

NATIONAL INSTITUTE OF ETHICS GUIDELINES

(2-6 TO 2-7)

[Time Allotted: 60 Minutes]

LEARNING ACTIVITY

The purpose of this small group activity is to:

- C Have participants reflect on the practical applications of ethical behavior in their daily work situations.
- C Share these concepts with a small group.
- C Present three general themes to the full group for further discussion.

Ask students to refer to pages 2-6 and 2-7 of their manuals and review the list of eight things leaders can do to encourage staff to maintain a high level of ethical behavior (National Institute of Ethics). Pass out the individual work sheets—each of which has one NIE topic listed. Give participants *ten minutes* (on their own) to think about their own organizations, and to write down *three ways to practically apply* the NIE topics.

Then, utilizing the "Hit the Road, Jack" theme song, instruct participants to find the other two or three participants who are acting out the behavior listed on their work sheet. This will become their small group.

Each small group will spend another *ten minutes* developing *three common themes* among their responses; select a reporter; and prepare an overhead transparency for presentation to the full group.

For each of the eight topics, allow the assigned group five minutes to present their themes and engage the full group in an (hopefully) intense discussion about the practical applications of ethical behavior (*forty minutes*).

MATERIALS NEEDED

- C Individual work sheet.
- C Overhead transparency worksheet (make sure that *duplicate copies* are made of the attached worksheets onto overhead transparencies!).
- C Overhead transparency markers.
- C "Hit the Road, Jack" CD.

THREE WAYS YOU CAN
Convey a Sincere Interest in Others

1.

2.

3.

Wink Your Eye!

THREE WAYS YOU CAN
Satisfy the Needs of Subordinates

1.

2.

3.

High-five!

THREE WAYS YOU CAN
Develop an Organizational Commitment

1.

2.

3.

Snap Your Fingers!

THREE WAYS YOU CAN
Be Honest and Open in Dealings with Fellow Employees

1.

2.

3.

Flap Your Arms like a Chicken!

THREE WAYS YOU CAN
Allow Co-workers to Play An Active Role in Decision Making

1.

2.

3.

Clap Your Hands!

THREE WAYS YOU CAN
Provide Challenges and Responsibilities for Staff

1.

2.

3.

Twirl in Circles!

THREE WAYS YOU CAN
Convey Trust and Understanding

1.

2.

3.

Do the Hand Jive!

THREE WAYS YOU CAN
Assist in Personal Development

1.

2.

3.

Whistle!

SETTING BOUNDARIES

(2-15 TO 2-17)

[Time Allotted: 30 Minutes]

LEARNING ACTIVITY

The purpose of this small group activity is to generate discussions and solutions to "setting personal boundaries," based upon participants' personal experiences and values.

A faculty member divides participants into groups of five, and asks them to take *eight minutes* to read "Ownership: The Importance of Clear and Healthy Boundaries" and "Searching for Approval in All the Wrong Places: Failure to Strive for Wholesome Relationships with Self and Others" up to the case study of Beth and Vickie on page 2-17. The focus of this activity is the *case study*.

Challenge each group—based upon their individual personal experiences—to take *ten minutes*, and come up with five suggestions for how Beth and Vickie *could have* and *should have* set boundaries to accommodate the changes in their organization. These can be recorded on the group work sheet.

Then, facilitate a *twelve-minute* "round robin" reporting of each group's suggestions and record them on tear sheets.

MATERIALS NEEDED

- C Case study from Chapter 2.
- C Group work sheets.
- C Tear sheets.
- C Markers.

GROUP WORK SHEET

FIVE WAYS BETH AND VICKIE COULD HAVE *Set Boundaries*

1.

2.

3.

4.

5.

CASE STUDY

SETTING BOUNDARIES

Beth and her co-worker Vickie had worked together in establishing a unique program response to victims of sexual assault. The two colleagues considered themselves crusaders in providing quality service for specific types of crimes. They spent long grueling hours planning and implementing their program. The hours together created a bond that carried over into their personal lives. The two received public acclaim for their contributions to the field and as a consequence, a grant provided the opportunity to hire more staff and Beth was promoted into the position of director of the program. Vickie did not resent the promotion. However, their close friendship proved to be a problem for the newly hired staff, to the extent that Beth experienced major difficulties in retaining staff, based on accusations of favoritism, failure to include total staff in various projects, and a distorted assumption of project ownership.

Issues to consider:

- C Prior to the expansion of the program and her promotion, Beth's relationship with Vickie was typical of those shared by colleagues in the workplace environment. When the promotion and staff adjustments changed this, Beth failed to make the appropriate corresponding adjustment.
- C What did Beth need to know and understand about her role as a leader? What ethical issues were apparent in her behavior? Could Vickie have helped Beth in modifying their relationship?
- C Could Beth also have been struggling with some ego-related issues surrounding her special work with sexual assault victims? Could she have been possessive of the program and her relationship with Vickie and unwilling to bring others into the process? What are her ethical obligations in this situation?

QUALITIES OF LEADERSHIP

(2-5 TO 2-6)

[Time Allotted: 45 Minutes]

This exercise will enable you to explore and make explicit your experiences with the four qualities associated with trust. Self-reflection and awareness are the key to our lifelong ability to learn. Encouraging others to trust us requires personal action. It is not something an organization can mandate a person to do. In becoming a leader, you will want to commit yourself to being trustworthy and aligning your actions with your commitment. Reflection is the initial step in the process. It permits you to acknowledge your feelings, understand them, resolve your questions, and get on with your work. In this case your work is to win and maintain the trust of others.

The purpose of this exercise is to reflect on the qualities of leadership that elicit trust. To begin, refer back to the list of leaders that you identified in your life.

1. Review your list and add the names of others you may have thought of after completing the list. Eliminate the people you have come to consider managers rather than leaders. Number each person so you can place them on the diagram below.
2. This diagram below is a *socio-gram* that graphs social relationships. Begin by placing yourself at the center of the hub. Now add the names of leaders on the spokes coming out from the hub. The length of each spoke indicates the social distance between yourself and the particular leader designated by the spoke. For example, if you consider Gloria Steinem an important leader in your life and do not know her personally, put her on a spoke that is a greater distance from the center, such as Leader #4. If one of the leaders on your list is the man who leads your son's Boy Scout troop and you consider him a close friend, place him close to you (for instance, as Leader #2). If you consider yourself a leader, put a number for yourself on the chart at the hub.
3. Reflect upon the social distance of each person in the diagram from your position at the hub. What do you notice about the relationship between your position and others and among the various leaders on the chart? Are there any surprises? Do you notice any patterns? Observe the distance of leaders from you at the hub. Are these distances associated with gender, race, age, social class, or role?
4. Next, add the qualities of leadership that engender trust to the chart. In the space on the diagram beside each leader's number place the following designations:
 - V** for those who have and express an inspiring personal and professional vision.
 - E** for those who demonstrate the ability to empathize.
 - P** for those who have clear and consistent positions and use them to orient the organization.
 - I** for those who demonstrate integrity through ethical practices.

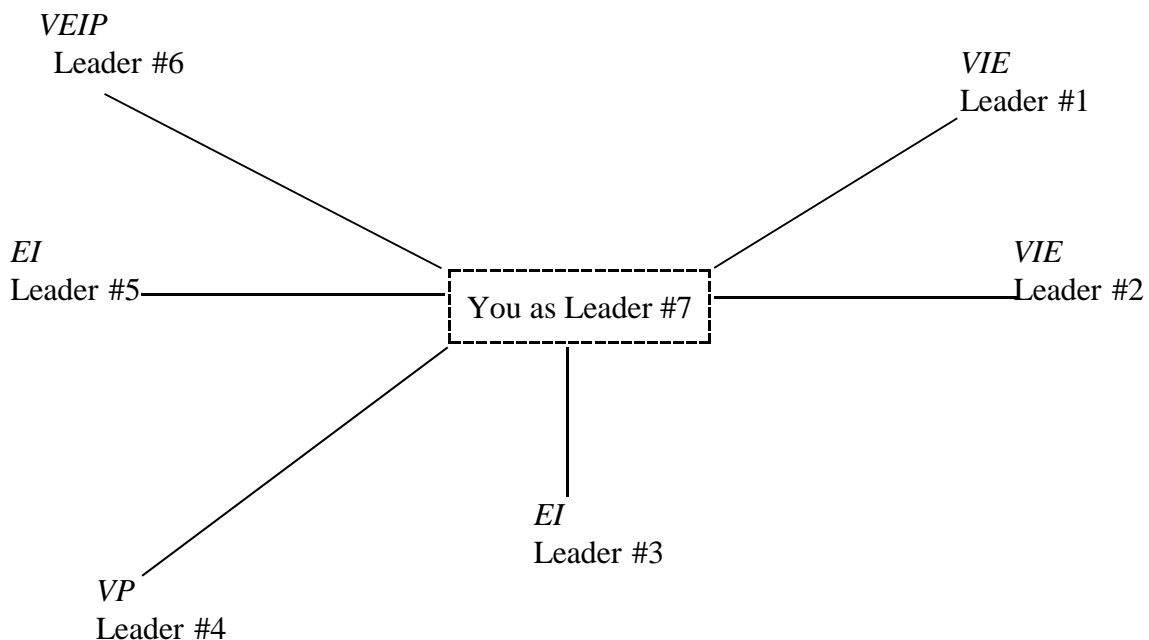
For example, if former Secretary of Defense Clark Clifford, long considered an American leader, were on your list, he might have a *V* for being a visionary, and a *P* for consistency

of positions for himself and his organizations. But with his involvement in the BCCI banking scandal, he might not have an *I* for integrity, or perhaps not an *E* for empathizing with the people who lost their savings because of the bank's dealings.

On the other hand, if Marian Wright Edelman, founder of the Children's Defense Fund and long-time advocate for children in poverty, were on your list, she might have all four letters next to her name. Your chart might look like the example below.

5. Reflect on your chart. What do you notice? Who are the leaders with integrity? Is there a pattern regarding leaders with vision? Are the leaders located closer to you the ones who express empathy?
6. Notice the relationships among the leaders on your chart. Can you connect lines between leaders who know each other? Do you notice any patterns among them? Who are the leaders who are related? Do they have characteristics in common?
7. What do you notice about trust? Who are the leaders on your chart that you trust the most? What are the characteristics that matter to you? Do you trust someone more if they empathize with you, or is their integrity more important to you? What does this exercise tell you about your own values?

SOCIO-GRAM OF SOCIAL RELATIONS WITH LEADERS



(The preceding learning exercise is adapted from *Learning to Lead* by Warren Bennis and Joan Goldsmith, 1997, Perseus Books, Reading, Massachusetts.)

THE INTEGRITY GAP

(2-12)

[Time Allotted: 45 Minutes]

Below are the differences cited in the manual by Melissa Everett, Dr. John Mack, and Dr. Robert Oresick in *Re-Inventing the Corporate Self: The Inner Agenda for Business Transformation*. The authors found two types of executives, those they called "principled risk takers" and those they characterized as "conventional decision makers." They analyzed their interviews of twenty-four senior executives in publicly held corporations and discovered differences in three areas:

1. *Self-Consistency: Wholeness or Compartmentalization*. Did individuals see life as an integrated whole in which their beliefs applied to work as well as to church groups, volunteer organizations, and values at home?
2. *Personal Efficacy: High or Limited Sense of Agency*. Did individuals have a sense of power and control in their work life so that they believed they could take action to express their values?
3. *Scope of Awareness: Global or Circumscribed*. Did individuals see themselves as global citizens with responsibilities that are larger than their own corner of the world?

In this exercise you will need a partner. Your partner's job is to interview you by asking questions that will enable you to discover where you stand with regard to being a "principled risk taker" or "conventional decision maker."

No one is completely one type or another. We are all combinations of both. But this exercise will let you know where you stand in terms of your own "integrity gap," so you can make informed choices about your actions in relation to your commandments.

The interviewer begins by asking the questions below. If you think of other questions, add them to the list. She or he will write down your responses and give them to you for analysis. Do *not* think long and hard about each answer, but respond quickly and accurately. When you have completed the interview, change roles and you become the interviewer. When you have both been interviewed, read over your responses and share your observations and realizations with each other. When you and your partner have completed the interviews and analysis of your responses, you will have a picture of your integrity gap.

