

STANDARD ORDER 6
The Hollingsworth Center for
Ethical Leadership



Corps of Cadets
Texas A&M University
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1. PURPOSE

The Hollingsworth Center for Ethical Leadership (HCEL) supports the mission of Texas A&M University and the Corps of Cadets by providing as a leadership and character “Center of Excellence” for all cadets and staff in fulfilling the Corps’ mission:

The Corps of Cadets develops well-educated leaders of character prepared for the global leadership challenges of the future.

2. CONCEPT

HCEL inspires and motivates cadets to be accountable for their education and leadership development through a progressive and intentional four-year program of study. HCEL offers a comprehensive collection of academic and experiential programs that combine the formal study of leadership concepts with the intentional application and practice of leadership principles. HCEL directly supports the Corps mission statement and enhances participants’ capacities to be value-adding leaders in both the public and private sectors of the workplace. Moreover, HCEL also provides career readiness support to cadets, including assistance with obtaining internships and job opportunities post-graduation. Although initially designed for cadets not pursuing a military commission, HCEL programs are available to all cadets and other students at Texas A&M.

3. FOUR YEAR PROGRAM

Year	Leadership Role	Focus of Year
1	Developing Self	Learn
2	Developing Others	Coach
3	Developing Teams	Mentor
4	Developing Organizations	Inspire

See attached Corps Leadership Development Model for additional detail.

4. ROLE OF EACH CLASS YEAR

A. Expectations for freshmen in the Corps – DEVELOPING SELF – LEARN

- Understand the Impacts of Personal Behavior and Actions
 - Understand / Strive to learn & uphold the Corps Values and A&M Core Values
 - Learn & Uphold the Standard Orders and University / Corps Conduct Regulations
 - Learn & Uphold the Aggie Code of Honor
- Develop Self
 - Develop / Maintain Respect for self and others
 - Take responsibility & accountability for actions
 - Manage stress / Learn to manage time
 - Strive for Academic Excellence and Personal Success
 - Understand the benefits of personal health and well being

- Develop / Refine personal goals; Explore career interests
- Learn Career Readiness Competencies
- Develop / Foster camaraderie and community among peers
- Committed Followership
 - Adherence to Corps standards and regulations
 - Personal alignment and adherence to core values
 - Obedience to appropriate directives from upperclass cadets
 - Look to upperclass cadets for guidance and feedback
 - Optimal effort toward success of the outfit and broader mission of the Corps
 - Learn from mistakes
 - Master primary responsibilities, skills, and knowledge
 - Set a positive example for peers and others
 - Understand the Corps’ regimented lifestyle
- B. Expectations for sophomores in the Corps – DEVELOPING OTHERS – COACH
 - Understand role as a Coach
 - Constructively coach and train subordinates
 - Treat subordinate cadets justly / Keep subordinates informed
 - Assist / Advise others in adjusting to collegiate and Corps lifestyle
 - Help others to identify their goals
 - Uphold the Corps Training Philosophy and Leadership Development Model
 - Learn to Lead
 - Carry out assigned duties / Seek additional responsibilities
 - Conduct verbal and written counseling
 - Hold self, peers and subordinate cadets accountable
 - Engaged Follower / Never stop observing and learning
 - Uphold / Model ethical behavior
 - Engaged Followership
 - Continue to develop and practice Committed Followership behaviors
 - Commit to the wellbeing of others
 - Actively seek understanding of directives through listening, asking, and learning the “why”
 - Promote mutual respect, fairness, and dignity in all interactions
 - Coach others to develop and achieve personal and organizational goals and objectives

- Promote effective communication through effective listening and articulate speaking
 - Support the decisions of upperclass cadet leaders
 - Develop a Focus
 - Provide a positive example for others
 - Instill Corps Values, Aggie Code of Honor and A&M Core Values
 - Develop Career Readiness Competencies
 - Explore Options / Pursue interests
- C. Expectations for juniors in the Corps – DEVELOPING TEAMS – MENTOR
- Mentor and Lead Cadets
 - Present and Engaged in daily activities / Serve as primary instructor
 - Hold self, peers and all cadets accountable / Be the Role Model
 - Critique subordinates, help cadets learn and improve
 - Mentor cadets / Assist in achieving goals
 - Further the Corps Training Philosophy and Leadership Development Model
 - Develop Leaders
 - Maintain good order and discipline
 - Reinforce integrity & accountability among all cadets
 - Ensure wellbeing of self and others
 - Enforce standards and ethical behavior
 - Develop new leaders
 - Dynamic Followership
 - Actively support/execute Commander’s Intent & Vision
 - Continue to develop and practice Committed and Engaged Followership behaviors
 - Build positive group identity in all interactions
 - Use knowledge and skills to support common outfit and Corps goals and objectives
 - Employ effective and ethical decision making
 - Actively participate in discussions by asking questions and provide appropriate insight to upperclass organizational leaders
 - Actively seek feedback and advance ideas for continuous improvement
 - Lead the Team
 - Develop / Plan / Execute training and activities

- Create / Lead teams to achieve group goals
 - Provide feedback to commanders / Provide accurate and timely reports
 - Enhance Career Readiness Competencies / Narrow interests
- D. Expectations for seniors in the Corps – DEVELOPING ORGANIZATIONS – INSPIRE
- Develop / Lead / Inspire Units and Organizations
 - Establish / Communicate goals and priorities
 - Inspire all cadets to succeed
 - Clearly communicate task, purpose and end state
 - Effectively communicate guidance and information
 - Exemplify an ideal cadet of unquestionable integrity and ethical behavior
 - Integrate teams, achieve organization goals
 - Effectively delegate and follow through with tasks
 - Take responsibility of subordinate actions
 - Exemplary followership
 - Align Outfit goals/vision with Corps mission
 - Continue to develop and practice Committed, Engaged, and Dynamic Followership behaviors
 - Be accountable to Office of Commandant leadership for the efficient and effective performance of assigned tasks and mission requirements
 - Create an environment where all members can advance toward their full potential
 - Integrate efforts of teams toward broader organizational objectives
 - Boldly participate in active discussions and generate potential solutions to issues
 - Fully support legitimate and legal decisions and directives from higher leadership
 - Create and maintain a culture of ethical accountability and respect throughout the organization
 - Further Organization Institutions
 - Instill the Corps Training Philosophy and Leadership Development model
 - Develop subordinates to lead and inspire future cadets
 - Create / Sustain a lasting Corps/Unit culture of quality for future cadets
 - Exemplify Career Readiness Competencies
 - Hone professional skills

5. LEADERSHIP CERTIFICATE PATHWAY

A. Successful completion of the leadership development program of study and practice can result in the receipt of the *Hollingsworth Certificate in Applied Ethical Leadership*. This certificate is awarded through the Corps of Cadets and the HCEL. When effectively leveraged, this credential can significantly assist recipients as they articulate their Corps experiences and academic studies to potential employers or other interested stakeholders.

B. Certificate Requirements:

(1) Successful Completion of all HCEL-approved leadership coursework.

- a. SOMS 281. Fundamentals of Intentional Leadership.
(0-1 credit hour with traditional letter grade)
Exposure to the fundamentals of intentional leadership, deliberate practice, planning and leadership assessment; development of initial personal leadership development plans; alignment of personal and organizational values, vision, mission, strengths, purpose and goals toward desired outcomes.
- b. SOMS 380. Workshop in Leadership Education.
(0-1 credit hour with traditional letter grade)
The study of leadership theory, personal constraint theory, intra-group relationships, assessment tools for skills development, and techniques for achieving group goals.
- c. SOMS 381. Workshop in Leadership Education II
(0-1 credit hour with traditional letter grade)
Continuation of SOMS 380. Fundamentals of small group dynamics; interpersonal communication; application of selected leadership theories; interpretation of individual assessments to include personality traits, development of desired personal habits, and values.
- d. SOMS 481. Seminar in Executive Leadership.
(0-1 credit hour with traditional letter grade)
The study of contemporary leadership issues, organizational effectiveness, problem solving, and decision making.
- e. SOMS 482. Seminar in Executive Leadership II.
(0-1 credit hour with traditional letter grade).
Continuation of SOMS 481. Discussion of ethical dilemmas in leadership roles; ethical decision-making; personal accountability in organizational settings.

(2) Application of leadership concepts and principles in experiential contexts.

- (a) Verifiable, documented activity within the Corps of Cadets, Texas A&M University, or the local community.
- (b) Applicants are required to connect their level of engagement to the appropriate elements of the Corps Leadership Development Model and one or more of the Corps 12 Career Readiness competencies.

(3) Personal Development.

- (a) Completion of at least two semesters of an Individual Leadership Development Plan (ILDLP). NOTE: this is typically completed within the normal SOMS academic coursework.
- (b) Completion of capstone culmination exercise in SOMS 482 (instructor option: may be a culmination paper, “Worldview” project, cumulative exam, etc.)
- (c) Professionally reviewed resume
- (d) Completion of a capstone exit interview with a personal mentor

C. The HCEL Director may waive any of the above requirements as appropriate on a case-by-case basis

6. CAREER READINESS

A. Career Readiness (CR) is defined as: The attainment and demonstration of requisite competencies that broadly prepare graduates to successfully transition into the workplace.

B. Career readiness competencies are equally important and applicable in military, public, and private work sectors. In partnership with the Texas A&M Career Center and the National Association of Colleges and Employers, the following “Core 12” competencies are expected to be developed throughout the cadet Corps experience:

– PROFESSIONALISM

- Definition: Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
- Sample behaviors:
 - Act equitably with integrity and accountability to self, others, and the organization
 - Maintain a positive personal brand in alignment with organization and personal career values
 - Be present and prepared
 - Demonstrate dependability (e.g., report consistently for work or meetings)
 - Consistently meet or exceed goals and expectations
 - Have an attention to detail
 - Personal accountability & effective work habits
 - Manage time and resources effectively
 - Act responsibly with the interests of the larger community in mind
 - Learn from mistakes

– TEAMWORK

- Definition: Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

- Sample behaviors:
 - Listen carefully to others, taking time to understand and ask appropriate questions without interrupting
 - Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience
 - Be accountable for individual and team responsibilities and deliverables
 - Collaborate with others to achieve common goals
 - Employ personal strengths, knowledge, and talents to complement those of others
 - Build collaborative relationships with colleagues and customers representing diverse viewpoints
 - Negotiate and manage conflict

– **ETHICAL LEADERSHIP**

- Definition: Values-centered recognition and capitalization of personal and team strengths to achieve organizational goals.
- Sample behaviors:
 - Inspire, persuade, and motivate self and others under a shared vision
 - Seek out and leverage diverse resources and feedback from others to inform direction
 - Use innovative thinking to go beyond traditional methods
 - Serve as a role model to others by approaching tasks with confidence and a positive attitude
 - Motivate and inspire others by encouraging them and by building mutual trust
 - Plan, initiate, manage, complete, and evaluate projects
 - Organize, prioritize, and delegate work

– **CRITICAL THINKING**

- Definition: Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
- Sample Behaviors:
 - Make decisions and solve problems using sound, inclusive reasoning and judgment
 - Gather and analyze information from a diverse set of sources and individuals to fully understand a problem
 - Proactively anticipate needs and prioritize action steps

- Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes
 - Obtain, interpret, and use knowledge, facts, and data in decision-making processes
 - Demonstrate originality and inventiveness
 - Multi-task well in a fast-paced environment
- **COMMUNICATION**
 - Definition: Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
 - Sample behaviors
 - Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities
 - Employ active listening, persuasion, and influencing skills
 - Communicate in a clear and organized manner so that others can effectively understand
 - Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences
- **TECHNOLOGY**
 - Definition: Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.
 - Sample behaviors:
 - Use technology to improve efficiency and productivity of work
 - Identify appropriate technology for completing specific tasks
 - Manage technology to integrate information to support relevant, effective, and timely decision-making
 - Navigate change and be open to learning new technologies
- **RESPECT & INCLUSION**
 - Definition: Treating all people with dignity and inherent value. Demonstrate the awareness, attitude, knowledge, and skills required to thoughtfully engage people from different local and global cultures.
 - Sample behaviors:
 - Demonstrate openness, inclusiveness, sensitivity
 - Interact respectfully with all people
 - Seek global cross-cultural interactions and experiences that enhance one’s understanding of people from different demographic groups and that leads to personal growth
 - Demonstrate flexibility by adapting to diverse environments

- Keep an open mind to diverse ideas and new ways of thinking
- Solicit and use feedback from multiple cultural perspectives
- Actively contribute to inclusive and equitable practices that influence individual, organizational, and societal progress

– **CAREER & SELF-DEVELOPMENT**

- Definition: Proactively develop oneself and one’s career through continual personal and professional learning, awareness of one’s strengths and weaknesses, navigation of career opportunities, and networking to build relationships.
- Sample behaviors:
 - Show an awareness of own strengths and areas for development
 - Identify areas for continual growth while pursuing and applying feedback
 - Develop plans and goals for one’s future career
 - Professionally advocate for oneself and others
 - Display curiosity; seek out opportunities to learn
 - Assume duties or positions that will help one progress professionally
 - Establish, maintain, and/or leverage relationships with people who can help one professionally
 - Seek and embrace development opportunities
 - Voluntarily participate in further education, training, or other events to support one’s career

– **ADAPTABILITY**

- Definition: The ability to be flexible and adjust to changing contextual factors, conditions or environments, to include being open, innovative, and willing to learn new things and take on new and/or emerging challenges.
- Sample behaviors:
 - Recognize and adjust to unforeseen circumstances
 - Maintain flexibility in complex situations
 - Modify plans to accomplish predetermined goals
 - Overcome obstacles

– **RESILIENCY**

- Definition: Process of recovering well from adversity, trauma, tragedy, threats, or other significant sources of stress—such as family and relationship problems, health problems, or academic, workplace, and financial stressors.

- Sample behaviors
 - Demonstrate a growth mindset by learning from setbacks or failure
 - Mentally and emotionally cope with crisis
 - Protect oneself from the potential negative effects of stressors
 - Demonstrate grit and determination to elevate above circumstances
- **PHYSICAL & MENTAL WELLNESS**
 - Definition: Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.
 - Sample behaviors:
 - Make intentional choices toward a healthy and fulfilling life
 - Self-care, stress reduction and the development of inner strength
 - Maintain optimal body structures and functions through healthy nutrition, physical activity and exercise, sleep health, and proper hydration.
- **FINANCIAL LITERACY**
 - Definition: Ability to understand and effectively use various financial skills, including personal and organizational financial management, budgeting, and investing. To become increasingly wise stewards of personal and organizational resources.
 - Sample behaviors
 - Understand and properly apply financial management skills
 - Make informed and effective decisions with financial resources
 - Create and maintain personal and organizational budgets
 - Protect economic value with appropriate financial risk management

C. Career Readiness Officers (CRO). Each cadet outfit will have a minimum of one CRO to advise the unit of CR opportunities, assist in the development of appropriate CR training events, monitor the CR point system, and other duties as assigned by the Corps CR leadership chain of command.

D. Career Readiness point system. Throughout the year, cadets are expected to develop themselves in each of the eight CR Competencies listed above. To enhance accountability, assessment, and effectiveness of the Corps CR program, cadets earn points for their participation in CR-related activities. To ensure appropriate emphasis is being given to CR, overall averages of points accumulated by outfit are reported monthly to the Commandant.

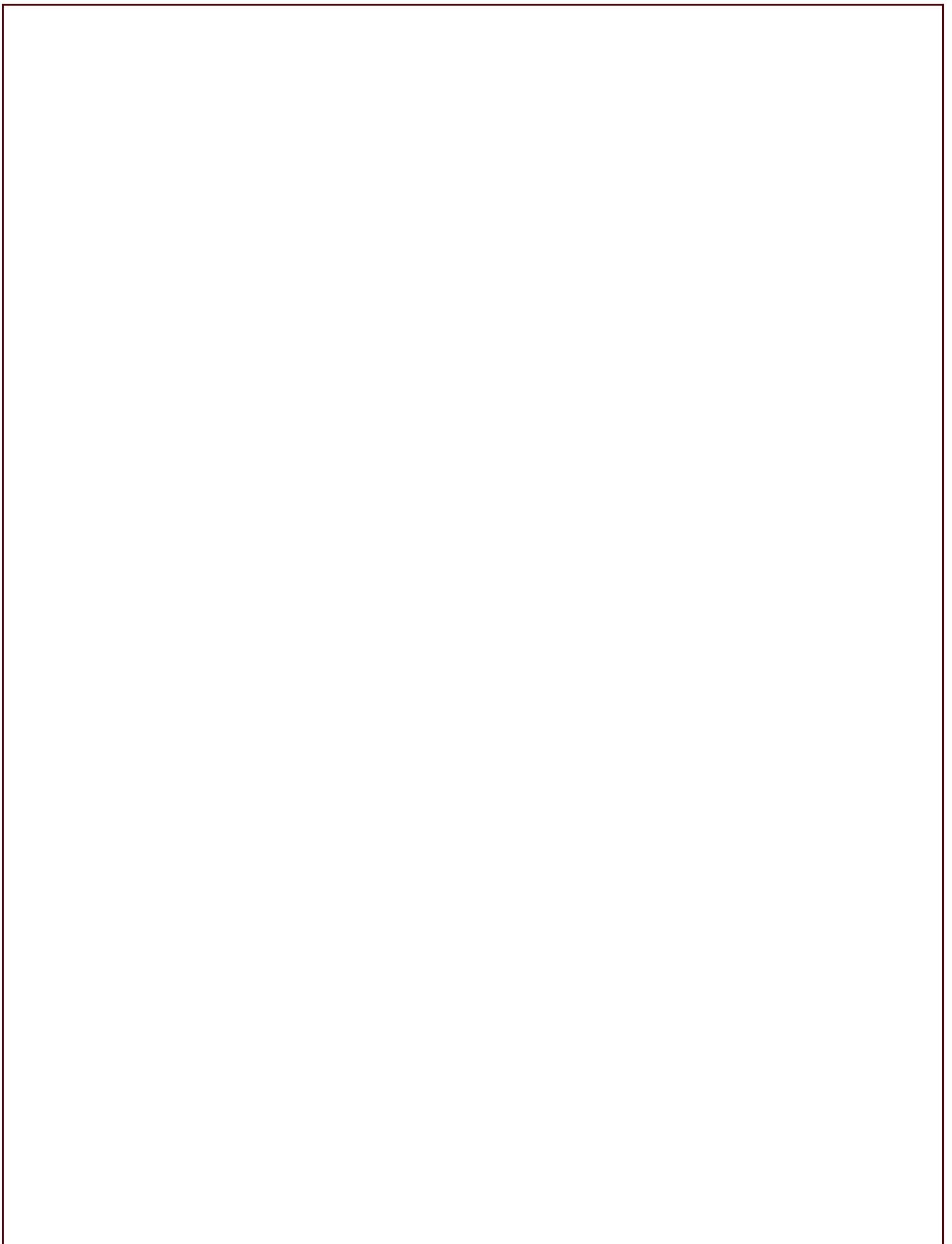
7. CONFERENCES

HCEL hosts two developmental conferences each year

A. Intentional Leadership Conference (ILC). Held in the spring of each year, this conference is open to all cadets and approved students from the broader TAMU community. The ILC

fosters the development of leadership and career readiness skills that will help students from various backgrounds succeed as global leaders in the future.

B. Nichols Rising Leaders Conference (NRLC). Held in the spring of each year, this conference is for a group of competitively-selected sophomore cadets as they rise to meet the leadership opportunities and expectations of their junior year. The NRLC application window opens in the fall of each year and interviews are conducted with selected applicants. All cadet outfits are required to submit a minimum of two applicants for the NRLC. The final selection of approved delegates will have at least one representative from each cadet outfit (unless waived by the Commandant in extenuating circumstances).





"We Make Leaders"