Ethics & Decision Making
Workbook

Student Conduct Office
Offices of the Dean of Student Life
Student Services at White Creek
Revised Fall 2019
http://studentlife.tamu.edu/sco

Workshop Location: ____________________________

Workshop Date/Time: __________________________

Parking & Bus Information:

- Bus #3 Yell Practice stops at White Creek, Wehner, and MSC
- Any Valid Permit: Lot 110 (off Discovery Dr.)
- Paid Parking w/ credit card:
  - Lots 122A & 122B (off West Campus Blvd. *limited spots* )
  - Lots 72A & 72B (Other side of Wehner Bldg. Enter from Olsen Blvd. *It’s a long walk!*)
- The workshop is 2 hours, and there will not be breaks to update the 30 minute parking meter.
This workbook will serve as an introduction to the Ethics and Decision Making (EDM) workshop. The workbook should be completed before arriving to the workshop, so during the workshop you and your peers can continue reflecting these concepts in activities and discussions. Bring the workbook with you to the workshop.

- This workshop is an opportunity to learn about different ways of making decisions.
  - This workshop is an opportunity to reflect on your own decision-making.
  - This workshop is an opportunity to identify and prioritize values
- This workshop is an opportunity to think about how you could use those values to make decisions in the future.
- This workshop is an opportunity to visualize the person that you want to be and reflect on how you can become that person.
**Practicing Intentionality**

The act of self-awareness without being judgmental.

The act of being in the present moment.

The act of being deliberate or purposeful.

In many cases, we engage in mindless activity, whether it is driving a car, sitting in a lecture, or participating in some illicit behavior (vandalism, theft, fights, or just a mean-spirited comment). Upon reflection, we realize that we were acting without thinking, or being aware of what we were doing. In some cases, this mindlessness is harmless, but in others, it results in our doing something that we regret and is inconsistent of how we think of ourselves and what we want from life.

3 Steps to Living Intentionally

1. Evaluating reality clearly, to
2. Make effective decisions, that
3. Achieve your goals.

Thinking about the situation that lead you to taking the Ethics and Decision Making workshop, did you perform each step to the cycle of intentional practice?

_________________________________________________________________________________________

What step(s) did you forget or skip and why?

_________________________________________________________________________________________

_________________________________________________________________________________________

How would the incident have changed had you completed the whole cycle?

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________
Definitions

**Integrity:** Wholeness in the quality of being honest and morally upright.

**Ethics:** A set of moral principles and patterns of choice that guide behavior.

**Morals:** Principles that guide the understanding right and wrong.

**Values:** A set of standards that influence behavior.

These four concepts (values, morals, ethics, and integrity) are building blocks to each other with values as the foundation.

What does Texas A & M University value? __________________________________________________________

What is the Aggie Honor Code? __________________________________________________________

What does it mean to you to be a part of a community that has values and an Honor Code like Texas A&M?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What do you value? On the following page circle your top 20 values.
<table>
<thead>
<tr>
<th>- truth</th>
<th>- wisdom</th>
<th>- profitability</th>
<th>- freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>- curiosity</td>
<td>- flexibility</td>
<td></td>
<td>- friendship</td>
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<tr>
<td>- efficiency</td>
<td>- perspective</td>
<td>- influence</td>
<td>- decisiveness</td>
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<tr>
<td>- initiative</td>
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<td>- environment</td>
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<td>- quality</td>
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<tr>
<td>- communication</td>
<td>- learning</td>
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<td>- hard work</td>
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<tr>
<td>- power</td>
<td>- honesty</td>
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<td>- responsiveness</td>
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<tr>
<td>- control</td>
<td>- originality</td>
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<td>- courage</td>
<td>- candor</td>
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<td>- purposefulness</td>
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<td>- competition</td>
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<td>- excitement</td>
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<tr>
<td>- happiness</td>
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<td>-</td>
<td>- cleverness</td>
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<tr>
<td>- honor</td>
<td>- order</td>
<td>-</td>
<td>- success</td>
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<td>- innovation</td>
<td>- spirituality</td>
<td>-</td>
<td>- stewardship</td>
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<tr>
<td>- obedience</td>
<td>- adventure</td>
<td>-</td>
<td>- support</td>
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<tr>
<td>- financial growth</td>
<td>- cooperation</td>
<td>-</td>
<td>- equality</td>
</tr>
<tr>
<td>- community support</td>
<td>- humor</td>
<td>-</td>
<td>- harmony</td>
</tr>
<tr>
<td>- effectiveness</td>
<td>- collaboration</td>
<td>-</td>
<td>- growth</td>
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<td>- integrity</td>
<td>- empathy</td>
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<td>- variety</td>
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<td>- peace</td>
<td>- family</td>
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<td>- productivity</td>
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<td>- loyalty</td>
<td>- open-mindedness</td>
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<td>- security</td>
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<td>- risk-taking</td>
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<td>- love</td>
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<td>- independence</td>
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<td>- intelligence</td>
<td>- trust</td>
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<td>- hope</td>
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<td>- simplicity</td>
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<td>- persistence</td>
<td>- excellence</td>
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<td>- sincerity</td>
<td>- teamwork</td>
<td>-</td>
<td>-</td>
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<td>- fun</td>
<td>- service</td>
<td>-</td>
<td>-</td>
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<tr>
<td>- relationships</td>
<td>- challenge</td>
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</tr>
</tbody>
</table>
How do the following categories contribute to values for yourself, peers, communities, and cultures?

List 3 examples for each category.

**Laws & Policies:** Ex: TAMU Student Rules

a.  

b.  

c.  

**Personal Experiences:** Ex: Traveling Abroad

a.  

b.  

c.  

**Organizations:** Ex: Employer

a.  

b.  

c.  

**Social Norms:** Ex: Geographic Location

a.  

b.  

c.  

Within the circle create a pie chart by dividing the circle into 4 quadrants. They do not have to be equal, but all 4 category need to be included. The quadrants will represent your opinion of how much (in percentages) each category influences your values.
Read the following stories

Alligator River

Once there was a woman named Abigail who was in love with a man named Gregory. Gregory had an unfortunate accident and broke his glasses. Abigail, being a true friend, volunteered to take his glasses to be repaired. The repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While Abigail was standing forlornly on the bank of the river, clutching the broken glasses in her hand, Jordan glided by in a rowboat.

Abigail asked Jordan if they would take them across the river. Jordan agreed on the condition that while Abigail was having the glasses repaired, Abigail would go to a nearby store and steal the new iPhone Jordan had been wanting. Abigail refused to do this and went to see a friend named Ivan who had a boat. Abigail told Ivan the problem, Ivan said he was too busy to help and didn’t want to become involved. Abigail, feeling that she had no other choice, returned to Jordan and told Jordan she agreed to Jordan’s plan. When Abigail returned the repaired glasses to Gregory, she told him what she had done. Gregory was so mad at what Abigail had done that he told her he never wanted to see her again.

Abigail, upset and heartbroken, turned to Kyle with her tale of woe. Kyle was so sorry for Abigail that he promised her he would get even with Gregory. They went to the school playground where Gregory was playing ball and Abigail watched happily while Kyle beat Gregory up and broke his new glasses.

Rank the 5 people in the story from least (1) to most (5) morally sound.

1. __________
2. __________
3. __________
4. __________
5. __________

Read the following case study. This scenario will be applied in an activity during the workshop.

Molly Dayton has been a news reporter for the Battalion newspaper for the last two years. She’s applying to be next year’s editor. Almost by accident, she learned that one of the candidates for the Student Government Association, Grant Thompson, had been arrested for Driving Under the Influence his senior year of high school. Reporter Dayton found out that earlier in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions, which would be very out-of-character now. His DUI charges had been dropped by the court. Thompson has not only straightened himself out since then, but also built a distinguished record in helping many student organizations. Now, Reporter Dayton regards Thompson as the best candidate for the school. Reporter Dayton wonders whether or not she should write the story about Thompson’s earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson’s chance to win.
**Ethical Perspectives Theories**

When considering ethical perspectives, there are a few things to keep in mind…

- Don’t expect perfection from any ethical perspective. Ethical approaches, like leaders themselves, have their strengths and weaknesses.
- Two well-meaning leaders can use the same ethical theory and reach different conclusions.
- Whenever possible, you should practice ethical pluralism by applying more than one perspective to the same problem.

<table>
<thead>
<tr>
<th>Ethical Perspectives</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
| **Utilitarianism**: Do the greatest good for the greatest number of people Ex. Whistle blowers | ❖ Easy to understand  
❖ Is frequently used  
❖ Forces us to examine the outcomes of our decisions | - Is difficult to identify and evaluate consequences  
- May have unanticipated outcomes  
- May result in decision makers reaching different conclusions |
| **Kant’s Categorical Imperative**: Do what’s right no matter the cost | ❖ Promotes persistence and consistency  
❖ Is highly motivational  
❖ Demonstrates respect for others | - Exceptions exist to nearly every “universal law”  
- Actors may have warped consciences  
- Is demonstrated through unrealistic examples  
- Is hard to apply, particularly under stress |
| **Justice as Fairness**: Guaranteeing equal rights and opportunities behind the veil of ignorance | ❖ Nurtures both individual freedom and the good of the community  
❖ Highlights important democratic values and concerns for those less fortunate  
❖ Encourages leaders to treat followers fairly  
❖ Provides a useful decision making guide | - Principles can be applied only to democratic societies  
- Groups disagree about the meaning of justice and fairness  
- Lack of consensus about most important rights |
| **Communitarianism**: Shoulder your responsibilities and seek the common good | ❖ Discourages selfish individualism  
❖ Foster dispersed leadership and ethical dialogue  
❖ Encourages collaborative leadership strategies  
❖ Promotes character development | - Evangelistic fervor of its proponents  
- Promotes one set of values in a pluralistic society  
- May erode individual rights  
- Fails to resolve competing community standards |
| **Altruism**: Love your neighbor | ❖ Ancient yet contemporary  
❖ Important to society and leaders  
❖ Powerful and inspiring | - Failure of many who profess to love their neighbor to act as if they do  
- Many different, sometimes conflicting forms |

Information within this workbook was gathered from “Meeting the Ethical Challenges of Leadership” by Craig E. Johnson (2009), specifically chapters 5 and 7. Additionally, Randi Korn & Associate’s website.
The rest of the workbook will be completed during the workshop. Bring this workbook with you to the workshop.

Value ______________________ Value ______________________ Value ______________________

Behaviors:                    Behaviors:                 Behaviors:
1.                      1.                             1.

2.           2.                             2.

Steps to decision making
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________

Steps for the case study
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________