



ETHICS IN THE WORKPLACE

Valley Character.Org:

Begun in 2002, Valley Character is a community-wide organization dedicated to raising the level of character in the Roanoke Valley's youth and their parents through innovative character development programs that are conducted within and outside our schools, and dedicated to helping parents and the community understand how to model good character traits for our youth.

Positive Character traits include:

- **Trustworthiness**
- **Respect**
- **Responsibility**
- **Fairness**
- **Caring**
- **Citizenship**

Program Objectives

- **Provide students with clarification of values, ethics, and business ethics.**
- **Develop further understanding of how values and ethics are acquired.**
- **Enhance the understanding of the relationship between values and ethics.**
- **Review with students the process for making decisions.**
- **Give students an opportunity to examine the role of ethics in the decision making process.**
- **Provide students with the opportunity to explore the application of ethical values to career fields and jobs.**

“What you are thunders so loudly that I cannot hear what you say to the contrary.”

--Ralph Waldo Emerson

Agenda

| | | |
|-------------|---|--|
| 9:00 | Introduction..... | Valley Character |
| 9:05 | Opening remarks | MC Robin Reed Facilitator Michele Dowdy |
| 9:15-9:40 | Table Talk..... | MC/Table Leader |
| 9:40-10:10 | What's Important to ME, To YOU, And to US..... | MC/Table Leader |
| 10:10-10:20 | Break | |
| 10:20-10:50 | What Are Values and How Are They Acquired..... | Facilitator(s) |
| 10:50-11:15 | Group Case Study..... | MC/Table Leader |
| 11:15-11:30 | Table Report to Assembly..... | MC/Facilitator(s) |
| 11:30-12:05 | Lunch | |
| 12:05-12:25 | Decision Process Steps..... | MC/Facilitator(s) |
| 12.25-1:00 | Individual Table Dilemma..... | Table Leaders |
| 1:00-1:15 | Question of your values | |
| 1:15-1:30 | Evaluation and Closing Remarks..... | Valley Character |

“Good words are worth much and cost little.”

--George Herbert

Getting to Know You

Get Acquainted- Table Leader and Students.

Table Leader shares their profession and what the training or education required to succeed in such a profession.

Ask students to introduce themselves

Ask students about their interest & goals

Ask students what steps they are taking to meet their goals.

Table leaders take opportunity to share about workplace environment, jobs and careers.

Share an ethical dilemma and how you responded.

What's Important To Me

Take a few minutes to think about the meaning of the items listed below. Indicate with a check mark the items that are important to you.

| | | | | | |
|-----|--------------------------|---|-----|--------------------------|---|
| 1. | <input type="checkbox"/> | Being attractive to others. | 21. | <input type="checkbox"/> | Accomplishing something worthwhile |
| 2. | <input type="checkbox"/> | Graduating with honors | 22. | <input type="checkbox"/> | A secure and positive family life |
| 3. | <input type="checkbox"/> | Being an honest person | 23. | <input type="checkbox"/> | An enjoyable, leisurely life |
| 4. | <input type="checkbox"/> | Political power | 24. | <input type="checkbox"/> | Unlimited travel, fine foods, entertainment, recreation, and cultural opportunities |
| 5. | <input type="checkbox"/> | Being known as a "real" person | 25. | <input type="checkbox"/> | Being a change agent |
| 6. | <input type="checkbox"/> | A meaningful love relationship | 26. | <input type="checkbox"/> | A beautiful home in the setting of your choice |
| 7. | <input type="checkbox"/> | Good self-confidence and personal growth | 27. | <input type="checkbox"/> | A chance to develop creativity/potential in any area |
| 8. | <input type="checkbox"/> | Enjoyment of nature and beauty | 28. | <input type="checkbox"/> | Owning a possession of great value |
| 9. | <input type="checkbox"/> | A life with meaning, purpose, and fulfillment | 29. | <input type="checkbox"/> | Speaking up for my personal beliefs |
| 10. | <input type="checkbox"/> | Continuing to learn and gain knowledge | 30. | <input type="checkbox"/> | Feeling better about myself |
| 11. | <input type="checkbox"/> | A chance to help the sick or disadvantaged | 31. | <input type="checkbox"/> | Being needed and important to others |
| 12. | <input type="checkbox"/> | An attractive physical appearance | 32. | <input type="checkbox"/> | Being a good parent |
| 13. | <input type="checkbox"/> | Some honest and close friendships | 33. | <input type="checkbox"/> | A good relationship with my parents |
| 14. | <input type="checkbox"/> | A long and healthy life | 34. | <input type="checkbox"/> | A physical appearance to be proud of |
| 15. | <input type="checkbox"/> | Religious faith | 35. | <input type="checkbox"/> | Persevering in what I am doing |
| 16. | <input type="checkbox"/> | A good marriage | 36. | <input type="checkbox"/> | Time for prayer |
| 17. | <input type="checkbox"/> | Satisfaction/Success in the career of your choice | 37. | <input type="checkbox"/> | Giving of myself freely in helping others |
| 18. | <input type="checkbox"/> | An equal opportunity for all people | 38. | <input type="checkbox"/> | A safe and secure environment |
| 19. | <input type="checkbox"/> | Freedom to live as you want | 39. | <input type="checkbox"/> | Being loved by a special few |
| 20. | <input type="checkbox"/> | A financially comfortable life | 40. | <input type="checkbox"/> | Being trusted by others |

List below the number of the four or five items that are most important to you.

1. 2. 3. 4. 5.

Next refer to the "Value Characteristics" page and circle the appropriate characteristic based on the numbers selected.

Value Characteristics

| <i>Numbers</i> | <i>Characteristics</i> |
|----------------|---|
| 11, 37, 18 | Altruism, compassion, fairness, justice |
| 1, 12, 34 | Appearance, beauty, approval |
| 8 | Artistic appreciation |
| 29 | Courage |
| 2, 10 | Education, intelligence, wisdom |
| 7, 30 | Emotional well-being, stability |
| 16, 22, 32, 33 | Family, love, emotional security |
| 20, 26, 28 | Financial security, money, status |
| 9, 17, 21, 27 | Fulfillment, intellectual, and vocational achievement |
| 14, 38 | Health, personal safety, security |
| 3, 40 | Honesty, integrity |
| 6, 13, 31, 39 | Love, friendship, personal closeness |
| 35 | Perseverance |
| 19 | Personal freedom, independence |
| 23, 24 | Pleasure, travel, material satisfaction |
| 4, 25 | Power, achievement |
| 15, 36 | Religion, spirituality |
| 5 | Sincerity |

Please write down your top five value characteristics based on your number selection.

1. _____
2. _____
3. _____
4. _____
5. _____

Key Terms Defined

Values: Those inner standards from which we receive the motivation to act as we do and by which we judge behavior (both ours and others).

Moral Values: Those inner standards of right and wrong from which we receive the motivation to act as we do and by which we judge behavior (both ours and others).

Ethics: A system of principles of conduct based on moral values.

Business Ethics: The rules, standards, codes, or principles that provide guidelines for morally “right” behavior and truthfulness in workplace situations.

Constituency: Any group or individual that has a vested interest and will be affected by the decisions, actions, or policies of another group, individual, or company.

Dilemma: A situation for which there appears to be no “good” answer or solution. Answer does not satisfy equally all of ones sincerely held values.

Values/Moral Values

1. Using a fake ID card to get into a bar or paying someone to buy alcohol for you.
2. Going to a baseball game or taking your sister to the park.
3. Skipping your third-period class to study for your fourth-period exam or cheating on the exam.
4. Borrowing a friend’s lab write-up to write your own or plagiarizing a lab write-up from textbook.
5. Spending your bonus check on yourself or a significant other.
6. Arriving late to work or calling work pretending to be sick.

Criteria for a Core Value

Chosen: A value a person selects freely from alternatives after careful examination and with a clear understanding of the consequences of the selection.

Prized: A value a person is happy with and is willing to publicly affirm.

Acted Upon: A value a person affirms repeatedly through some life pattern.

“This above all, to thine ownself be true and it shall follow as the night the day – thou canst not then be false to any man.”

--Shakespeare

Values Acquisition

Imprinting: The child absorbs values through observing parents and other family members. At this stage, parents have the greatest influence over a child's attitudes and beliefs.

Modeling: During this stage, the parent's influence is decreasing as the child is exposed to more experiences. Heroes become more important. The child tends to model behavior after that person the youngster sees as being the "ideal."

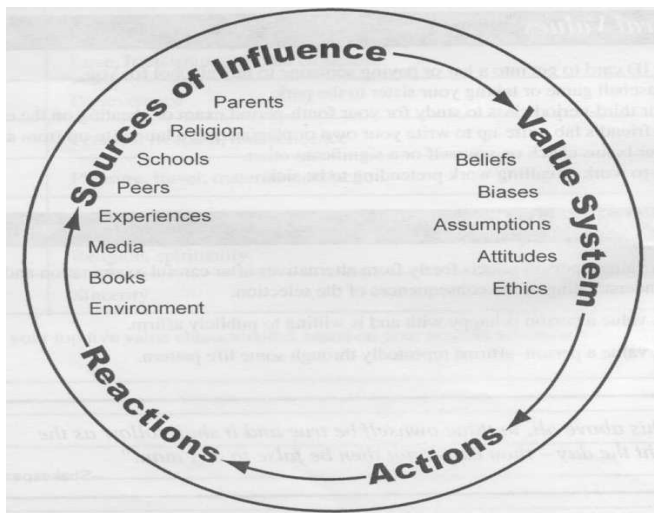
Socialization: The peer group is the most important influence during this stage. At this point, the youngster begins to sort, define, and validate attitudes, beliefs, and standards into a values system. The independent person is beginning to emerge.

Young Adult: At this stage, the values system is tested against the "real world." The result of this testing will be those core values and value indicators that will become the person's values system.

Lock In: The person's value system is pretty well locked in place at this stage. Values will not alter significantly unless there is a major emotional experience that has a high impact on the person.

Source: Massey, M. (1979). The people puzzle. Reston, VA: Reston Publishing Co.

Value Process Model



Case Study- All Table Groups

Background Information

Your company is adding a new product line and needs a sales/marketing professional to increase its visibility and profitability. You have been asked to hire a new sales/marketing professional, although there is only money in the budget for one new employee. You interviewed five people who are interested in this position.

Biographical Data

Adam Allenson is a seasoned sales professional with a strong track record of success. Adam interviews well and has proven that he can take a new product and make it a market leader, but Adam wants a higher commission than you were prepared to offer. He also wants a brand new company car and an expense allowance that is much higher than you can offer.

Betty Bostwick has worked for 15 years for a small company that recently went out of business. She would gladly take the job at the commission level offered, but in her interview she said she likes sales because she can get comfortable with an income and not work too hard afterward.

Cam Charleton just graduated college with a degree in marketing and excellent grades. He has no sales experience, but is eager to try. He interviews well, but has ideas of using marketing materials and methods other than appointment-based sales calls, which your boss definitely prefers.

Donna Dabness is a great salesperson. She has worked for several companies and increased sales at all of them. She interviewed well and even offered ideas for marketing the new product that make sense. Donna, however, has worked for many companies because she never stays in one place. You know from networking with other professionals that she is very difficult to get along with as a co-worker and a customer. Hiring her could mean a big splash for your product, but it could also breed ill-will among your customers and hurt morale internally.

Evan Etheridge has a little experience as a sales professional, but he did not stay with it long. Evan, however, knows the owner of your company well, and asks you to hire him because he is out of work and really needs a job. He promises to work hard to be successful and make the new product successful. He assures you he is earnest because if he doesn't work hard, he will lose his house.

Whom will you hire?

Why are Decisions Difficult?

- The “correct” decision or action is not clear and may violate ones own conscience, an ethical principle, or be harmful to others.
- A decision will call for a delicate balancing of very complicated issues surrounding the rights and fair treatment of the harm and benefits to all.
- There is a conflict between existing norms and values of an organization and the correct action.
- There is a conflict between the organizations needs and an individuals personal values.
- The correct action is clear, but the cost may seem unreasonably high to the individual, group, or organization.
- The situation is totally new and there are no existing norms and standards.

Decision Process Steps

1. Define the Problem
2. Brainstorm Alternative Solutions
3. Value and Ethical Criteria
4. Evaluation of Possible Solutions
5. Final Decision

Community-and Society-Based Values

Abstinence: voluntarily refraining from improper use of alcohol and drugs and involvement in sex

Altruism: unselfish regard for and generosity with others

Citizenship: response to the needs of a community

Commitment: willingness to take a personal stand or to accept a responsibility and follow through with it

Compassion/Caring: sympathetic concern and desire to help someone in need

Competition: contest to determine the best among participants

Cooperation: working positively with others to accomplish a task

Courage: maintaining ones beliefs and opinions even when it is difficult or unpopular to do so

Courtesy: respect for and consideration of others

Democracy: government in which the people hold the power of authority

Discretion: careful consideration before acting or speaking

Equality: all people are entitles to the same rights and treatment

Faith: a system of religious beliefs

Family: being sensitive to and supportive of the needs of the family

Freedom: the right to choose ones works and actions without infringing on the rights of others

Goal Setting: the act of determining an intended goal

Humanity: belief that all people are equally valuable members of our society

Honesty: refusal to lie, steal, or deceive in any way

Initiative: recognizing a need and taking the responsibility for responding to that needs ones own

Justice: fair treatment

Loyalty: faithfulness to something or someone to which one is bound by pledge or duty

Kindness: treating others with concern and respect

Obedience: compliance with the demands or requests of one in authority

Patience: waiting calmly

Perseverance: staying with a task; not giving up

Reliability: being able to be counted on to meet ones responsibilities

Respect: demonstrating regard for life, self, others, property, rules, and authority

Responsibility: dependable fulfillment of obligations to ones self and others

Self-Control: ability to deal with ones own emotions and behaviors in an acceptable manner

Service: use of time and effort to help others

Tolerance: willingness to accept others

Trust: confidence in the integrity, ability, character, and truthfulness of others

Process Checklist

The following process checklist is designed to help you analyze a complex situation or problem. It is intended as a guideline. No checklist can anticipate all the potential elements in decision, nor would you wish to use this process for all decision-making situations. Your particular issue may not require using all the steps or you may wish to add questions that are better matched with the problem you face. Feel free to modify the checklist, as you feel necessary.

Defining the Problem:

- Have you clearly defined the problem?
- What caused the problem?
- Which groups are most affected by the problem and how are they affected?

Brainstorming for solutions:

- What could happen if you do nothing?
- What resources are available to help resolve the problem?
- What are you trying to achieve with your solution?
- Have you brainstormed all the possible solution alternatives?
- What are the possible advantages and disadvantages of each solution?

Value-Based Criteria:

- Which value-based criteria are most important to you?
- Which group stands to gain the most from this decision? The least?
- Would you feel comfortable sharing your decision with your boss, peers, family, or community?

Evaluating the decision:

- How much confidence do you have that these alternatives will solve the problem?
- Do you think that the solution will be effective in the long run?
- Which alternative will you select?

Implementation:

- Who should be informed first?
- What steps are critical to solution/decision implementation action?
- Who will be responsible for each implementation action?
- How will you know if the decision or solution achieved the desired results?
- What are your obligations to follow up on the solution?

Case Study: Individual Table Dilemma

Following are three dilemmas. Each table should pick only one and come to a decision.

Individual Dilemma 1

You are the contracting engineer to a large corporation building a new Super Mart store. It is fall, and the president of your construction company has been pushing everyone to get the store done on time. Super Mart officials are anxious to see the store open for the peak Christmas shopping season and are pushing for completion also.

Three truckloads of trusses are delivered from the Truesteel Company today. Upon your inspection of them, you discover that on 8 of the 84 roof trusses, joint plates are welded on only three corners instead of all four corners as specified on the contract. You are fairly sure that strength would not be a problem and the welds probably would pass a quality inspection. But you are uncomfortable enough with them that you contact Truesteel to have them returned and repaired before installation. The president learns of the delay this is going to cause and instructs you to go ahead and install the trusses because the delay for repairs will put the building behind schedule and the Super Mart store will not open on time.

What do you do?

You have been hired as a bank teller. Every day you break and eat lunch with a single parent named Joe Wilson. He has become a good friend of yours and during one of your breaks he tells you that his daughter is extremely ill and that she must have an operation to survive. He also tells you that he has no insurance and the operation will cost \$15,000.

Some time later, you ask about his daughter and he tells you she had the surgery and is just fine. You ask where he got the money. He then confides in you that he took \$15,000 from a dormant account at the bank to pay for the operation. He assures you that he has already started paying it back and will continue to do so until all is returned.

What do you do?

Individual dilemma 3

You work as a freelance photographer. You work closely with a local police department and are afforded access to areas where most news photographers are not allowed to go. You are trusted to be considerate and fair by the police. Likewise, you sell your photos to news magazines who have high standards, including the absolute prohibition from editing the content of your photos.

One night you are shooting photos at a protest in a neighboring city. The demonstration spills out of the area intended and is active in an upscale dining area. You get one shot that is so strong you see it as one of the best you've ever shot. It clearly shows a confrontation that is particularly strong. You know it will sell to your top customer and you will profit. You could even be in line for a major award with this one frame. However, when you look at it, you notice that in the background you can see the chief of police of your town exiting a restaurant, holding the hand of a woman who is not his wife.

Seeing them framed against a blank wall, you know you could digitally remove them without it being obvious in the picture.

What do you do?

Factors that Influence Workplace Decisions

- Competitive pressures (profitability)
- Public health/safety
- Legal considerations
- Peer or group pressure
- Social pressures
- Organization/industry/professional conduct codes
- Government regulations
- The tension between the decision maker's personal standards/values and the needs of the organization.

"We judge ourselves by ourselves by our best intentions, our most noble acts, and our most virtuous habits... We are judged by our last worst act."

--Michael Josephson

Ethical Decision Making Model

1. What is the Problem?

What are the circumstances out of which the problem arose?

2. What are the end results I want to achieve?

3. What are four possible solutions (decisions)?

A.

| | |
|------------|---------------|
| Advantages | Disadvantages |
| B. | |
| Advantages | Disadvantages |
| C. | |
| Advantages | Disadvantages |
| D. | |
| Advantages | Disadvantages |

4. Community Acceptability Test (Yes/No)

Does this solution conform to my school/company/professional code of conduct?

A _____ B. _____ C. _____ D. _____

Is this solution legal?

A _____ B. _____ C. _____ D. _____

Is this solution safe?

A _____ B. _____ C. _____ D. _____

(A “no” will disqualify the solution)

Does this decision adhere to our community values? (List community values below.)

(+ = yes; - = no; blank = does not apply)

| | A. | B. | C. | D. |
|----|----|----|----|----|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

5. Personal Value Test

Does this decision adhere to personal values? (List personal values below.)

| | A. | B. | C. | D. |
|----|----|----|----|----|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

A “yes” response to all items will result in an ethical decision that is acceptable to you, your friends, and the community.

6. My decision is to:

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