



Building Community Leaders

**Acting with Ethics
by Randall S. Peterson
Workbook 6**

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“In actuality, the means that we use shape who we are. We cannot separate the means from the end..... we become whatever we do ”

Dorothy Riddle

“The great masses of the people will more easily fall victims to a big lie than to a small one.”

Adolf Hitler in Mein Kampf

Acknowledgements

Author Randall S. Peterson would like to thank Carol E Shields for assistance in the curriculum design, Karen Burke for assistance in project management, Evelyn Anderson for editorial assistance, Liz Casper for the original illustrations and design, Thomas Lister for the current design and layout, Florence Chan and Caroline Madden for typing the text.

The structure of the modules owes much to the work of Dr Robert W. Terry to whom I am most grateful.

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The sixth view of leadership is ethical. This view focuses on acting consistently with one's moral sense of what is right or what ought to be. Leaders help us make meaning out of our lives by helping us examine our values.

This view gained in importance in the 1980's, when many people began to think about leadership and ethics as connected. For these people, true leadership is naturally or inherently ethical. People who are not ethical, such as Adolf Hitler, are not leaders. Hitler was not a leader because he used coercion and one big lie (that the Jews were responsible for Germany's problems) to get others to do what he wanted.

"The great masses of the people will more easily fall victims to a big lie than to a small one."

Adolf Hitler in Mein Kampf

Others disagree and believe that leadership can be separated from ethics. The best leaders are ethical, but someone can still be a leader if he/she is unethical. To these people Hitler was a unethical leader, but he was still as leader. Leaders are best when they are ethical because if they are not, they will cause harm and pain for others.

"In actuality, the means that we use shape who we are. We cannot separate the means from the end..... we become whatever we do "

Dorothy Riddle

The activities in this workbook help you explore ethical leadership and living an ethical life. These activities are included in this workbook.

Individual And Small Group Activities

- | | |
|--|---|
| <input type="checkbox"/> 1 What are ethics? | <input type="checkbox"/> 2 Hard Choices |
| <input type="checkbox"/> 1 Why be ethical? | <input type="checkbox"/> 3 Privacy Circles |
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| <input type="checkbox"/> 6 The Ethical Act | <input type="checkbox"/> 7 A Dilemma-The Noise |
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Large Group Experience

- 2 Take A Stand!

1. What do I need to know first?

What are ethics?

What are ethics? Many people are calling for leaders to be more ethical and for a return to ethics and morals, but what does it mean to be ethical? Being ethical means to act consistently with a moral sense of what is right or what ought to be. Some say that ethics are “relative”, that everyone thinks different things are right or wrong, so to say someone should be ethical doesn’t mean anything. Examples of this are:

- “Ethics and aesthetics are one and the same”*
– Ludwig Wittgenstein
- “Ethics are a body of imperfect social generalizations expressed in terms of emotions.”*
– Olivier Wendell Holmes

Other people believe that there are universal rights and wrongs that all people should respect and use to act ethically. An example of this is:

“In actuality, the means that we use shape who we are. We cannot separate the means from the end..... we become whatever we do ”
–Dorothy Riddle

Being ethical is to act in a way that is consistent with our beliefs of right and wrong. It is the idea that acting consistently (ethically) with our values give our lives meaning.

2. What should I do?

Interpret these quotes

Below are several quotes from famous people about power and leadership. Write what each of these quotes means to you in “plain English” so it is easier to understand. Share your rewritten quotes with someone else and see if she/he agree.

Quote	What It Means To Me
<p>“No individual is inherently evil, murderous, genocidal. Yet under certain conditions virtually any self is capable of becoming all of these.” <i>Robert Jay Lifton in <u>The Nazi Doctors</u></i></p>	
<p>“In actuality, the means that we use shape who we are. We cannot separate the means from the end..... we become whatever we do ” –Dorothy Riddle</p>	
<p>“Ethics and aesthetics are one and the same.” <i>Ludwig Wittgenstein</i></p>	
<p>(about all the people in Jonestown who drank poison because their spiritual leader ordered them to) “The most apparent problem was the manipulation of people by a demented leader. But the most basic problem was the willingness of the people to submit themselves totally to the authority of a leader – sane or insane, creative or destructive.” <i>Carter Hayward</i></p>	
<p>“Ethics are a body of imperfect social generalizations expressed in terms of emotions.” <i>Oliver Wendell Holmes</i></p>	

WORKBOOK 6: Acting with Ethics

What are Ethics?

Reflection

3. What Happened?

Reread the quotes as you rewrote them; do they still make sense?

4. How did I feel about it?

Did your rewritten quotes make sense to other people?

Did you have problems understanding what some of the quotes meant?

5. What does it mean?

Have you seen a situation where someone acted unethically? What happened?

Have you ever done something that was unethical or made you feel guilty after you did it? What was the situation?

6. So what?

Why should leaders be ethical? Is being an ethical leader desirable or necessary? Why?

Why do some leaders do unethical things? How can a leader stay ethical when there are so many reasons to be unethical?

7. Want to know more?

.Perreault, G. (1990). *Ethical leadership-ethical follower-ship*. Minneapolis, MN: University of Minnesota.

Hagberg, J. (1984). *Real Power*. Minneapolis, MN: Winston Press.

Brussel, Eugene (1988). *Dictionary of quotable definitions*. Englewood Cliffs, NJ: Prentice Hall.

8. What did I learn?

- Ethics are based on social and personal values; some are more widely held than others.
- We are all capable of doing bad things, so we must always question what we do.
- Ethical issues occur daily and are everywhere, not just in a big crisis situation.
- And, _____

1. What do I need to know first?

Why be ethical?

What motivated some people to be ethical? Below are several reasons for being ethical and examples of how a person who accepts these reasons would think about following the highway speed limits:

<u>Reason For Being Ethical</u>	<u>Reason For Following The Speed Limit</u>
Fear of being punished	"I don't want to pay the fine for a speeding fine."
Receive a reward.....	"I will get lower insurance rates if I don't get a speeding fine"
Be seen as a good person.....	"Others who see me will know I am a good person"
To please someone.....	"My parents will be happy if I follow the law"
Because one's minister or rabbi said So.	"My minister/rabbi said I should always follow the law"
Fit one's religious or spiritual values.....	"God would want me to follow the speed limit"
To uphold the law	"Speed limits are the law and I always follow the law"
It's the right thing to do	"Following the speed limits saves lives; it's the right thing to do"

2. What should I do?

Observe/interview why others act ethically.

Observe others in situations where they are free to follow or not follow rules or laws and then interview them about the choices they made. The situations are listed below. Ask each person why they acted the way they did. They may have more than one reason. Also, think about how you would have acted in each situation and why you would have acted as you did.

Situation	Person interviewed	What she/he did	Reason she/he acted
EX: Shopping (shoplift)	Sally (friend)	Did not shoplift	It is against the law
Shopping (Shoplift)			
Driving (speed)			
Take a test (cheat)			
Picnic (litter)			
Other situation:			

3. What Happened?

What did you hear from the people you interviewed?

4. How did I feel about it?

Did you see or hear about people doing unethical things?

Were some of the situations like others in which you have been?

5. What does it mean?

What were the most common reasons for acting ethically?

Are some of the reasons used for being ethical better than others? Why?

Dr Lawrence Kohlberg of Harvard University and Dr. James Rest at the University of Minnesota believe that people go through several stages of ethical or moral reasoning:

Stage 1: Punishment and obedience: People are motivated by avoiding getting punished.

Stage 2: Relativist: People are motivated by what is good for them or their best friends.

Stage 3: "Good Boy – Nice Girl": People are motivated by wanting to be seen as good.

Stage 4: "Law and order": People are motivated because it is required by law.

Stage 5: Legalist: People do things that all or most people in society agree is right. In some situations this means following the laws, but in other situations where the laws are made by a few rulers and imposed on the people, this can mean going against the law.

Stage 6: Universal ethical principle: People do what they believe is right, regardless of what others say. Some times this means following laws and at other times it means going against laws believed to be unethical.

People generally start in stage 1 and work toward Stage 6. However, some people never get beyond Stage 1 and others stop at other stages along the way.

Which of these stages did you see in your interviews?

At which stage do you think you are?

6. So what?

What ethical motivations should guide leaders?

What reasons might leaders give for their followers to act ethically if they are at different stages of ethical development?

7. Want to know more?

.Perreault, G. (1990). *Ethical leadership-ethical followership*. Minneapolis, MN: University of Minnesota.

Kohlberg, L. (1968). "The child as a moral philosopher." *Psychology Today*. pp.25ff

8. What did I learn?

- There are seven stages of ethical or moral reasoning
- Ethics are not all relative
- Sometimes being ethical means following the rules; other times it requires breaking the rules.
- And, _____

1. What do I need to know first?

When does the end justify the means?

When someone asks, “Does the end justify the means?” that is asking, “If you had something good you wanted to do and the only way of doing it was unethical, should you do it?” Most people, including most ethical leaders, believe that it is never okay to get something good by doing something unethical. They believe that if you use unethical ways (means) to get something (end) then you corrupt the good thing and make it unethical as well.

You also show others that it is all right to be unethical. What do you think? Does the end justify the means?

2. What should I do?

Read the paragraph and tell whether you agree with it or not.

After you have read the paragraph in the space below, write your opinion about it. Do you agree or disagree with what is written. Why?

“Whenever we think about social change, the question of means and ends arises. The man of action views the issue of means and ends in pragmatic and strategic terms. He has not other problem. He thinks only of his actual resources and the possibilities of various choices of action. He asks of ends only whether they are achievable and worth the costs; of means, only whether they will work. To say that corrupt means will corrupt the ends is to believe on the immaculate conception of ends and principles. The real arena is corrupt and bloody. Life is a corrupting process from the time a child learns to play his mother off against his father in the politics of when to go to bed. The real and only question is, and always has been, “Does this particular end justify this particular means?”

- Saul Alinsky

What is he saying in this paragraph (If you are having trouble, there is some help in the box on the other page of this activity)?

Do you agree or disagree with him? Why?

WORKBOOK 6: Acting with Ethics

The End/Means Problem

Reflection

3. What Happened?

Were you able to understand the paragraph?

4. How did I feel about it?

How did reading the paragraph make you feel?

5. What does it mean?

Why does Saul Alinsky say that the end does justify the means sometimes? Do you agree? Why or why not?

Professor George Shapiro has interviewed leaders that others thought were ethical and found they believed that the end never justifies the means. Why did the ethical leaders Dr. Shapiro interviewed believe that the end never justifies the means?

Help For Understanding The Paragraph

In the paragraph, Saul Alinsky is saying that the question, "Does the end justify the means?" has to be answered each time we face an ethical dilemma or problem. There is no way of knowing that a certain way of doing something is always unethical*. However, he also says that sometimes the end does justify the means because the world is a corrupt place. Sometimes the only way to fight corruption is with corruption.

*For example, almost everyone believes that killing another person is wrong. But, if someone told you that you had to kill one person to save 100 other people would it still be wrong?

6. So what?

Why do leaders who other people think are ethical believe the end never justifies the means?

7. Want to know more?

.Bolman, L. and Deal, T. (1988). *Modern approaches to understanding and managing organizations*. San Francisco, CA: Jossey-Bass,

8. What did I learn?

- Some people believe that getting something good justifies using unethical means.
- Leaders that have been identified as ethical (by other leaders) believe that the end never justifies the means
- And, _____

1. What do I need to know first?

1) The ethical act

How can you tell if an act is ethical or not? What are the parts of an ethical act? Dr. James Rest at the University of Minnesota says that there are four parts to an ethical act:

Step 1: Ethical Sensitivity – You must be able to see that an ethical dilemma exists.

Step 2: Ethical Judgement – You must be able to make an ethical judgement about the situation.

Step 3: Ethical Intention – If you don't intend to act ethically, you won't.

Step 4: Acting on your intention – You must act on your intention to make it happen. Wishing it would happen is not enough.

If any of these steps are skipped or are not ethical, the act will not be ethical. A failure in any of these steps will lead to unethical behaviour.

2. What should I do?

Interview others about an ethical act.

Interview people who you believe have acted ethically. Interview a variety of people in a variety of acts (family members, friends, local politicians, etc.). Look for the steps of an ethical act.

	Interview 1	Interview 2	Interview 3
Who is being interviewed?			
What was the ethical act?			
How did they know the situation was an ethical dilemma? (Step 1)			
How did they decide what to do? (Step 2)			
What did they intend to do when they first faced the situation? (Step 3)			
What barriers did they face in trying to act ethically and how did they overcome them? (Step 4)			

3. What Happened?

What did you hear from the people you interviewed?

4. How did I feel about it?

Did you see ethical acts that could have been handled differently, but still ethically?

Did you interview about situations that are similar to others you have been in?

5. What does it mean?

What was common across all the acts about which you interviewed?

Which act(s) about which you interviewed were the most ethical in your mind? Why?

6. So what?

How common are ethical dilemmas in your life? The lives of other leaders?

How can leaders encourage ethical behavior in others?

7. Want to know more?

.Perreault, G. (1990). *Ethical leadership-ethical followership*. Minneapolis, MN: University of Minnesota.

8. What did I learn?

- Ethical dilemmas face each of us every day.
- There are four steps in an ethical act
- If we fail in any step, we will act unethically.
- And, _____

1. What do I need to know first?

Ethical leadership

If you have completed the first three activities in this workbook, you now probably know more about ethics than most people. But, what about ethical leadership? What happens with a leader that makes her or him ethical? Dr. George Shapiro at the University of Minnesota has spent a great deal of time asking these same questions. He has identified and interviewed ethical leaders from all over the world and has found a number of characteristics that distinguish ethical leaders from others. After you have completed the exercise below,

compare your list to that of Professor Shapiro and the people who have worked with him on the next page.

2. What should I do?

Interview ethical leaders

Interview a variety of people you believe are ethical leaders: a friend, a senior citizen, a family member, etc. As you do this, look at how and what they think and personal characteristics, such as sense of humour, how they approach life, etc.

You will probably have many questions you would like to ask, but be sure that you ask these:

- What does it mean to you to be ethical?
- Do you think you are an ethical leader?
- Please give an example of a difficult situation in which you faced an ethical dilemma.
- Do you believe “the ends justify the means” (you should be able to do anything to help a just cause)?
- Are you an optimist or a pessimist?

ETHICAL LEADER CHARACTERISTICS I FOUND

1)

2)

3)

4)

3. What Happened?

Whom did you interview?

What were the characteristics (qualities or traits) of ethical leaders you found?

4. How did I feel about it?

What questions did you have when you did this activity?

Do you still think all of the leaders you interviewed are ethical? Why or why not?

5. What does it mean?

How well does your list compare with Dr. Shapiro's list below?

DR. SHAPIRO'S LIST OF CHARACTERISTICS OF ETHICAL LEADERS

Ethical leaders:

- Have ethical goals;
- Believe the ends do NOT justify the means: they can not be separated;
- Are able to see the difference between "what is" and "what ought to be" in the world;
- Have integrity and are honest;
- Use "power with" and not "power over;"
- Are able to evaluate themselves honestly and accurately;
- Show courage;
- Show humility;
- Have a sense of humour;
- Are optimistic and full of hope for the future.

How many of the people you interviewed showed these characteristics?

Which of these characteristics do you think is most important? Why?

6. So what?

Do you show all of these characteristics? How can you work to gain the ones you don't have?

How do you help other leaders and followers develop these qualities?

7. Want to know more?

.Perreault, G. (1990). *Ethical leadership-ethical followership*. Minneapolis, MN: University of Minnesota.

Shapiro, G. Professor of Speech Communications, University of Minnesota

8. What did I learn?

- I learned the characteristics of ethical leaders.
- Ethical leadership includes encouraging ethical behavior in followers.
- Ethical leaders are all around us; they are not only the great leaders about whom we read.
- And, _____

1. What do I need to know first?

Ethical followership

What happened in Nazi Germany? What did so many good people do so many unethical things just because an unethical person was in power? Just as everyone is a leader at times, each of us is also a follower at times as well. As followers, we also have a responsibility to be ethical, both when an unethical person is in power and when an ethical person asks us to do something for him/her. This responsibility is shown in the following quotes:

“A holocaust stops or starts with every human being.”

- Rhode Lewin

(about all the people in Jonestown who drank poison because their spiritual leader ordered them to)

“The most apparent problem was the manipulation of people by a demented leader. But the most basic problem was the willingness of the people to submit themselves totally to the authority of a leader – sane or insane, creative or destructive.”

- Carter Hayward

“No individual is inherently evil, murderous, genocidal. Yet under certain conditions virtually any self is capable of becoming all of these.”

- Robert Jay Littleton in *The Nazi Doctors*

“.....Ceding all power to the powerful is perilous.”

- Janeway in *Powers of the Weak*

2. What should I do?

State what you believe are the duties of an ethical follower.

What are the duties of an ethical follower? In other words, what can you do that assures that you are ethical regardless of who is in power? As an ethical follower, I believe I should:

- 1)
- 2)
- 3)
- 4)
- 5)

3. What Happened?

What did your list include?
Looking back, is your list complete?

4. How did I feel about it?

How hard was it to create the list? Why was it hard/easy?
How hard will it be to stick with this list?

5. What does it mean?

Do you think most people are ethical followers? Are you? Why or why not?

Dr. Geri Perrault at the University of Minnesota recommends the following list of responsibilities of an ethical follower:

- Complete all assigned tasks in an ethical manner
- Question unethical goals and practices of the leader or the organization
- Have the courage to challenge unethical leaders or organizations and take the issue as far in the organization as possible
- Have the courage to quit the organization or the job if the unethical behaviour continues

How does Dr. Perrault's list compare with yours?

Sometimes we can feel powerless to do anything because we are only one person in a large group or organization. Dr. Perrault recommends the following way of making your statement if you see something unethical:

- 1) become aware of the problem
- 2) collect all the facts of the case and review them
- 3) discuss the problem with someone you believe can address the problem, put it in writing, and keep a copy.
- 4) if you get no response, find someone else to help you (sometimes a lawyer is the only way)
- 5) get others in the group or organization to support you and try to address the issue again
- 6) go higher in the organization to try to address the problem
- 7) refuse to be involved in whatever is unethical; quit if necessary
- 8) if the issue is really important, you may wish to report it to the media or some higher authority

6. So what?

What is your responsibility as a leader if a follower brings what she/he believes to be an ethical problem to you?

What might an ethical follower do when an unethical person is in power?

7. Want to know more?

.Perreault, G. (1990). *Ethical leadership-ethical followership*. Minneapolis, MN: University of Minnesota.

8. What did I learn?

- Ethical leaders are also ethical followers
- There is a process to express dissent when something unethical is happening.
- Even when an unethical person is in power, you can still be ethical
- And, _____

1. What do I need to know first?

What do values have to do with ethical leadership?

Values and ethics are related because a person's sense of what is right or wrong is based partly on what she or he values. By values we mean the beliefs, ideas, behaviours, and objects prized by an individual or group. In these activities we have stressed several values such as the importance of democracy, the importance of leadership benefiting both the leader and society, and the importance of both action and reflection as you think about the activity.

Many of these lessons in the rest of this workbook stress the importance of clarifying these and other values you hold. It is important to remember that everyone has an individual set of values which he/she gets from family, friends, teachers, religion, and many other sources.

2. What should I do?

Analyze this quote

Below is a quote from The Diary of Anne Frank. Anne lived in hiding in a house for over two years to avoid persecution by the Nazis during World War II. As you analyze this quote, think about what Anne valued and how that affected her actions and her ability to be ethical.

"It's really a wonder that I haven't dropped all my ideals, because they seem so absurd and impossible to carry out. Yet I keep them because in spite of everything I still believe that people are really good at heart...."

- 1) What did Anne Frank value?
- 2) What clues helped you guess Anne's values?
- 3) How might Anne's values change how she acted?
- 4) How might Anne's values help her act ethically?

WORKBOOK 6: Acting with Ethics

What Do Values Have To Do With It?

Reflection

3. What Happened?

Have you read The Diary of Anne Frank?

Were you able to determine some of Anne's values from her quote?

4. How did I feel about it?

Was this an easy or hard quote to analyze? Why?

Did you have questions about your responses?

5. What does it mean?

How do people know what your values are? Do you show them by how you act and talk?

What are some of the things you value that are the same as Anne Frank? Different from Anne Frank?

How do values change our ability to be ethical?

What happens when you value different things than others do?

What happens when different groups with different values meet each other? For example, what happened when Europeans met the Native Americans?

6. So what?

What happens when a leader values different things than her/his followers?

How can leaders help followers deal with differences in values when groups meet?

7. Want to know more?

.Frank, A. (1952). *The Diary of Anne Frank*. Doubleday and Company.

8. What did I learn?

- Values and ethics are closely related.
- Some values are held by many more people than are other values.
- When two groups or people meet and their values do not match, it can end in conflict.
- And. _____

1. What do I need to know first?

Value development

How do people develop values? According to the *Achievement Motivation Program*, seven things are important for personal values to develop:

- 1: Freedom to make a choice between values
- 2: Alternative of values from which to choose
- 3: Reasons for making a value choice
- 4: Satisfaction with and respect for the value choice made
- 5: Willingness to affirm the value publicly

- 6: Behaviour consistent with the chosen value
- 7: Persistence of the behavior until a pattern is formed

If all of these things have happened, then a value has developed.

2. What should I do?

Take the value check-up

Take the value check-up below by selecting one thing or idea you value and writing it on the blank line below. Then check to see if you can answer “yes” to each of the questions that follow. If you answer “no” to any of the questions, then the idea or thing you selected may not be a value. You may wish to try this with several different values.

I VALUE: _____

Circle the answer under each question that best represents your feeling:

- 1) Did you choose to value this idea or thing (not just adopt it from someone else)?

NO YES, please write some of your other choices here: _____

- 2) Are there other values you could choose in place of the idea or thing you choose?

NO YES, please give an example: _____

- 3) Are there reasons for the choice you made?

NO YES, please write at least two here: _____

- 4) Are you satisfied with this value choice?

NO YES, please write why here: _____

- 5) Are you willing to state your value publicly?

NO YES, please give an example when you have: _____

- 6) Could someone else tell from the way you act that you value this thing or idea?

NO YES, please give an example of the action(s) you took: _____

- 7) Could someone who watched you all the time tell by your actions that you value this idea or thing?

NO YES, please give several examples of such actions: _____

3. What Happened?

How many things or ideas did you test?

What were the idea(s) or thing(s) you tested as a value?

4. How did I feel about it?

What does it mean if something is a value for you?

How many values do you have?

5. What does it mean?

Why do people have values? Where do they come from?

How can you recognize when someone else values something?

These are indicators of values in other people.

The ability to:

- clearly state a purpose for something;
- identify a goal toward which to work;
- express feelings about personal experiences;
- express interest in some thing or some idea strongly and consistently;
- express beliefs with conviction;
- enter into activities with enthusiasm;
- express concern in a situation where a particular value is in question.

Have you seen these things in other people?

What happens when people with a different values meet each other? For example, when kids of different races, genders, and religions are in the same classroom, do they automatically like and respect each other?

6. So what?

How can a leader deal with differences in values between her/him self and her/his followers?

How can leaders help followers deal with differences in values when groups meet?

7. Want to know more?

*.Achievement motivation program. (1972).
Clement and Jessie V. Stone
Foundation.*

8. What did I learn?

- There are seven parts in value development.
- I became more aware of my personal values.
- I learned a way to recognize values in other people.
- And, _____

1. What do I need to know first?

The most influential people

Most people have a handful of other individuals who have been very influential in their lives by helping determine values and giving guidance in making some hard life decisions. These people can be quite varied: a parent, a brother or sister, a friend, a grandparent, or a great leader or hero. Even when these people are no longer living, their values and influence continue.

2. What should I do?

Identify the most influential people in your life

In the space below, write your name in the circle and draw spokes going out of the left of the circle. On each spoke, write and draw a picture on one of the most influential people in your life. After you have done this, answer the questions about one of these people. Then, draw spokes going out of the right of the circle. On each spoke, write the name and draw a picture of a person who you have influenced in the same kind of way as the people above the circle influenced you.

ME
(MY VALUES)

People Who Influenced You	People You Influenced
1) How did these people influence you? What did they do to influence you?	1) How did these people influence you?
2) How did you let them know they were influential in your life?	2) How did you let them know they were influential in your life?
3) What values did you get from these people?	3) What values did you get from these people?

3. What Happened?

Who influenced you?
How did these people influence you?
Whom have you influenced?

4. How did I feel about it?

What questions did you have when you did this activity?

Were you surprised by the number of people who have influenced you? By the number of people you have influenced?

5. What does it mean?

If someone were to follow you all the time, would she/he be able to see how any certain person influenced you most strongly?

How did these most influential people influence you?

According to Simon, Howe, and Kirschenbaum there are four ways that one person can influence another person's values:

- **Moralizing** – telling others what to value
- **Laissez-Faire** – assuming others will value what we value
- **Modeling** – acting the way you would like others to act, showing them how they should behave.
- **Values Clarification** – guiding others as they clarify their own values for themselves.

Which of these ways of influencing values did others use with you? Have you tried any of these with other people?

Are any of these ways of influencing better than others?

Are there any that are more effective than others at different ages?

When is influencing other people's values good? When is it bad?

6. So what?

Is it ethical for a leader to try to influence other people's values? If so, how? If not, why not?

Why do some people try to change what other people value?

7. Want to know more?

.Simon, S.B., Howe, L.W., and Kirschenbaum, H. (1972). *Values clarification*. New York, NY: Hart Publishing.

8. What did I learn?

- Important people in our lives have influenced our personal values.
- Sometimes influencing other people's values can be good, but at other times it can be dangerous.
- Values, both good and bad, get transferred by people influencing other people.
- And, _____

1. What do I need to know first?

Hard choices

Every day of your life you face ethical and value choices. Some of those choices are harder than others, but you do make choices. Your choices could be as simple as choosing between staying at home or visiting a friend on a Friday evening. However, sometimes those choices are very hard. Hard choices start with things like avoiding the temptation to steal something you want and cannot afford. Eventually, you will need to make decisions such as the choice of a career. The choices continue to get harder throughout your life.

This activity is about making hard choices. The choices may not be as hard as choosing a career, but they will probably be difficult questions to answer. You should think about each question carefully and rank the options so they most nearly reflect your opinion. Even if you never face these choices, your answers will tell you something about your values.

2. What should I do?

Make hard choices

Each of the questions below has three choices. Rank each item 1,2, or 3: 1 is the choice that most closely reflects your opinion. Remember, there are no wrong answers.

- 1) Where would you rather be on a Saturday afternoon?
 a beach the woods a shopping center
- 2) Which race would you rather be?
 Native American African American European American
- 3) Which do you think the government should make its highest priority?
 national defence ending discrimination the environment
- 4) Which is most important in friendship?
 loyalty generosity honesty
- 5) If I gave you £1000, what would you do with it?
 save it give it to charity spend it
- 6) Where would you rather live?
 on a farm in the suburbs in a big city
- 7) What should you look for when dating?
 intelligence personality good looks
- 8) When do you have the most fun?
 alone with a large group with a few friends
- 9) Which gender would you rather be?
 male female neither male or female
- 10) Which would you least like to be?
 very poor very sickly very disabled

3. What Happened?

Did you review your answers after you finished the survey? If you didn't, you should.

4. How did I feel about it?

What did you learn about yourself?

Would you be willing to share your answers publicly or would you prefer not to?

5. What does it mean?

Often times people go through life making many decisions like the ones you made "automatically." When is this good? When is this bad?

Many times people are not willing to share with others their own answers to questions like the ones you answers. Why do you think this is?

Are there other times in life when you have had to rank order similar lists?

6. So what?

How could you use a similar rank ordering technique as a leader?

When do leaders face similar ranking choices?

7. Want to know more?

.Simon, S.B., Howe, L.W., and Kir-schenbaum, H. (1972). *Values clarification*. New York, NY: Hart Publishing.

8. What did I learn?

- Every person makes hard choices in her/his life
- The hard choices each person makes in life are the choices most likely to reflect personal values.
- Living ethically requires making hard choices..
- And, _____

1. What do I need to know first?

Privacy circles

Publicly affirming a position or beliefs is one of the seven steps in value development. Yet, it is often difficult to determine when this is appropriate or inappropriate. The privacy circles activity encourages you to think about this. This is an important skill because mistakes can be costly both personally and professionally.

2. What should I do?

Consider your own privacy circles.

Below is a series of circles. In the outer circle, write things about your life you would be willing to share with almost anyone, even strangers (ex: favourite TV show, favourite colour). In the next circle in, write things you would not let strangers know, but would let acquaintances know (ex: telephone number, names of family members). In the next circle, write things you would not let acquaintances know, but you would let friends know (ex: personal goals, details about your family). In the next circle, write things you would not tell all your friends, but you would tell your closest friends (ex: personal fears, life plans). In the next to last circle, write things you would not tell anyone else; they are reserved only for you (ex: something you did about which you are ashamed). Finally, the last circle is blackened. This circle represents the things you don't even want to admit to yourself.

WORKBOOK 6: Acting with Ethics

Privacy Circles

Reflection

3. What Happened?

Which circle has the most in it?

Which circle have the least in it?

4. How did I feel about it?

Which circle was the easiest to fill? Why?

Which circle was the hardest to fill. Why?

5. What does it mean?

Why are some values appropriate to express with anyone while others are only appropriate to express to your closet friend?

Which circle is the distinction between “public” and “private”? Why is this important?

Dr. Harry Boyte and Peg Michels work with “Project Public Life” at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota. They are concerned about this distinction between public and private life. They believe that people need to understand the difference between private life, where we need love and acceptance, and public life, where we need respect and recognition for our accomplishments. Every person needs some of both of these things, but when we look for love and acceptance on the job, he/she will not be able to make the “hard headed” business decisions needed. Descriptions of public and private life are below:

Public Life	Private life
need respect Recognition for accomplishments	need acceptance Love
want diversity Accountability Power to change the world Problem solving	want close relationships Unconditional love Loyalty intimacy

What do you think happens when people confuse their public and private lives?

6. So what?

How could/should a leader keep the public and private sides of his/her life separated?

What would happen if a leader were to confuse the public and private sides of his/her life?

7. Want to know more?

.Simon, S.B., Howe, L.W., and Kirschenbaum, H. (1972). *Values clarification*. New York, NY: Hart Publishing.
Dr. Harry C. Boyte and Peg Michels. Project Public Life, H.H.H Institute, university of Minnesota.

8. What did I learn?

- Everyone has “groups” of values that he/she is willing to share only with certain others.
- Knowing the public and private sides of our life is important because we each need love and acceptance in private life and respect and recognition in public life.
- And, _____

1. What do I need to know first?

Weighing the risks

In the “Value Development” activity, you learned that making a public statement is a part of value development. For value to be fully developed, you must be confident enough of it that you are willing to take a public position. However, you also learned in the “Privacy Circles” activity that there are times when it is not appropriate to tell certain things to certain people.

Leaders face decisions about expressing their values almost every day. When the value is something many people believe, these decisions are often very easy. How-

ever, if the leader knows the value is not popular, then the decision can be very difficult. Leaders learn to balance the risks between being seen as weak because they are unwilling to publicly state their beliefs, and saying something that could be self-destructive. How do leaders know when it is beneficial and/or ethical to express personal values and when it would be counter-productive? In weighing such a decision, many leaders use the simple but effective approach of assessing its potential risks and benefits.

2. What should I do?

Weigh the risks and benefits for a decision

Select a personal decision you need to make that has both possible benefits and risks. It can be something big like telling your school teacher that you think she/he acted in a way that seemed racist, or it could be something smaller like telling a friend the he/she has a body odour problem. The bigger the decision you analyze, the more meaningful it will be for you. Complete the table below. Do not always choose the side with the longer list. Some things on your lists will be more important to you than others.

Example

1) The decision I need to make is: Someone in my group has just told a sexist joke. Do I say anything?	
2) <u>Possible Benefits Of Action</u> <input type="checkbox"/> 1 people will know I don't like sexism <input type="checkbox"/> 2 some people in the group will like me better <input type="checkbox"/> 3 people may say fewer sexist things <input type="checkbox"/> 4 I will feel better because it is the right thing to do	<u>Possible Risks Of Action</u> <input type="checkbox"/> 1 some people will think I'm overreacting <input type="checkbox"/> 2 some people will not like me as much <input type="checkbox"/> 3 it may make the meeting less “fun,” <input type="checkbox"/> 4 people will get tense
3) <u>What can be done to increase the benefits?</u> <input type="checkbox"/> 1 make sure the group knows why I thought the joke was sexist	<u>What can be done to reduce these risks?</u> <input type="checkbox"/> 2 say it in a way that does not attack the person who made the joke personally <input type="checkbox"/> 3 be calm and cool
4) After weighing the benefits and risks, I have decided to: say something to the group	
YOUR PERSONAL EXAMPLE: 1) The decision I need to make is: _____ 2) <u>Possible Benefits Of Action</u> _____ <u>Possible Risks Of Action</u> _____ 3) <u>What can be done to increase the benefits?</u> _____ <u>What can be done to reduce these risks?</u> _____ 4) After weighing the benefits and risks, I have decided to: _____	

3. What Happened?

What decision did you use?

What was the final decision you made?

4. How did I feel about it?

Was it hard or easy to make a decision this way? Why?

Did you have an idea before you started which decision might be better? Was that your final decision?

5. What does it mean?

How well did this approach of decision making work for you? Why did it work or not work?

How could you use this approach for making other decisions in your life?

How often do you face decisions like the one you just made?

Do you think other people use this kind of decisions making approach?

6. So what?

How often do you think most leaders face decisions like the one you just made?

How could a leader learn to use this approach to decision making to become a more ethical leader?

7. Want to know more?

.Simon, S.B., Howe, L.W., and Kir-schenbaum, H. (1972). *Values clarification*. New York, NY: Hart Publishing.

8. What did I learn?

- Making ethical choices requires careful thought
- Writing and weighing the possible benefits and risks of an action you are considering can be a good approach for making some very hard decisions.
- And, _____

1. What do I need to know first?

Ethical dilemmas

What is an ethical dilemma? Have you ever faced one? According to the Chambers 20th Century dictionary, being ethical means to be in keeping with high standards. A dilemma is a situation where the alternatives all seem equally undesirable. An ethical dilemma, then, is a situation where there are at least two undesirable alternatives for action and there is also some kind of high standard at stake.

Have you ever been in a situation where there are alternatives and you are not sure what to do? Even if you don't recognize it,

chances are you probably have been in this kind of situation at some point in your life. As early as age five or six, most children must decide whether they should steal things from stores or learn to live without them when their parents refuse to buy them.

Life is full of ethical dilemmas for all of us. The situations in the next three activities are ethical dilemmas. Reading these stories and recommending what should be done helps you to think about what you would do if you faced a similar situation.

2. What should I do?

What would you do? **The Noise**

Nathan was walking home from school one day and had stopped at the corner store to get some milk.

As Nathan left the store, he heard a loud noise in the alley behind the store. Being curious, Nathan went to investigate. When he got around the corner of the store, what he saw made him stop. He saw a woman beating a kid about his age. Nathan thought he recognized the kid from school, but he wasn't sure. He wondered if the woman was the kid's mother. But, Nathan was so scared by what he saw that he ran all the way home without stopping.

When he got home, Nathan realized that his mother would not be home for at least 15 minutes.

What should Nathan do?

- call the police
- wait until his mother returns home to tell her what he saw
- wait until school tomorrow to see if it was the kid he thought it was
- or, _____

3. What Happened?

What should Nathan do?

4. How did I feel about it?

Have you ever been in a similar situation?
If so, what did you do?

Do you think this is something that could
happen where you live? Why or why not?

5. What does it mean?

Do you think Nathan did the right thing by running home?

What else could Nathan have done instead of running home?

What do you think was happening? Was this child abuse or something else?

What should Nathan do if he went to school the next day and he saw the same kid he saw in the alley with bruises and cuts, but the kid insists he fell down some stairs at home?

6. So what?

Are leaders the only people who face ethical dilemmas often? Why or why not?

What ethical responsibilities do each of us have as leaders? As followers?

7. Want to know more?

.W. & R. Chambers, Ltd. (1984). *Chambers 20th Century Dictionary*. London: Pitman Press

8. What did I learn?

- An ethical dilemma is a situation where there are alternatives which seem unpleasant and there is some high standard in question.
- Ethical dilemmas face everybody every day.
- And, _____

1. What do I need to know first?

A dilemma – Bob's Choice

Sometimes we find ourselves doing something that we later regret or wish we had handled differently. It happens to everyone. It happens less often, though, to those who are sure of their personal values and who have thought about how they would act in a certain situation. For this reason, thinking about possible future dilemmas is useful. The activity you will do next is a hypothetical dilemma. Think about what you would do just as if it really happened to you.

2. What should I do?

Decide what you would do in this situation

Bob is facing a hard decision and he needs your help. What would you do in this situation?

Yesterday Bob had an exam in maths. During the exam he saw his best friend Andy cheating, but the supervisor did not. After the exam, Bob confronted Andy. Andy asked Bob not to say anything to the supervisor. In addition, he promised to pay for Bob the next time they went to a movie if he would not say anything. Andy also threatened Bob by saying that if Bob told the supervisor, he would never speak to Bob again.

What are Bob's options?

- telling the supervisor
- saying nothing and enjoying a free movie
- say nothing but not accepting the free movie
- and, _____

What would you tell Bob to do? Why?

What would you do? Why?

WORKBOOK 6: Acting with Ethics

A dilemma – Bob's Choice

Reflection

3. What Happened?

What did you recommend for Bob?

What would you do?

4. How did I feel about it?

How hard was it to come to a decision for Bob? For yourself?

Have you ever faced a similar situation?
How did it feel?

5. What does it mean?

How would Bob feel if he told the supervisor about Andy cheating?

How would Bob feel if he did not tell the supervisor about Andy cheating?

What would be the best thing to happen to Andy in this situation? Why?

Why do people cheat?

Does cheating only happen in exams?

6. So what?

In this kind of situation, would it have been different if Bob were not a friend, but a leader of a club Andy and Bob were in together?

What special ethical responsibilities do leaders have?

7. Want to know more?

Simon, S.B., Howe, L.W., and Kirschenbaum, H. (1972). *Values clarification*. New York, NY: Hart Publishing.

8. What did I learn?

- Ethical choices are often a choice between doing the right thing and the easy thing.
- Leaders are not the only people who face ethical dilemmas; we all do.
- Leaders are often seen as having extra responsibility as role models of ethical action.
- And, _____

1. What do I need to know first?

Kathy's friend

Have you ever done something that you thought was all right, but your family lets you know later that they did not think it was all right? Or have you ever disagreed with your family about something very important to you? In the story you will read below, a high school student named Kathy has both of these problems at once.

2. What should I do?

Help Kathy decide how to handle her problem

The story that follows is about a teen who has a problem. After you finish reading the story, write what you think Kathy should do. As you do this, you may want to use the benefits and risks approach.

Kathy's story

Kathy and her parents recently moved to a new town. On her first day of high school, she felt lonely because she didn't know anyone at the school. When she got home that afternoon, she went to her room to listen to music until her parents got home.

After Kathy had been home for about 25 minutes, there was a knock at the front door. It was another teen who looked about her age. "Hi!" she said, smiling at Kathy. "My name is Joyce and I live just down the street. I heard from your neighbour that you were about my age and thought maybe I could help you get acquainted with the area."

Kathy smiled and invited Joyce into the house. They talked for a while and agreed that Joyce would introduce Kathy to some of the other teens in the neighbourhood.

Just then Kathy's mother walked in and asked Joyce. "Who are you?" Kathy explained that she was a neighbour. Kathy's mother then told Joyce to leave. After Joyce left, Kathy's mother told her not to let Joyce into the house again or do anything with her because she was "different".

What was "different" about Joyce was her colour. Kathy realized that her mother had never met any of her school friends of different races before.

Kathy talked to her mother later that night, but her mother would only say that she did not want her to see Joyce.

Later that night Joyce called Kathy, wondering when she would like to meet some of the other people in the neighbourhood.

What should Kathy do?

WORKBOOK 6: Acting with Ethics

A Dilemma-Kathy's Friend

Reflection

3. What Happened?

What did you recommend for Kathy?

What are the risks and benefits of what you recommended Kathy do?

4. How did I feel about it?

Have you ever been in a similar situation? If yes, how did it make you feel?

How would you feel if you were Kathy?

5. What does it mean?

What would happen if she went with Joyce and her mother caught her?

Should Kathy tell Joyce how her mother feels?

Why do some people dislike others because of their race?

How do races or ethnic groups differ from one another?

Is it ever right to disobey your parents, other authorities, or the law?

6. So what?

What responsibilities do leaders have to be sure people of a variety of races and ethnic groups feel welcome in their group?

What should a leader do if someone in the group is working to keep out people of other races or ethnic groups?

7. Want to know more?

Baizerman, T.N. (1989). *Right, or wrong, or what?* Boy Scouts of America.

8. What did I learn?

- We all face ethical dilemmas every day in our families, jobs, places of worship, etc.
- Leaders have special responsibilities to see that their group is welcoming to people of a variety of races and ethnic groups, especially if it is a public group or organization.
- And, _____

1. What do I need to know first?

An ethics check

Being ethical sometimes seems like running on a treadmill. You keep running to stay on track, but you never reach the destination of being perfectly ethical. Also, if you rest to catch your breath or stop to let someone else worry about being ethical, the treadmill will throw you off the track and you may not ever be able to get back on it. How do you know if you are still on the track? You can use a quick “ethics check”.

This ethics check was originally developed by Kenneth Blanchard and Norman Vincent Peale for their book The Power of Ethical Management. We have revised somewhat. The check has three simple questions:

1) Is what you are doing legal?	<input type="checkbox"/> unless it is an unethical law, you are all right
	<input type="checkbox"/> if it is not legal, have you tried to do it legally or told others why you are breaking the law?
2) Is what you are doing balanced?	<input type="checkbox"/> is what you are doing fair to all involved in the long and short term?
	<input type="checkbox"/> does it promote “win-win” situations where possible?
3) How will it make you feel?	<input type="checkbox"/> if you feel that it is right, it probably is.
	<input type="checkbox"/> how would you react if it were published in the local paper?
	<input type="checkbox"/> how would your family react if they knew?

2. What should I do?

Check the ethics of personal decisions

Check the ethics of your decisions over the next several days. For each decision you make that has any ethical implications, check to see if it passes the ethics check.

	Is it legal?	Is it balanced?	How will it make you feel?
Decision 1			
Decision 2			
Decision 3			
Decision 4			
Decision 5			

3. What Happened?

How many decisions did you record.

How many decisions passed the ethics check? Did any fail? Why?

4. How did I feel about it?

Were you surprised by the number of decisions you made? Why or why not?

Did you give any decisions that barely passed?

Did that make you feel good or bad? Why?

5. What does it mean?

Could you learn to use this ethics check all the time in your life? Why or why not?

If you used this check every day, would it help you to be more ethical? Why or why not?

What other questions or ideas would you add to your own personal ethics check to help you be more ethical?

Here is a list of basic ethical principles. Which of these would be on your personal list?

- Justice
 - give each person what is due to them
 - distribute benefits and work fairly
 - treat people who are similar in the same way
- Integrity
 - honour your promises and contracts
 - do good things
- Honesty
 - tell the truth to those who ought to know it
- Respect for others
 - respect the lives of others
 - treat all people as valuable
 - treat others as ends themselves, not as a means to something else
 - respect the basic rights of others

6. So what?

What strategies can a leader use to become and stay ethical?

How could a leader use a personal ethics check in everyday life?

7. Want to know more?

.Bianchard, K. and Peele, N.V. (1988). *The power of ethical management*.

8. What did I learn?

- Using a quick ethics check can keep you “on track” toward being ethical.
- People never become perfectly ethical, but they need to strive to do so.
- Ethical principles include justice, honesty, integrity, and respect for others
- And, _____

1. What do I need to know first?

Self-Deception: Rationalization

Every day we make ethical decisions. In an ethical dilemma we make a decision between two or more values that conflict. For example, if you value having fun and doing well in school, you face an ethical dilemma when you decide whether you should go to a movie with a friend or you do your homework which is due the next day. In this case, the two conflicting values are having fun and doing well at school.

With many big decisions in life, we weigh

the options carefully before we act. However, with many of the smaller decisions, and even some of the bigger decisions, we do not act in a way that is consistent with our ethical beliefs. We often use rationalizations for not acting ethically, such as “just this once” or “it’s OK, everyone does it”. Many times, we are not even aware that we are rationalizing. If we want to live a more ethical life, we need to get better at stopping every time we make a decision to think about possible ethical dilemmas and asking ourselves if we are rationalizing.

2. What should I do?

Observe your own decision making

Keep a record of all your decisions over the next day. Remember to record even the smallest of decisions such as which clothes to wear or whom you greet on the street. With each decision, record what the decision was, whether it involved any kind of an ethical dilemma, and whether you rationalized not doing what you should or doing what you should not.

	Decision made	Ethical Dilemma	Rationalization
EX: Decision	Go to a movie	Yes – I should study	Yes – “I’ll study tomorrow”
Decision 1			
Decision 2			
Decision 3			
Decision 4			
Decision 5			

3. What Happened?

Did you catch yourself rationalizing?

How many ethical decisions did you make?

4. How did I feel about it?

Were you surprised by the number of decisions you make in one day? Why or why not?

Were you surprised by the number of ethical dilemmas you faced in one day? Why or why not?

5. What does it mean?

Below is a list of some common rationalizations. Can you think of any more? If so, please add them to the list.

- “Everyone does it.”
- “To get along, go along.”
- “It’s vital for national security (the public good, the patient’s interests, etc.)”.
- “It’s in the interests of the stock holders (the public, the patient, etc.).”
- “If I don’t do this I’ll lose my job.”
- “I don’t have time to think about all these details.”
- “Ethics are a luxury I can’t afford right now.”
- “It’s not my problem!”
- “If I don’t do it, someone else will.”
- “She/he must know what he/she is doing.”
- “They just don’t understand.”
- “If they’re gullible enough to believe it, it’s their problem.”
- “It was just a figure of speech (excuse for lying).”

Why do people rationalize doing things they know are wrong?

Why don’t people always do what they think is the right thing?

6. So what?

What happens when a leader starts to rationalize doing unethical things?

How can a leader keep from rationalizing unethical actions?

7. Want to know more?

Perrault, G. (1990). *Ethical leadership – ethical followership*. Minneapolis, MN: University of Minnesota

8. What did I learn?

- Rationalizing is an excuse for acting unethically.
- We often rationalize acting in ways that go against our values without realizing it.
- Whether they are rationalized are not, unethical decisions are still wrong.
- And, _____

1. What do I need to know first?

Living ethically

By this point in the workbook you probably have been convinced how important it is to live an ethical life. If you do not lead a life that is ethical and consistent with your personal values, you may discover some day that your life wasn't what you wanted it to be like. You could also discover that you are not the great person or leader you thought you were. If you aren't true to yourself and to your personal values, it may very well happen to you.

2. What should I do?

Plan how you will lead an ethical life

Use the space below to plan how you will lead an ethical life. What strategies will you use? How will you keep yourself from becoming unethical, even when the temptations are strong? How will you reward yourself for success? After you have completed your plan, it is important that you discuss it with your mentor and or at least one other person. See if they have suggestions to improve your plan.

MY PLAN FOR LIVING AN ETHICAL LIFE

3. What Happened?

Did you share your plan with someone else?

Did the other people who have reviewed your plan have suggestions for improvement?

4. How did I feel about it?

Was the plan easy or hard to create? Why?

Was it easy to talk about your plan to someone else? Why or why not?

Will the plan be easy or hard to follow? Why? Do you plan to follow it?

5. What does it mean?

What are the key features of your plan for living ethically?

Dr. Geri Perrault at the University of Minnesota recommends the following tips on living ethically. How do they compare to your personal plan?

- Find people close to you and not close to you who will give you honest feedback about how you are doing. Don't just get people who will tell you what you want to hear.
- Strive to maintain openness about your actions. Restrict secrets to those things that really need to be secret.
- Distinguish between what needs to be secret and what is lying.
- Be reflective and monitor your personal motives.
- Assume you are capable of doing the evil that others do.
- Remember that the ends usually do not justify the means.
- Develop perseverance and personal strength (stick to your beliefs if you think you are right).
- Find ways to convey that ethical behaviour is your standard.
- Remember the importance of individual and group responsibility.
- Remember the lessons of Nazi Germany.

6. So what?

How can leaders stay ethical, even when there are great pressures to be unethical?

What is the importance of ethics for leadership?

7. Want to know more?

.Perrault, G. (1990). *Ethical leadership – ethical followership*. Minneapolis, MN: University of Minnesota

8. What did I learn?

- Living an ethical life is a daily and lifelong struggle for everyone.
- An ethical life is much more likely to be satisfying than one that is not.
- Being an ethical leader requires you to lead an ethical life.
- And, _____

1. What do I need to know first?

Take a stand!

“Take A Stand!” is an activity designed for fifteen or more people. We have not included the details of the activity here. It will be explained to you as you participate with a larger group. Your course leader has all of the information for this activity. It takes about an hour, but can be extended if you wish, so it is probably a good activity for a retreat, conference or a similar kind of event. When you experience the activity, you should use these workbook pages to record your reaction. As you participate, you will be asked to pub-

licly identify what you think on a variety of controversial issues. If you remember the lessons on values, it is important to be willing to take a public stand on values. One of the purposes of this activity is to help you decide for yourself what you believe. Sometimes the best way to decide is to discuss it with others. Remember that you are free to change your mind at any time you have been convinced by someone else.

2. What should I do?

Participate in the “Take A Stand!” activity

In this activity you will be “taking a stand” on several important issues and discussing your views. Use the space below to record the issues you discussed and the ideas you heard. This activity may get your emotions going, so be sure to get those feelings recorded as well.

	Issue 1	Issue 2	Issue 3
What was the issue?			
What was your position on it?			
Why did you take this stand?			
When you discussed the issue, what did you learn?			
When you discussed the issue, how did you feel?			

3. What Happened?

How many issues did you discuss?

Were you usually on the same side as everyone else?

4. How did I feel about it?

How do you feel about the activity now?

Was it hard to take a public stand on some issues?

5. What does it mean?

What are values?

What are ethics?

How are ethics and values related?

Are most people willing to state their values publicly? Why or why not?

Is it important to talk about values with others in public? Why or why not?

6. So what?

When and how much should leaders state their values in public?

When is it important to state values publicly?

7. Want to know more?

.(see individual activities)

8. What did I learn?

- In order for public groups (like local councils, patient and public forums, etc.) to function effectively, people need to talk about their values in public.
- There are times when leaders need to state their values publicly if they are to be ethical leaders.
- And, _____

1. What do I need to know first?

Need a challenge?

Are you done with your workbook activities, but want more practice before moving on to the next workbook? Well, welcome to the challenge! You will find a section of additional leadership activities at the end of each workbook. There are enough additional activities here to keep you busy for at least a year, maybe longer.

The activities on the next page are organized by the amount of time you want to spend: 5, 15, 30, 60, 120, or more than 120 minutes. Those times are what it takes on average; it may take a little longer or shorter.

2. What should I do?

Complete and discuss "challenge" activities.

As you do the activities listed on the next page, follow the directions below for completing "challenge" activities.

Directions For Completing A "Challenge" Activity	
1)	Pick an activity based on how much time you want to spend and what you want to do.
2)	Complete the activity as directed.
3)	<p>Discuss the activity with someone (your mentor would be a great person for this).</p> <ul style="list-style-type: none"> <input type="checkbox"/>1 What happened? <input type="checkbox"/>2 How do I feel about it? <input type="checkbox"/>3 What does it mean? <input type="checkbox"/>4 So what? <input type="checkbox"/>5 Want to know more? Where? <input type="checkbox"/>6 What did I learn?
4)	Write your answers to the six questions here or on a separate sheet of paper for <u>each</u> "challenge" activity you do.
5)	Put a "check" in the space next to the activity (you should only do this <u>after</u> you have discussed and recorded your answers to the questions).

WORKBOOK 6: Acting with Ethics

Here it is!

Reflection

3. Got 5 minutes?

- Ask a friend what his/her definition of ethics is.
- Catch yourself rationalizing about an ethical problem and do what you know you should do.

4. How about 15 minutes?

- Describe to your mentor what ethics means to you.
- Explain the “Ethics Check” to a friend.
- Discuss what a value is with a child.

5. Want to spend 30 minutes?

- Discuss with a friend what the best reason is for not stealing (it’s the law, it’s wrong, my parents wouldn’t like it, I would get punished, etc.).
- Discuss with your mentor what the best reason is for not stealing
- Discuss with a parent or guardian what the best reason is for not stealing.
- Write a letter to the most influential person in your life telling them why you think that.
- Listen to TV news and record all the stories that have something to do with ethics.
- Read a newspaper and record all the stories that have something to do with ethics.
- Discuss the end/means problem with your mentor.
- Write a short paper stating what you believe to be the most important value for a leader.
- Make a list of things you want to learn about being a leader with courage and strength, which will be covered in the next leadership workbook “Reflecting on Action”.
- On page 45, define what leadership means to you and share it with your mentor (keep it to look at again in a year).

6. Do you have 60 minutes?

- Help a younger member solve an ethical dilemma she/he is facing.
- Think of five ethical dilemmas you have faced in the last day and record what you did in each situation.

7. Can you spare 120 minutes?

- Interview an elected government official about ethics in her/his position.
- Interview a grandparent or other family member and learn more about the values of your family.

8. Not worried about time?

- Use the “Ethics Check” for every decision you make.
- Follow your plan for living an ethical life.
- Help someone else develop a plan for living an ethical life.

WORKBOOK 6: Acting with Ethics

My definition of leadership

Action

Use this space to write your definition of leadership

Date:_____