



moment
of truth

Leader's Guide

PREVIEW

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Introduction

Ethics Training

Why ethics training? Most of us know the difference between right and wrong. We know the difference between telling the truth and telling a lie. And we can explain why honesty and integrity are important.

We're basically good people. We work hard. We try hard. We learn from our mistakes. Would we describe ourselves as having good character? Well, that depends. We're not born with good character. It's something that is developed over time. And it's something that constantly evolves based on the decisions—ethical or not—that we make.

A Universal Code of Conduct

Regardless of culture, people worldwide begin learning, at an early age, the same code of conduct of honesty and fairness. Universally, we all agree that it is wrong to lie, cheat and steal.

It is this code of conduct that sets us apart from other animals. Human beings have the unique ability to recognize the virtuous path from the dishonorable one.

Shades of Gray

However, it's our ideas about what makes a virtuous path that clouds the issues or creates shades of gray. Everyone has an opinion about the rightness or wrongness of an action—and that opinion is based on personal experiences and desires, as well as our values and beliefs.

We may understand the universal code of conduct, but it is our values and beliefs that help us determine the context of our actions—or rationalize our behavior. That's why ethics can get complicated. When right and wrong stare you in the face and you start thinking about your choice, that's a Moment of Truth. That's when you need to decide who you are and who you want to become.

Character

Good character is something that is developed over time. And it's something that constantly evolves based on the decisions—ethical or not—that we make. With every Moment of Truth, you are making a choice about your character.

Our Moments of Truth

When we are faced with a Moment of Truth, sometimes it's difficult to see through all the things that can cloud our judgment:

- who our decision affects
- the importance of our decision
- the short-term consequences of our decision
- how our decision impacts us
- what other people will think
- what we'll have to do

We debate our decision. Sometimes we rationalize. Sometimes we feel pressure—emotional pressure.

Emotional pressure begins in childhood and continues throughout our life. Sometimes the emotional pressure comes from other people—pressure from peers, family, colleagues, etc.

“Come on. What’s the big deal?”

“We’re the only ones who will know.”

“Everyone else is in.”

“It’ll be fun.”

“You know you want to...”

“Everybody does it.”

Other times the emotional pressure comes from self.

“Nobody will know.”

“I deserve it.”

“It’s so much easier this way.”

“I can’t be bothered. Besides, it was her mistake.”

“It’s a huge company. They won’t miss it.”

“We could use the money.”

This training is not designed to teach your employees how to be ethical. They already know that. It’s not intended to teach them the difference between right and wrong. They know that too.

Rather, this workshop offers your employees the opportunity to explore their own Moments of Truth and the things that may cloud their judgment.

This training is designed to help them learn how to **see** the right choice. To learn how to get rid of all the distractions that can interfere with determining the rightness or wrongness of a decision. To learn how to see the actual choice they’re making.

Learning Objectives

During this workshop, learners will be able to do the following:

- Identify the things that can get in the way of making ethical choices.
- Discern what they are really choosing between in an ethical dilemma.
- List the four key Moment-of-Truth questions.
- Use the four key Moment-of-Truth questions to cut through distractions and emotional pressure during the decision-making process.

Getting Started

About this Program

This *Leader's Guide* has been designed to help you facilitate a three-hour training workshop during which your employees will discuss ethical dilemmas and how to think through their actions. It's more than how to identify right or wrong choices. This program is set up to help your employees think through the things that get in the way of making ethical choices.

Your Role

As a trainer, your role is to make this training lively and fun. Ask questions. Encourage dialogue, thinking and reflection. Keep the class energized as you guide their learning about how to cut through to the heart of an ethical decision.

Training Options

Although we **strongly** recommend the full three-hour workshop, we understand you have varying training needs and time constraints. To accommodate you, we have also included an outline for a one-and-a-half-hour key-concepts module. The full workshop is much more effective because it includes activities to increase buy-in and participation, activities to reinforce content, and detail about what drives unethical behavior in people.

See the *Time Estimates* table for more information.

Note: *This Leader's Guide is written for trainers and managers. However, the person who teaches must be an example of strong ethical decision-making and character to ensure credibility and to create a positive learning environment.*

Time Estimates

Agenda	Training Workshop (in minutes)	Key Concepts Model (in minutes)
Welcome	5	5
Icebreaker: Numbers, Numbers, Numbers	5	5
Why Ethics Training?	5	-
Activity: What do you think?	10	-
Moment of Truth Video and Discussion	25	25
Activity: Know what you are deciding	15	15
The Makings of a Moment of Truth	15	-
BREAK	10	-
Round Robin Summary	15	-
Rationalizations	15	15
Activity: Rationalization Relay	15	-
Building Character One Decision at a Time	10	-
The Four Moment of Truth Questions	5	-
Activity: Truth in Small Matters	15	15
Assessment: Everyday Moments of Truth	10	10
Conclusion	5	-

Tips for Conducting a Successful Meeting

As you prepare for your workshop, consider the following:

- How will you make this training important?
 - ✓ Keep in mind you need to show your participants what's in it for them. How will they benefit from this training? What will they get out of this workshop other than a checkmark for required training hours?
 - ✓ The *Why Ethics Training?* activity in this *Leader's Guide* is designed to help you illustrate how participants will benefit from this training.
- How will you make this training fun and memorable?
 - ✓ Avoid information dumping, or your participants will yawn their way through the training.
 - ✓ Ask questions.
 - ✓ Allow participants the flexibility to connect things to their own world.
 - ✓ Use the activities and discussions outlined in this *Leader's Guide* to help participants teach one another and expand on the learning points introduced in the video.
 - ✓ Get them moving. If energy ebbs, get them up and using flip charts or walking around the room to discuss topics with their teams.
 - ✓ Use giveaways, stickers, mints or gum to reward participation and good ideas.
 - ✓ Use a timer to encourage friendly competition and raise energy levels.
- How will you prepare learners for the topic?
 - ✓ Consider sending out or posting a training announcement.

- ✓ Use the one we've provided, or create your own. Doing so will help prepare your participants for what they are going to learn and also will emphasize the importance of the topic.
- Use the pre-meeting checklist to help ensure you're ready.

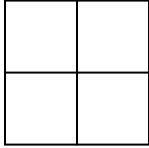
Preparing for Your Meeting

Pre-Meeting Checklist

- Review the *Time Estimates* table and select a training option.
- Reserve meeting space, if necessary.
- Watch ***Moment of Truth*** DVD/video.
- Read this *Leader's Guide*.
- Look through the *Participant's Guide*.
- Review the *Sample Training Announcement*.
- Post or send meeting announcements about the training (create your own or use the *Sample Training Announcement* we've included with this program).
- Reserve or gather necessary equipment.
- Prepare your flip charts.
- Gather a blank flip-chart pad, markers and masking tape.
- Gather giveaways such as gum, stickers or buttons to add a little fun.
- Gather small giveaways for prizes for the Rationalization Relay and Round Robin Summary activities.
- Prepare your room.
- Position tables to encourage small-group discussion.
- Think about where to post flip charts or to show slides.

Flip Charts

1.



2. Universal Code of Conduct
3. It is unacceptable to lie, cheat or steal.
4. Sometimes it's easier *not* to be ethical.
5. Taking the high road
6. Your inner voice?
7. Obstacles to ethical decision-making
8. Know what you are deciding
9. What drives unethical decision-making?
 - ✓ Desperation
 - ✓ Ego
 - ✓ Self-interest
10. Desperation
 - ✓ Feel backed into a corner
 - ✓ Rationalize it's the only way
11. Ego
 - ✓ Feel more important than everyone else
 - ✓ Rationalize same rules don't apply
12. Self-interest
 - ✓ Feel entitled
 - ✓ Rationalize to quiet inner voice

13. All About Me

- ✓ What will happen to me
- ✓ How this affects me
- ✓ What I want and when I want it

14. Distractions

- ✓ Pressure from others
- ✓ Pressure from self
- ✓ Rationalizations

15. Other Distractions

- ✓ Instant gratification
- ✓ End justifies the means
- ✓ Society's acceptance

16. Whoever is careless with the truth in small matters
cannot be trusted with important matters. —*Albert Einstein*

PREVIEW

Conducting Your Meeting

Welcome

WELCOME participants and ask them to take a seat.

DISTRIBUTE *Participant's Guide*, one per employee.

Note: The two activities that open this workshop are designed to help participants understand the importance of the training. Because it's likely you will have reluctant learners, we strongly recommend you facilitate them to increase buy-in and create a more positive learning environment for everyone.

Icebreaker: Numbers, Numbers, Numbers

Materials Needed:

- *Participant's Guides*
- Wristwatch or clock

REFER participants to page 5 in *Participant's Guide*.

EXPLAIN:

- When you tell them to begin, they will have 60 seconds to find and circle as many numbers as they can.
- Numbers need to be circled sequentially starting with number one.
- The highest number is 100.
- Announce that it is time to "begin."

TIME 60 seconds.

ANNOUNCE when time is up. **ASK** for a show of hands for the following:

Who found 10 numbers? 12? 15?

CONGRATULATE the participant with the highest number.

EXPLAIN that everyone is going to get a chance to improve their scores.

TELL participants to turn to the next page in their workbooks.

SAY something like this:

- This time we're going to try it a little differently.
- Take your pens and draw a *horizontal* line at the midpoint of the page and a *vertical* line down the middle.

POST flip chart Number One as a visual.

EXPLAIN:

- This time they should look from quadrant to quadrant.
- Beginning in the right-hand quadrant, they should find number one and move clockwise.
- Announce that it is time to "begin."

TIME 60 seconds.

ANNOUNCE when time is up. **ASK** for a show of hands for the following:

Who found 20 numbers this time? 30? 35?

Debrief:

ASK:

What made the first time more difficult?

Possible answers include: Numbers everywhere. Difficult to focus. Didn't know where to look.

What made the second time easier?

Possible answers include: Narrowing down our focus. Looking in each quadrant gave us fewer numbers to sort through.

SAY something like this:

- We all know how to count to 100.
- Yet a simple tool—like intersecting lines to create quadrants—helped you focus and cut away all the extra numbers that were distracting you.
- It's the same with ethics. Just like all the extra numbers that got in the way, we have outside influences that distract us when we make decisions.

Workshop Guidelines

TELL participants that before getting into the next activity, you'd like to go through a few workshop guidelines, or housekeeping items, to help ensure that the workshop runs smoothly for everyone.

Note: Consider posting and discussing workshop guidelines such as these:

- Turn cell phones off or to vibrate.
- Return calls or text messages during the break only.
- Expect to participate and be rewarded.

Why Ethics Training?

ASK for a show of hands about the following:

So we know that most people share a common understanding of how to count to 100. Who believes people share a common knowledge of right and wrong?

Why or why not?

EXPLAIN:

- Research has shown that people do share a basic understanding of what is right and wrong.
- Psychological researchers have labeled this common understanding that crosses all cultures a universal code of conduct.

POST flip chart Number Two: Universal Code of Conduct:

Universal Code of Conduct

REFER participants to page 7 in their workbook. **TELL** them they have space in their workbooks for notes, if they'd like.

ASK:

What do you think are the elements of this universal code of conduct?

RECORD responses on a flip chart.

POST flip chart Number Three: It is unacceptable to lie, cheat or steal.

REFER to the recorded responses from the previous question and flip chart Number Two.

ASK:

How does your list compare to this statement?

EXPLORE the idea that the answers on both lists mean essentially the same.

ASK:

If across all cultures, worldwide, we all live with this shared understanding of right and wrong, this universal code of conduct, then why do we need ethics training at work?

***Possible answers may be:** for compliance, for legal reasons, to remind us to have integrity at work, to tell us you expect us to be honest, to remind us to make the right choices, because it's not always easy to make the ethical choice.*

GENERATE discussion until someone comes up with the idea that sometimes it's easier *not* to be ethical.

POST flip chart Number Four: Sometimes it's easier *not* to be ethical.

SAY something like this:

Just as random numbers in a large space were a distraction when you were trying to find the numbers sequentially, things get in our way when we are facing a Moment of Truth, a time when each of us needs to decide who we are and who we want to become. Sometimes it's just easier not to take the high road.

Activity: What Do You Think?

POST flip charts Number Five, Six and Seven in separate corners of the room.

Note: This is supposed to be a quick activity designed to get participants out of their seats and thinking about the topic. Depending on the size of the group, you may want to have two flip charts of each number so that people aren't huddled together.

TELL participants to get up and grab a pen or pencil.

POINT out the three flip charts.

EXPLAIN:

- Go to each flip chart and write what pops in your head.
- This is supposed to be a quick activity, so don't spend time reading what others have written.
- After you've jotted down your thoughts on all three charts, return to your seats.

Note: If you'd like to regroup people, send one person from each group to start on the first chart, another person from each group to start on the second chart, etc.

Debrief

PULL down the flip-chart pages and distribute them among the groups. **ASK** for volunteers to summarize the comments.

Note: If the following points don't surface, ask follow-up questions to bring out the ideas.

REFER participants to pages 8 in their workbook.

ASK these questions:

Why is it sometimes tough to take the high road?

- *We're focusing on the short-term.*
- *We want instant gratification.*
- *The high road can be inconvenient.*
- *We get pressure from other people to make a certain choice.*
- *We are concerned about what others will think of us.*
- *We don't want to deal with the consequences that go with taking the high road.*
- *The high road can be lonely.*

What is our inner voice?

A feeling inside, our conscience, an internal compass, etc.

What is the purpose of this inner voice?

To keep us on track; to guide us ethically; to help us make the decision in our heart.

Does our inner voice yell or whisper?

It usually whispers.

What are the obstacles to ethical decision-making? What tunes out our inner voice?

A focus on the short-term. Our wants. Convenience. A sense of entitlement. Other people. Our emotions. Undesirable consequences. Our justifications and rationalizations. Self-talk.

SAY something like this:

- We all have an inner barometer that points us to the right path, but sometimes it's tough to follow it because of distractions.

- That's a Moment of Truth, a time when you need to decide again, Who is the person you are? The person you want to be? And that's what this workshop is about. How do you handle your Moments of Truth?

Learning Objectives

REFER participants to page 9, "Learning Objectives." During this training, participants will learn the following:

- Identify the things that can get in the way of making ethical choices.
- Discern what they are really choosing in an ethical dilemma.
- List the four key Moment-of-Truth questions.
- Use the four key Moment-of-Truth questions to cut through distractions and emotional pressure during the decision-making process.

EXPLAIN:

- When we talk about ethics, we are talking about ethics at work and ethics in our everyday life.
- We are not talking about medical ethics, stem cell research, euthanasia or other ethics issues that we may have based on our religion, politics or other belief systems.

Moments of Truth

PLAY the *Moments of Truth* DVD/video.

Discussion

REFER participants to page 10 in their workbooks so they can follow along if they'd like.

ASK:

What is a Moment of Truth?

A point in our life when we have to decide the kind of person we are and who we want to become.

Do we make that kind of choice only once in our life or over and over again?

Over and over again.

What are the four Moment-of-Truth questions that can help you cut through the distractions to see the choice you're making?

Is it the truth?

Is it fair to all?

Is it free of harm?

Am I proud to do it?

In addition to asking yourself the four Moment-of-Truth questions, what else can you do when faced with an ethical dilemma?

Ask for the advice or opinion of a trusted person you know to be ethical.

When facing a Moment of Truth, what's the most important thing for us to understand?

Know what you are deciding.

POST flip chart Number Eight: Know what you are deciding.

Activity: Know What You Are Deciding

REFER participants to page 12 in their *Participant's Guide*.

EXPLAIN the following:

- The scenarios from the video are summarized, and each group will discuss a different scenario.
- You will go through the first scenario as an example.

GO THROUGH the first scenario together aloud, then **ASSIGN** a different scenario to each group. **TELL** groups to take a couple of minutes to talk about what the character is deciding.

PREVIEW

EXAMPLE: Scenario Number One

The production line is down because gaskets blew earlier in the day. Jeff's boss, Chris, is on the phone telling him to skip the remaining safety checks and get things up and running again.

ASK:

When Jeff and Chris are talking, what does it seem like Jeff has to choose?

Whether or not to follow directions from his boss, reinforce his reputation for hitting deadlines and further his career.

What is Jeff really deciding?

Whether or not to lie and cut corners, which would put his people at risk.

What are the distractions that Jeff needs to cut through to make an ethical decision?

Pressure from his boss; desire to meet a deadline; the rationalization that the machinery has been fixed and is probably fine, so the tests aren't really necessary.

Debrief:

ASK each group to share their answers. **GENERATE** discussion as necessary to draw out answers.

Scenario Number Two

Kelly is congratulating Roger and his sales team for closing a big account the day before the quarter ends. Kelly learns that although Roger believes the sale is a sure thing and wants to report it as such to positively impact their bonuses, it hasn't officially closed.

When Kelly and Roger are talking, what does it seem like Kelly has to choose?

Whether or not to be a team player and support the sales team so they get their bonuses.

What is Kelly really deciding?

Whether or not to lie and break the law.

What are the distractions that Kelly needs to cut through to make an ethical decision?

Peer pressure from Roger; the idea that it will be her fault if the team doesn't get bonuses; letting the team down; the rationalization that she could just let accounting handle it.

PREVIEW

Scenario Number Three

Danny is a new employee who is receiving products and checking the inventory against the packing slip. His shift supervisor, Mike, sets aside a new product and tells Danny to short the count on the invoice. Mike “mentors” Danny on the product-testing part of his job and how the resulting product knowledge benefits customers.

When Danny and Mike are talking, what does it seem like Danny has to choose?

Whether or not to fit in, be liked and get along with his boss.

What is Danny really deciding?

Whether or not to lie and steal.

What are the distractions that Danny needs to cut through to make an ethical decision?

Peer pressure; the rationalization that everyone else does it; discomfort in being the new guy; not wanting to deal with the consequences of not going along; the rationalization that it benefits the customer in the end.

Scenario Number Four

Margo calls her friend Donna and asks her to run a credit report on David Cartwell, the new love interest of their mutual friend, Janie. Margo is worried that David is only with Janie because of her money. She wants to warn Janie about David's shady financial dealings and tells Donna that running a credit report on him will prove to Janie that David is not who he seems.

When Donna and Margo are talking, what does it seem like Donna has to choose?

Whether or not to be a good friend; whether she is more loyal to her friends or to her job.

What is Donna really deciding?

Whether or not to break the law.

What are the distractions that Donna needs to cut through to make an ethical decision?

The rationalization that David is an unsavory character and his history justifies running the report; that she isn't a good friend unless she runs the report.

Scenario Number Five

Kendall is folding clothes when she sees her friend Jessica and Jessica's cousin Jenna holding clothes they're going to try on. Jessica reminds Kendall of the free lattes she gives her when she's working her job and asks Kendall about a "friend of a friend employee discount."

When Kendall and Jessica are talking, what does it seem like Kendall has to choose?

Whether or not to reciprocate the free lattes by using her employee discount; whether to be loyal to her friend or to company policy.

What is Kendall really deciding?

Whether or not to lie.

What are the distractions that Kendall needs to cut through to make an ethical decision?

Peer pressure; the idea that she accepted free coffee from Jessica and she should return the favor.

Scenario Number Six

Dave is telling his wife, Alicia, about an upcoming Univest deal when she gets an idea about buying stock. After dreaming about what they would do with the extra money, Alicia tells Dave that it's not insider trading because he doesn't work for Univest.

When Dave and Alicia are talking, what does it seem like Dave has to choose?

Whether or not to be a savvy businessperson and use what he learned to make a smart investment.

What is Dave really deciding?

Whether or not to break the law.

What are the distractions that Dave needs to cut through to make an ethical decision?

The dreams of what they could do with the extra money; his wife's support and encouragement for buying the stock; the rationalization that nobody would know; the rationalization that maybe it's not really insider trading since he doesn't work for the company.

The Makings of a Moment of Truth

REFER participants to page 19 in their workbooks, if they'd like to follow along.

EXPLAIN that there are three things that drive unethical behavior.

ASK:

Any ideas on what drives unethical decision-making?

Answers will vary.

Note: Elicit responses and generate discussion until the ideas of desperation, ego and self-interest come out.

POST flip chart number nine: What drives unethical decision-making?

EXPLAIN that what drives unethical decision can be classified into these three categories.

Desperation

ASK:

How does desperation drive unethical behavior?

A person may feel backed into a corner and that there is no other choice.

POST flip chart number 10: Desperation.

ASK:

What would be an example?

Possible answers include: *A homeless person may steal to eat. A person may lie to keep from getting fired, etc.*

Ego

ASK:

How does ego drive unethical behavior?

People whose egos drive their behaviors may believe they're better than everyone else and that the same rules don't apply to them. They may believe that because of their status or because they're self-important, they're above the law.

POST flip chart number 11: Ego.

ASK:

What would be an example?

Note: In addition to the easy answers such as CEOs and professional athletes, encourage discussion about everyday people as well.

Possible answers include: *A tenured employee who is lax about his reports because he thinks they're unnecessary and he feels his job is safe. A shift supervisor who takes long lunches on the days she's on the floor alone. A CEO who knowingly reports false revenue to stockholders. Politicians who lie. Celebrities who don't pay their taxes. Professional athletes who cheat to beat a sports record.*

ASK:

Because we get only snapshots of the characters in the video, it's tough to know if ego drives any of them. But if you had to speculate based on what was happening, what characters would you say let ego drive their unethical choices?

Possible answers include: *Sales manager Roger, who may feel his status as head of the team entitles him to creatively report his sales. Maybe Mike, who may feel he has been working there for a lot longer than Danny, and that gives him certain entitlements too.*

Self-interest

ASK:

How does self-interest drive unethical behavior?

We think about ourselves and the consequences of our choice, how we will benefit or not depending on the choice we make.

REFER to flip charts 10 and 11 and **ASK:**

When we feel desperate, we rationalize that it's the only way.

When we are driven by ego, we rationalize we're above the rules.

When we are driven by self-interest, why do we rationalize?

Possible answers include: To make ourselves feel better. To quiet our conscience.

POST flip chart number 12: Self-interest.

SAY:

Regardless of whether it is desperation, ego or self-interest that drives unethical decision-making, one thing remains the same. One thing is constant.

ASK:

Does anybody know what is common to all three? When we rationalize based on desperation, ego or self-interest, who is the focus of our thoughts?

We are focusing on ourselves.

When we rationalize, are we thinking outwardly or inwardly?

Inwardly.

POST flip chart number 13: All About Me

SAY something like this:

When we rationalize our choices, we usually think only of ourselves. When we debate over what to do, we are thinking about these things:

- *What will happen to me?*
- *How will this affect me?*
- *What do I want, and when do I want it?*

ASK for a show of hands:

When you're reluctant to tell someone the truth about something—say, your spouse, parents or boss—are you thinking about them? Are you thinking you don't want them to be disappointed or upset or to give them more work to do?

Or are you really thinking about you? You don't want to feel their disappointment, their disapproval, their anger?

SAY something like this:

It's almost always about you: how you feel, what you want or don't want. For most people, self-interest—rather than desperation or ego—is what drives an unethical choice. That's what the remainder of the workshop will focus on.

Round Robin Summary

Note: *This activity is designed to energize the group while reinforcing content with a quick summary activity. It's also a good activity to resume the workshop after a break.*

GIVE groups a blank piece of flip-chart paper. **TELL** participants they have two minutes to brainstorm and write down as many learning points as they can remember from the first part of the workshop.

Debrief:

EXPLAIN:

- Groups will earn one tally mark for each learning point that they have written down that no other group has.
- If other groups have the same learning point written down, all groups should cross it off their list.

Note: Do not tell the groups in advance that only different learning points earn tally marks.

ASK groups to share learning points one at a time. After all learning points have been shared, groups should count the number of different learning points they have on their lists.

AWARD one tally mark per unique learning point. **REWARD** with giveaways or prizes the group with the highest number of tally marks.

Note: As an incentive to return promptly from break, consider giving groups bonus tally marks if their entire group is back from break at the start of this activity.

Rationalizations

REFER participants to page 21 in their workbooks.

POST flip chart number 14: Distractions.

ASK:

What are some examples of pressure from others?

Suggested answers include: peer pressure; pressure from the boss; pressure from colleagues or friends; pressure from family.

RECORD responses on a flip chart.

ASK:

What are some examples of pressure from self?

Financial pressure: the need for money or desired financial gain. Pressure we put on ourselves worrying about what others think: the desire to be liked, to fit in, not wanting to feel others' disappointment, disapproval or anger. Pressure of success: wanting to succeed financially or ambitiously, wanting to get good grades, or wanting to be accepted into a top college. Pressure to please someone we care about, etc.

RECORD responses on a flip chart.

EXPLAIN:

- Pressure from others is when we feel pressure from other people to do something unethical.
- Pressure from self is pressure you put on yourself to make an unethical choice because you want to be successful, to be liked, to get a good job, to get ahead, to be successful at work; to get into a good school, etc.
- All these pressures and rationalizations are distractions from the actual choice you are making.

ASK:

When self-interest and pressure get in the way of the actual choice you are making, and you rationalize an unethical decision, what happens to that little voice that whispers right from wrong?

You can't hear it anymore.

Society's Acceptance of Unethical Behavior

ASK:

When we rationalize an unethical choice, is it always because we feel pressure from others or pressure from self?

No.

If we don't feel pressured to make an unethical choice, what other reason could we have for doing so?

It's accepted in our society.

How does society support unethical choices?

GENERATE discussion about instant gratification, the end justifies the means, convenience, and apathy.

POST flip chart number 15: Other Distractions.

SAY something like this:

Like all those numbers in our icebreaker that made it difficult to see the numbers you were trying to find, pressures and rationalizations combine to distract you from the actual choice you are making. Rationalizations help you validate your choice and help you feel OK about your decision.

Activity: Rationalization Relay

Note: During a break, post blank flip-chart pages in opposite corners or walls so you are ready for this activity. This activity is designed to energize the group while helping them

think through common rationalizations. **POINT OUT** the blank flip-chart pages posted in each corner of the room.

EXPLAIN:

- They will have two minutes to write common rationalizations: things people say or think to justify an unethical choice at work or in their personal life.
- It is a relay. The first person should run and write a rationalization and then return to the group.
- When the first person gets back to the group, he or she should hand off the marker, and the second person should go and write another rationalization.
- You will give them a couple of minutes to discuss ideas before beginning the relay.
- Because this is a quick activity, they should refer to their brainstorm list during the relay.

REFER them to page 23 in their workbooks, where they can write their ideas. Give them time to brainstorm. Then **ASK** them to stand in a line across from their flip chart. **TELL** them they may go through the line as many times as they can in the given time or until they run out of ideas. **GIVE** the first person in line a marker. **ANNOUNCE** "go."

Debrief:

After the time is up, **ASK** each group to stand with their flip chart. **ASK** the first group to read one of its common rationalizations. **ASK** the second group to read a different one, etc.

IDENTIFY common rationalizations that all groups wrote down, such as these:

- Everyone else does it.
- No one will know.
- They don't pay me enough.
- I hate my job.

ASK everyone to return to their seats. Consider giving prizes to groups with the following:

- the most rationalizations written down
- the most rationalizations that were different from what other groups wrote down
- the most creative rationalizations

Building Character One Decision at a Time

ASK:

We all agree that a rationalization is a way for us to justify a choice we're making. But what else is happening when we make a rationalization? What happens to who we are? What happens to our character?

It changes who we are. It changes our character.

GENERATE discussion until the idea that every unethical choice changes us.

EXPLAIN:

- Rationalizations make it easy to be unethical.
- Pressure from others, pressure from self, and other distractions get in the way.

- But every decision we make—good or bad—influences who we are and who we become.

ASK for a show of hands for the following questions:

Who thinks some of these examples just aren't a big deal?

Who thinks there is difference between a white lie and a lie?

Who thinks there is a difference between keeping an error of 50 cents and stealing?

SAY something like this:

It's easy to justify that little things don't matter. That's when ethics get tricky. That's when everyone has a difference of opinion between the rightness and the wrongness of an action. These are the shades of gray.

Let's take a look at what Albert Einstein had to say about little things versus big things.

POST flip chart number 16. *Whoever is careless with the truth in small matters cannot be trusted with important matters.—Albert Einstein*

ASK:

What do you think of these words by Albert Einstein?

GENERATE discussion.

SAY something like this:

- Desperation, ego, self-interest, pressure from others, pressure from self and all the rationalizations we create get in the way of ethical decision-making—whether it's a small matter or an important matter.
- In the DVD/video, you learned how to cut through all the distractions to see the choice you are making.

ASK:

What did you learn in the DVD/video that can help you cut through the rationalizations and distractions so you can better see your actual choice?

The Four Moment-of-Truth questions.

SAY something like this:

Just as the two lines that created four quadrants made it easier for you see the numbers you were trying to find in the opening Numbers activity, the four Moment-of-Truth questions help you see your actual choice.

The Four Moment-of-Truth Questions

What's the first question?

Is it the truth?

What's the second question?

Is it fair to all?

What's the third question?

Is it free of harm?

What's the fourth question?

Am I proud to do it?

POST flip chart number 17: Moment of Truth Questions.

ASK:

And when should you think about these questions and their answers?

Every time you face a Moment of Truth.

Activity: Truth in Small Matters

REFER participants to page 25 in their workbooks. **EXPLAIN** that during the next activity, groups should do the following:

- Identify rationalizations.
- Use the four Moment-of-Truth questions to cut through the distractions to see the actual decision.
- Determine their choices.
- Identify the actual choice you are making.

Scenario One—Twenty Bucks

After cashing a check at the bank's drive-through, you pick up your dry cleaning. When you pay, you have \$20 more in your wallet than you think you should have. You think the bank teller may have given you \$20 too much.

How could you rationalize keeping the money?

Possible answers include:

- *"Maybe I had \$20 in my wallet."*
- *"The bank will call me if they find the error."*
- *"It's not my fault if they made a mistake."*
- *"It's only dishonest if I know for sure the \$20 is the bank's money and not mine."*

Is it the truth?

No.

Is it fair to all?

No. If it's a banking error, a teller will be short.

Is it free of harm?

No. The teller who made the error will be held accountable.

Am I proud to do it?

No.

What are your choices?

- *Assume the money is yours and keep it.*
- *Go back to the bank and find out for sure.*
- *Call the bank and find out for sure.*

What is the actual choice you are making?

Whether you are honest or dishonest.

TELL participants to quietly consider the questions to ponder at the end of the section. They are printed here for your information:

Questions to ponder: Is inconvenience a reason to steal? Is the idea that it's only \$20 and not \$500 a reason to steal? Is it more convenient to ignore that little voice that is questioning you than to check with the bank to be sure?

Scenario Number Two—A Polished Résumé

You've decided to look for a new job. Your brother is a whiz on the computer and has offered to polish your résumé so you can post it online. When you read the new version, you realize he has exaggerated your experiences and listed skills you don't have and jobs you didn't do. He tells you that everyone exaggerates their accomplishments online to increase the chances that their résumé gets a hit.

How could you rationalize posting the résumé your brother created?

Possible answers include:

- *If everyone else does it, you'll be at a disadvantage if you don't.*
- *It's just a way to get your foot in the door.*
- *The end justifies the means.*
- *It shows innovation and determination.*

Is it the truth?

No.

Is it fair to all?

No. *I may get an interview rather than someone else who's better qualified. I may be wasting a potential employer's time if I am matched to a job for which I am not qualified. I may be hired, and my boss will expect me to do things I can't do.*

Is it free of harm?

No. *If a future employer finds out I wasn't honest on my résumé, they'll wonder what other things I lied about.*

Am I proud to do it?

No.

What are your choices?

- *Post it as is and hope for the best.*
- *Ask your brother to make your résumé more marketable while being honest about your experiences and skills.*
- *Ask someone else to help you make your résumé more marketable.*

What is the actual choice you are making?

Whether you are honest or dishonest. Whether you cheat or not.

TELL participants to quietly consider the questions to ponder at the end of the section. They are printed here for your information:

Questions to ponder: Because you're so unhappy in your current job, are you going to lie to get a new one? Because everyone else does it, are you going to lie too? Are you going to ignore that little voice so that you get what you want quicker?

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Scenario Number Three—A Long Weekend

It's Thursday afternoon, and a friend calls to ask if you'd like to go away for the weekend. "There are four of us. We're leaving first thing in the morning, and we'll be back Sunday afternoon. Just call in sick. That's what we're going to do. Come on ... you only live once. Are you in?"

How could you rationalize calling in sick tomorrow?

Possible answers include:

- *You have the sick days coming, and you hardly ever use them.*
- *You'll feel left out if you don't go.*
- *This is just a job. It's not like you're planning to make a career here.*
- *No one will know.*

Is it the truth?

No.

Is it fair to all?

No. Your absence will affect others on the team.

Is it free of harm?

Yes. Other than more work for others, your absence isn't hurting anyone.

Am I proud to do it?

No.

What are your choices?

- *Go, and call in sick.*
- *Ask your boss if you can take the day off even though it's a last-minute request (and risk the answer being no).*

What is the actual choice you are making?

Whether you are honest or dishonest.

TELL participants to quietly consider the questions to ponder at the end of the section. They are printed here for your information:

Questions to ponder: Is your short-term desire to go away for the weekend more important than telling a lie? Are you more concerned about feeling left out or about what your friends may think than telling a lie? Do you feel a sense of entitlement about sick days that is more important than lying to take one?

PREVIEW

Assessment: Everyday Moments of Truth

REFER participants to page 31 in their workbooks. **TELL** them that this next activity is a personal assessment designed to get them thinking about everyday ethics.

EXPLAIN the following:

- They should do the assessment alone.
- Because it is a personal assessment, you will not be going through the questions as a class.
- The assessment is intended only as a snapshot designed to get them thinking about everyday ethics, not a detailed assessment of character.
- They should be honest with their answers.

GIVE them a few minutes to complete the assessment. It is included on the following pages for your reference. A short debrief follows the assessment.

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Assessment:

1. After finding \$100 cash in a hotel safe, you:
 - a. Turn it into the front desk so the hotel can contact the previous occupant.
 - b. Consider it yours unless the previous occupant calls the hotel about the missing money. If that happens, then you'll turn it in.
 - c. Believe in the finders-keepers philosophy, so you keep the cash. You don't want to give it to the desk clerk, who will probably just pocket the cash anyway.
2. A lawyer representing a class action suit asks you to sign an affidavit saying that your life insurance company didn't tell you there would be a service charge attached to your bill each month. When the lawyer tells you that you will receive part of the settlement if you join the class action suit and win, you:
 - a. Say "no" because you expected a service fee on your bill when you chose the monthly payment plan instead of an annual payment. Your auto insurance works the same way.
 - b. Say "yes" because even though you expected a monthly service fee, you can't remember whether the life insurance company informed you of the monthly fee or not.
 - c. Say "yes" because the premiums are outrageously high.
3. After dinner, the waitress brings your check. When you realize she forgot to add dessert and coffee to the bill, you:
 - a. Call her over and tell her she forgot to add the dessert and coffee.
 - b. Give her a bigger tip since you saved money on the check. You'd rather give her the money than a big restaurant chain.
 - c. Pay the bill. Your meal was overcooked anyway.
4. At the end of a 30-day Get Healthy campaign at work, you sign your Exercise Tracking Sheet. When you realize you are one day short of hitting the 20-day, 20-minutes-per-day minimum for getting the prize of a paid day off, you:
 - a. Sign the form and turn it in.

- b. Initial another day knowing that you exercised more than the required 20 minutes on each day you exercised.
 - c. Initial another day because you would have exercised more except that you had to work so much overtime this month.
5. You and a guest are invited to a black-tie New Year's Eve party. Accepting the invitation means buying an appropriate outfit. You:
 - a. RSVP "no" because you don't want the expense of having to buy something to wear.
 - b. RSVP "yes" and buy a new outfit with plans to return it. Because you're going to wear it once, you'll say you didn't like the way it fit, and you'll ask for a store credit.
 - c. RSVP "yes" and buy a new outfit with plans to return it for a refund. You'll dry clean it and put the tags back on it so nobody will know it was worn.
6. Distracted, you pay for your merchandise but forget about the pack of gum you opened while shopping. You don't think about it until you get home. You:
 - a. Make a mental note to stop by the store on your way to work the next day. You'll buy another pack of gum and tell the cashier to ring up two.
 - b. It was an accident. You'll try to remember to tell the cashier the next time you're in the store.
 - c. You figure it's only 79 cents, which is hardly a big deal. It's not like you were shoplifting or anything.
7. You are visiting out-of-state friends, and they offer you the use of their neighborhood resident card so you can use the area beaches and parks free of charge. They write down their address so you'll have it when you sign in as a resident to receive the neighborhood pass for your car. You:
 - a. Thank them for their hospitality but decline their offer.
 - b. Take the card. The beaches and parks won't be busy with other residents since you're going to be using it only on weekdays.
 - c. Take the card and plan to use your friends' names if anyone asks.

8. Your boss gives you \$50 to pick up the catered lunch from the Italian deli for today's sales contest kickoff celebration. You have a cappuccino while you're waiting for the order to be ready, and the clerk adds it to the bill. When you return to the office, you:
 - a. Give your boss the change from the \$50 as well as the \$3.79 you spent on the cappuccino.
 - b. Give your boss the change from the \$50 and tell him you owe him \$3.79 for a cappuccino.
 - c. Give your boss the change from the \$50 and consider the cost of the cappuccino your tip for running errands.
9. On your way to work, you realize you still haven't sent the binders and reports for next week's meeting. Doing it today means you have to send it express instead of ground, otherwise you can't be confident that the shipment will arrive in time. When you realize how much more it costs to send it by air, you:
 - a. Tell your manager of your \$300 mistake.
 - b. Decide not to say anything because your manager will see the shipment when she attends the meeting next week.
 - c. Tell your manager that the delivery service couldn't guarantee ground delivery on time because they are short-staffed, so your only option was to send the shipment by air.
10. Your company has a gift policy that prevents employees from accepting any gifts with a value of more than \$50 and no more than three gifts in a year. The policy also requires that you inform your manager of the gift. A contractor you have known for several years offers you a Super Bowl ticket.
 - a. Since the offer has no bearing on business because you no longer work directly with the contractor, you hope for the best and ask your manager for an exception to the policy.
 - b. Confident you're not compromising a work relationship because you no longer work directly with the contractor, you decide to go and then tell your manager about it afterward.

- c. Since you no longer work directly with the contractor, you decide it's not a business gift. You plan to take advantage of this once-in-a-lifetime opportunity and not say anything.

PREVIEW

Debrief:

TELL participants to count up the number of “a” responses they have, compared to the number of “b” and “c” responses they have. **TELL** them to read through the “How Did You Do?” section for insight.

How Did You Do?

If the majority of your responses are “a” and you have been honest with yourself, then it is likely that you practice ethics every day. You think about the actual choices you make and choose to be honest and fair. You have integrity.

If the majority of your responses are “b” and “c,” then self-interest and rationalizations drive your behaviors. You should consider making the Four Moment-of-Truth questions a part of your decision-making process so you’re not so quick to justify your actions. If you use them regularly, you will be able to quickly cut through to the heart of both small and important matters.

If you have five “a” responses and five “b” or “c” responses, look at when you rationalize your behavior. Is there a pattern? Do you justify unethical choices in small matters and not important matters? Use the Four Moment-of-Truth questions until they become a part of all your decisions, and you’ll continue to build character and integrity.

Conclusion

Wrap-up

Wrap up any workshop details such as evaluations, prizes for participation, etc.

DISTRIBUTE pocket cards.

THANK participants for coming.

PREVIEW