to use available materials and equipment to build a sandbag barricade around the operating table; then, performing the operation alone, he delicately removed the grenade. He wrapped it carefully in a flak jacket and handed it to the demolition team. The operation was successful, and the patient lived. His integrity and commitment to save the life of another human being made this commander an excellent doctor, leader, and role model.

Personal Courage

Personal courage comes in two forms. *Physical courage* is overcoming fears of bodily harm and doing your duty. *Moral courage* is overcoming fears of other than bodily harm while doing what needs to be done (see Figure 1.3.2). Personal courage involves the ability to perform critical self-assessment, to confront new ideas, and to change. To exhibit this value, you must

- **Conquer fear in physical and moral contexts.**
- **Take responsibility for decisions and actions.**
- **Demonstrate a capacity to learn and grow.**

Personal courage is rooted in believing in yourself, your fellow teammates, your unit, and your devotion to the mission of the organization. Throughout history, courageous people have accomplished the seemingly impossible and followed the basic **tenets** of a Code of Conduct (a set of guidelines that in the U.S. Armed Forces specifies how service members are to conduct themselves in combat and in the event they are taken prisoner by the enemy).

Moral courage is standing up for your values, moral principles, and convictions. You show moral courage when you do something based on one of your values or moral principles, knowing that the action may not be in your best interest. It takes special courage to support unpopular decisions and to make it difficult for others to do the wrong thing.

Others may encourage you to choose the course of action that is less ethical, the easiest, or the most convenient; however, do not make it easy for others to do

Key Note Term

tenets – a principle, belief, or doctrine generally held to be true

Figure 1.3.2: New York firefighters displayed both physical and moral courage on 9-11.

Courtesy of Bernd Obermann/Corbis Images.



wrong. Stand up for your beliefs and for what you know is right. Do not compromise your individual values or moral principles. In the end, by following your principles, you will be earning the respect and trust of the team.

Colin Powell: A Study in Leadership

From his early days at City College of New York, to his stint as a White House Fellow, to National Security Advisor for President Reagan, Chairman of the Joint Chiefs of Staff for President George H. W. Bush, to Secretary of State for President George W. Bush, Colin Powell rose through the ranks of military and political power. Leadership played a large part in the evolution of such a stellar career. At a crucial point in the career of any leader, the ability to influence others to make the right decision can be a great challenge. All leaders must have advocates, be aware of their adversaries, convince peers, subordinates, and superiors, to support their decisions and recommendations. Such is the case of Colin Powell (see Figure 1.3.3).

The son of Jamaican immigrants, Powell was raised in the South Bronx. He was educated in the New York City public schools and at City College of New York (CCNY). He participated in ROTC at CCNY and received a commission as an Army second lieutenant upon graduation. He subsequently received a Master of Business Administration degree from George Washington University.

Powell served two tours of duty in Vietnam and as a battalion commander in Korea. He later commanded the 2nd Brigade, 101st Airborne Division (Air Assault) and V Corps, U.S. Army, Europe. Prior to being named as Chairman of the Joint Chiefs of Staff, he served as the Commander in Chief, Forces Command, headquartered at Fort McPherson, Georgia.

General Powell has been the recipient of numerous U.S. military decorations, including the Defense Distinguished Service Medal, Bronze Star Medal, and the Purple Heart. His civilian awards include the Presidential Medal of Freedom, the Congressional Gold Medal, and an honorary knighthood (Knight Commander of the Bath) from the Queen of England. He retired from the U.S. Army in 1993.

Powell left his position as Secretary of State in 2005 with the admiration and respect of people around the world. Powell has been a shining example of values and integrity throughout his career, which he continues in his retirement.



Figure 1.3.3: General Colin Powell.

Courtesy of Reuters/Corbis Images.

Norms

To live together in harmony, people must agree on certain beliefs and values that lead to group **norms** or rules of conduct. Norms can be formal; they can also be informal or unwritten rules or standards of conduct that govern behavior of group members.

Formal norms are generally policies or regulations, such as traffic signals, laws, or safety codes. They dictate actions that are required or forbidden. For example, your school could have a formal norm that allows you to make up tests after you have been sick.

On the other hand, students may have an informal norm between them where they agree to lend each other notes so that they can copy the classwork they missed when absent. This norm comes from a shared value about the importance of helping out a fellow classmate.

An informal norm can also run against a group's goal. For example, students who want to be accepted by their peers may feel pressure to follow destructive informal norms, such as using drugs or cutting classes.

Importance of Beliefs, Values, and Norms

Beliefs, values, and norms guide the actions of individuals and groups. They are like a traffic control system—signals giving direction, meaning, and purpose to our lives. They are powerful. Past experiences involving such things as family, school, church, work, and social relationships shape your individual values, beliefs, and attitudes. Understand the importance of nurturing and shaping these qualities in your followers because they are fundamental motivating factors.

Key Note Term

norms – a principle of right action binding upon members of a group and serving to guide, control, or regulate proper and acceptable behavior; a pattern or trait taken to be typical in the behavior of a social group

Mutual respect between you and your team members motivates them to follow your orders. Make it a general rule to think through situations and choose the course of action that will gain you the long-term respect of your followers, seniors, and peers. By earning their respect, you will be exerting your influence on their beliefs, values, and norms.

Character

Character is a person's inner strength; it is not only a major factor that determines how a person behaves, it is also the link (or interaction) between values and behaviors. For example, a person of character does what he or she believes is right, regardless of the dangers or circumstances involved, whereas a person's behavior shows his or her character. The three interacting parts that make up a person's character and competence are values, attributes, and skills. Each one of these parts must interact to have a complete and well-balanced character.

There is no simple formula for success in the situations that you may face, either as a leader or in life. The key is to remain flexible and attempt to gather as many facts as the circumstances will allow before you must make a decision. When dealing with others, every situation has two sides; listen to both. The way you handle challenges depends on how you interact with the factors of leadership (followers, the leader, the situation, and communications).

Character can be strong or weak. People with strong character recognize what they want and have the drive, energy, self-discipline, willpower, and courage to get it; people with weak character do not know what is needed and lack purpose, willpower, self-discipline, and courage.

Furthermore, people who can admit when they are wrong are exhibiting strong character, but people who place blame on someone or something else are indicating a weak character, which their followers will readily recognize.

People want to be led by leaders who provide strength, inspiration, and guidance and will help them to become winners. How much they are willing to trust a leader depends on their assessment of that leader's courage, competence, and commitment.

Character Building

You build strong and honorable character over time by hard work, study, and challenging experiences. You must also understand yourself—your strengths and weaknesses. Be open to feedback and advice from others; however, you must take the responsibility for continually building and strengthening your character. Others can help, but they cannot do it for you. To build strong and honorable character, you should

- **Assess the present strength of your values and character.**
- **Determine what values you want to promote.**
- **Seek out tasks and situations that support developing such character.**
- **Select a role model who demonstrates the values and character you want to develop.**

Ethics

Ethics are principles or standards that guide professionals to do the moral or right thing—that is, what ought to be done. Because leaders are decision makers, they must make choices based on values and beliefs; however, sometimes it takes more than beliefs and values to come to a wise decision. A leader must also employ those principles or standards that guide them to do the moral and right thing. It is your responsibility as a leader to do the right thing.

Note

The difference between a manager and a leader is that a manager always does things right; a leader always does the right thing.

Sometimes leaders are put in situations where two or more values conflict, otherwise known as a **dilemma**. You may have to choose between two or more undesirable alternatives. Perhaps you are faced with a simple dilemma, such as when you choose between going hungry or eating something you really dislike.

An ethical dilemma, on the other hand, is more complicated because an individual must decide between two or more values that are at odds. When you find yourself in an ethical dilemma, you must search for the morally right thing to do (see Figure 1.3.4). The right thing to do is the moral action that best serves the ideals of your organization or group. The “highest moral good” is what professional ethics are all about.

If you make the right decisions when faced with an ethical problem, you will continually build your character and leadership. If you fall into the trap of taking the easy way once or twice, however, you will tend to justify your actions and then begin to erode your character. Your followers will sense this over a period of time and gradually lose respect for you. You will then be forced to use **coercion** to motivate them and will eventually lose the necessary foundation for positive, inspired leadership.



Key Note Terms

ethics – rules, principles, or standards that guide individuals or groups to do the moral or right thing in accordance with accepted principles of right and wrong

dilemma – an argument presenting two or more equally conclusive alternatives against an opponent

Key Note Term

coercion – the act, process, or power of forcing someone to act or think in a given manner, such as by using force or threats as a form of control

Figure 1.3.4: At one point or another, everyone encounters an ethical dilemma.

Courtesy of Corbis Images.

Key Note Terms

unethical – not doing the moral or right thing (normally a result of pressures or temptations from self-interest, peers, subordinates, or seniors; to violate established rules or standards of conduct)

prejudice – an adverse opinion or leaning formed without just grounds or before sufficient knowledge

Key Note Term

tunnel vision – extreme narrowness of viewpoint

Pressures to Be Unethical

Anyone can be ethical when there are no pressures to be **unethical**. At times, however, there are certain things such as personal ambition, convenience, greed, and **prejudices** that get in the way of ethical behavior. After all, leaders have human desires and motivations.

Sometimes there is pressure to bend or break the rules a little to get a promotion, gain popularity, or make it easier on a subordinate. The saying *the end justifies the means* could provide every leader with an easy excuse for doing something questionable. Leaders must be aware of these temptations and guard against them by maintaining a professional code of ethics.

A principle, a belief, or a value is but a concept until it is tested under pressure. The following are a few examples of some temptations that can get you into trouble.

Setting Impossible Goals

There are times when leaders demand too much from the team or from individuals. Perhaps they have no idea of what the task entails, or maybe they want to make themselves look good. Whatever their reasoning, they are behaving unethically toward the group.

Leaders must realize that doing a good job takes time, ability, and careful attention to detail. When you lead, ensure that you do not practice **tunnel vision** by getting so absorbed in the end result that you neglect to consider what your team is capable of doing. Being too ambitious or setting impossible goals can result in negative effects. If you ask too much of your team members, they could lose respect and confidence in you as their leader and experience a loss of morale. The following story illustrates these points.

Steve was excited about starting his job at Hamburger Alley. Working a few hours after school and on weekends would give him some extra cash. Although he had never worked at a fast-food restaurant, he felt semiqualfied. After all, he and his friends had eaten at Hamburger Alley many times, but besides that, he had used his parents' grill on several occasions.

Steve's excitement began to fade after his second day on the job. This was because of Joe, the young assistant manager. Joe was so caught up with impressing the manager that he expected too much from his kitchen crew.

Before he had hired Steve, Joe employed a grill operator who had five years of experience. His name was Larry. With all the experience Larry had, he was very quick. He could handle the dinner crowd all by himself, grilling several hamburgers and steaks in a matter of minutes.

When Joe hired Steve, he expected the same performance. Although Steve needed to be trained, Joe assumed that he could catch on and be up to speed in a few days. That is what he expected because he did not want to hire another employee to help with the dinner crowd. If he could keep costs down by having a small kitchen crew, he could look good in the eyes of his boss.

Steve's disappointment grew, and he began to lose respect for Joe. Steve finally did receive some training on the grill, but it would take time for him to improve his speed. Joe just could not seem to realize this fact. "Larry can handle the dinner crowd. Why can't you? You've been here for three weeks already." Steve tried to explain to Joe that, as with anything, he would improve with practice. But despite Steve's explanations, Joe did not realize what being a grill operator involved.

One day, after Steve called in sick and Joe could not find a replacement, Joe was forced to substitute as grill operator. That was all it took. By performing the job himself, Joe developed an understanding of the job. He immediately realized that he was asking too much of his rookie employee.

When Steve returned to work, Joe had a talk with him. "You're a good employee, Steve. I'm sorry I didn't really understand your point of view. I do, in fact, need someone with experience for that dinner crowd. But because you have potential," Joe explained, "I'm going to keep you on so you can work a lighter shift and gain experience."

Placing Self-Interest Ahead of Ethical Norms

Self-interest is probably the most common cause of unethical acts. When leaders do things to improve their personal situation or to avoid criticism or punishment, they often lose sight of accomplishing the mission and of what is really important. Instead, they may be doing extra favors intentionally to please their supervisors so that they "look good." As a result, team members lose trust, respect, and confidence in them. Plus, team morale and spirit also drops because followers feel that their leader put his or her own recognition ahead of their well-being.

In your quest to "look good," have you noticed that temptation is often close at hand? For example, you are wrestling with a tricky multiple-choice question that you feel will make the difference between receiving an A or B on a test. After deliberating between responses B and C, you decide to circle C. When you are almost finished with the test, you happen to hear some students in the hall discussing the answers. You learn that B was the correct answer for that question. What do you do? You did not intentionally cheat. You just happened to overhear the correct answer.

The student in this case decided to leave the answer as C, knowing that it was incorrect. Some people would argue that such an action is stupid. Rather, it shows that the person values honesty and has the integrity and character to act on that value in the face of temptation. Remember, the habit of being ethical on little things tends to carry over to the big things.

Doing What You Think Other People Want You to Do

All human beings have the need to be accepted. That is why you have to guard against the pressures that other people can put on you to behave unethically. Such temptations can come from many sources—your peers, your followers, or your supervisor.

If you encounter pressure from team members or from a supervisor, do not give into it; that would be a violation of professional ethics because it involves misrepresenting the truth. Leaders must be honest with themselves as well as with others. Remember, as a leader, you are setting an example for your team. Doing what you think other people want you to do contributes to an unethical climate. It also destroys the real respect for the people in charge and ruins their power as a leader. Keep in mind there is a difference between being popular and being respected.

A platoon leader gave Bill's squad the project to clean up an old shed behind the JROTC classroom. On the Saturday morning the squad arrived to do the work, the weather was rainy and miserable. Bill did not want the project any more than his teammates did, but he knew it was an important and necessary project.

Shortly after starting, one of the team leaders and several other members of the squad came up to the squad leader. The team leader said, "Bill, we don't think we should have gotten this project. We're getting more than our share of the hard jobs. Besides, it's too dangerous out here. Someone could easily get hurt picking up broken glass or falling on a loose board and landing on a rusty nail.

"I pitch in tomorrow's game and I don't want to hurt my arm doing this stuff. We feel that you didn't stick up for us when the platoon leader gave you this project. We think you care more about a promotion than you do about us."

The team leader continued, "I'll tell you what you could do to let us know how wrong we are and that you really do care about us. We could move a few things around and pick up some of the glass, then we could fake a few injuries—you know, a few cuts and some torn clothes. You can then call the project off and tell the platoon leader that it just wasn't safe out here. You could even recommend that this is a project for the school maintenance staff. That way, we can all go home and get out of this rain. No one will ever know the difference. So, what do you say, Bill?"

As you read this, the answer seems so obvious. But, when it occurs in reality, the temptation to give in to this kind of peer pressure can be great.

Using Your Position to Threaten or Harass Subordinates

Respect is a two-way street. How can you respect your team if you do not treat them with respect? It is impossible. You should not motivate your followers through fear or threats. A leadership environment that is full of fear and criticism is not healthy. Remember, you are supposed to lead by example and foster the development of subordinate leaders so eventually they can assume more responsibilities.

Leading with **favoritism** ("why can't your people get as much accomplished as Tom does?") is just as damaging as using criticism that is not constructive. They both chip away at the confidence and morale of team members.

Likewise, you should refrain from using **bribery** ("if you help me write this report, I'll promote you to my assistant"). This temptation is extremely destructive. Team members may feel like they can never truly please their leader, so why try. It shows poor judgment, moral principle, and integrity on the part of the person in charge. Obviously, a team will not have much respect or confidence in this leader.

Key Note Terms

favoritism – the showing of special favor

bribery – the act of giving or offering to, or accepting money, property, or a favor from someone in a position of trust to persuade or influence that person to act dishonestly

Maintaining Your Ethics

In your heart, you usually know the right thing to do. The real question is whether you have the character to live by sound professional values when under pressure. If you have the right beliefs and values, the thing to do in most situations will be clear and you will do it. Just think through the problem, sort out the facts, and weigh the alternatives.

Developing an Ethical Climate

To develop and maintain the proper ethical climate, leaders should reach out to their organizations, know the details of their job, trust their people, and take risks on their behalf. Recognizing that actions speak more powerfully than words, leaders encourage openness and even criticism, they listen and support followers who show initiative, and they forgive honest mistakes made in the process of learning. Leaders have three ethical responsibilities that promote a healthy environment:

- **Be a good role model.**
- **Develop followers ethically.**
- **Lead in such a way that you avoid putting your teammates into ethical dilemmas.**

Understanding Your Self-Image

Leading from the inside out means to set examples and model the behavior that you want others to do. If you know what is important to you, you can make sure your actions are supporting the things you value most. You need to lead yourself before you can lead others.

Self-image is how you see yourself. It is what you think about your characteristics, your physical body, your morals and values, your needs and goals, and your dreams. Having a good self-image is being satisfied with and accepting what you see in yourself.

When you become a leader, you need to constantly be aware of how you see yourself. Be honest with yourself and try not to have illusions about what you are or what you would like to be. If you believe that you cannot do a task, or if you are not consistent with the values that you think you have, you may begin to have doubts about yourself. Leaders who openly display doubt, hesitation, or uncertainty in their own abilities will likely cause their followers to also have doubt in them and in their leadership.

If what you see is not what you want to be, you can make changes. You can become the person you want to be. The change will require you to practice those mental, physical, and emotional attributes discussed earlier in this lesson. You will need to determine what is important to you and what you value most. If you begin to think positively about yourself, others will see your confidence and will want to follow you. The following are some points to remember as you begin to develop your self-image.

- **Focus on the positive.** One way to improve your self-image is to identify all of the positive qualities that you possess. A certain amount of emphasizing the positive is necessary to boost your own self-image. What do you like *most* about yourself? How can you do *more* of what you like most?

- **Self-disclosure.** Self-disclosure is talking to others about yourself. As you talk to others, you will realize that your problems and shortcomings are no different from theirs. What do they like *most* about you? How can you do *more* of what they like most about you?
- **Reflection.** Think back over the choices you made and the things you did during the day. What were these behaviors saying about you? Were they displaying the values that you want to incorporate into your life? Did you practice the mental, physical, and emotional attributes you want to possess? Did they change your self-image? Would you do things differently if you had another chance to?

Conclusion

As a leader, you are responsible for making decisions; however, do not decide on a course of action without thinking over the consequences. The choice you make should be based on your values. Apply these values to every leadership situation to build the trust and confidence of your followers. Beware of temptations and pressures that can affect a leadership situation. Remember, anyone can make a decision, but effective leaders base their decisions on the highest moral good. Let your personal and professional codes of ethics guide you to do what is morally right.

In the next lesson, you will learn about principles and leadership.

Lesson Review

1. List the seven values that all leaders and followers possess.
2. Why is it important to treat all people with respect?
3. Choose one of the three ethical responsibilities in this lesson and explain it.
4. Define the term *tunnel vision*.