MODULE
On the Job
LESSON
How Do You Act When No One is Looking: Integrity in the Workplace - Part 1
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Overview

Purpose

To teach students the importance of integrity in the workplace and in life.

National Career Development Standards

Standard 1: Understanding the influence of a positive self-concept.

Standard 2: Skills to interact positively with others.

Standard 5: Understanding the need for positive attitudes toward work and learning.

National Career Development Benchmarks

Students will be able to . . .

Benchmark 1. c. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2. b. Demonstrate interpersonal skills required for working with and for others.

Benchmark 2. c. Describe appropriate employer and employee interactions in various situations.

Benchmark 5. e. Demonstrate positive work attitudes and behaviors.

Think and Discuss

1. What is workplace integrity and why is it important to have?

2. List some ways we can improve our workplace integrity.
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<th>SCANS</th>
<th>Bloom's Taxonomy</th>
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<td>Speak So Other Can Understand</td>
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<td>Guide Others</td>
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This lesson uses 11 of the 16 EFF Standards:

- Resolve Conflict and Negotiate
- Observe Critically
- Listen Actively
- Cooperate with Others
- Solve Problems and Make Decisions
- Take Responsibility for learning
- Reflect and Evaluate
- Advocate and Influence
- Guide Others
- Speak So Other Can Understand
- Guide Others
Teacher Preparation

Class Materials

Copy the following exercises for distribution to students

- Exercise 1: Integrity Pre-Quiz
- Exercise 2: Quote and Anecdote of the Day
- Exercise 5: “The Decisions you Make” Worksheet
- Exercise 6: Morality Killers Role-Plays

Overhead templates for teacher use

- Exercise 1: Integrity Pre-Quiz
- Exercise 2: Quote and Anecdote of the Day
- Exercise 5: “The Decisions you Make” Worksheet
- Exercise 6: Morality Killers Role-Plays

Key Words

1. Integrity
2. Deceit
3. Duplicity
4. Corruption
5. Moral Ethics
6. Character
Exercise 1: Pre-Quiz Directions & Answer Key

Teacher Directions

This exercise should take 5 minutes with some discussion after each question. A teacher copy is provided with the answers.

Step 1: Have the students take the 5-question “Integrity” quiz to check for understanding.

Step 2: Review the questions with the students to correct misconceptions they may have that relate to integrity.

Step 3: Transition to Exercise 2: “Quote and Anecdote of the Day.”

Answer Key

1. E
2. True
3. D
4. H
5. True
Exercise 1: Integrity Pre-Quiz

1. Which of these words best matches the word “Integrity”?
   a. Honesty
   b. Morality
   c. Character
   d. Self-respect
   e. All of the Above
   f. None of the Above

2. Integrity is usually demonstrated by the way you behave when no one is looking.
   TRUE
   FALSE

3. Which word best describes someone who is NOT exhibiting integrity?
   a. Deceit
   b. Duplicity
   c. Corruption
   d. All of the Above
   e. Only A and C

4. Which is an example of workplace integrity?
   a. Smiling at everyone as you arrive to work in the morning
   b. Standing by the time clock waiting for 5PM so you can punch out quickly
   c. Respectfully declining an offer for a date from a good-looking colleague
   d. Owning-up and admitting to mistakes you made
   e. All of the above
   f. None of the above
   g. Only A and B
   h. Only C and D

5. Self-respect means that you would NEVER allow yourself to become involved in a negative workplace situation.
   TRUE
   FALSE
Exercise 2: Quote and Anecdote of the Day

Teacher Directions

You may want to write the quote on the board to focus your students’ thoughts on “Integrity in the Workplace.” Process the quote and anecdote with your students to check for understanding. This exercise should take 5 minutes with some discussion.

Step 1: Have selected students read aloud the quote and anecdote. Ask students the following questions:

Hoe does the quote relate to integrity?

Do you know people who you would consider to have high integrity? What do they do daily to demonstrate their integrity?

Step 2: Proceed to Exercise 3: Video Vignette: “How Do You Act When No One is Looking? Integrity in the Workplace – Part 1.”
Quote

“Rather fail with honor than succeed by fraud.”

- Sophocles

Anecdote

Integrity in the workplace is probably the single most important ingredient to a long and successful career, yet most schools do not teach how to develop or strengthen integrity. Instead, it is left to be learned at home or in places of worship. Quite simply, integrity is your moral ethic. You might remember some early childhood ethics lessons such as: “Be nice to others and they will be nice to you,” or “Keep your nose clean and your head on straight and you’ll go far.”

Most people know right from wrong, but their INTEGRITY is tested when they must ward off temptation and actually DO what they know is right. Integrity is all about listening to the little voice inside your head that’s telling you what you are about to do is wrong – morally, socially, or legally. Most likely, you have plenty of integrity. This lesson will help you transfer that integrity into the workplace where, if you’ve been watching the news lately, you know it is much needed.

As you work through the exercises in this lesson, consider how greed and the desire for easy money can negatively affect a person’s integrity. Greed causes people to focus on the wrong things, and they eventually suffer the consequences. For example, I know two powerful businesspersons. The first – let’s call him Mr. X – has a reputation for being duplicitous and willing to do anything to get his way. Nobody trusts him. He will stab you in the back, walk all over you, or even deceive his own mother just to earn a buck. He is “effective” and earns his company a ton of money, but he is despised by nearly everyone. The company CEO won’t promote him because he doesn’t want this man of little character to have too much power. It doesn’t sound like it’s good to be Mr. X, does it? In contrast, there is another person at the same company – we’ll call her Ms. I (for “Integrity”) -- who is a very nice and trustworthy woman. Everyone feels comfortable around her because she is genuine. With her, what you see is what you get. She has never mistreated anyone, she has good morals (meaning she never puts herself or anyone else in compromising positions), and, best of all, she also makes tons of money for the company! This lady is on the fast track to greatness because all of the higher-level executives and all of the lower-level employees love her. It’s human nature to want to be around someone who has integrity – they make others feel comforted and secure. As a result, they reap twice the reward of those obsessively focused on money.

- A corporate manager
Exercise 3: Video Vignette: “How Do You Act When No One is Looking? Integrity in the Workplace - Part 1”

Teacher Directions

*Play the video titled “Workplace Integrity - Part 1.” Discussion should follow after the video vignette. This exercise should take 5 minutes to discuss.*

**Step 1:** Review the video vignette before introducing the video to your class.

**Step 2:** Show the video and discuss with your class the message provided in the video.

**Step 3:** Transition to Exercise 4: “Integrity Warm-Up Exercise.”
Exercise 4: Integrity Warm-Up Exercise

Teacher Directions

Please review the exercise before proceeding. This exercise should take 5 minutes to complete. The objective of this lesson is to teach the students that the quote from Shakespeare is dead right: in order for students to truly avoid danger in life or at work, they will have to follow a bumpy path, one that will make them work hard, bleed, sweat, and cry. To have integrity takes a lot of work, but the easy way out is never fruitful.

Step 1: Ask each student in class how he/she would interpret the following quote:

“The path is smooth that leadeth to danger.”

- William Shakespeare

Processing Questions:

What does Shakespeare’s quote have to do with integrity?

Is integrity difficult because of temptation? Why else might it be difficult to master integrity?

Which temptations might a person find in the workplace that could lead to trouble, or as Shakespeare put it – danger?

What if we turned the quote around to “The path is rough that leadeth to safety.” Is this true as well? Why or why not?

Exercise 5: Workplace Morality: The Decisions You Make

Teacher Directions

*Please review this exercise before presenting the topic to the class. This exercise should take 20 minutes to complete.*

Step 1: Make copies of the worksheet for the entire class.

Step 2: Give each student one copy of the WORKPLACE MORALITY questions. Ask the students to personally choose which option they would take (A or B) for each ISSUE by circling the CHOICE A or CHOICE B box.

Step 3: In the CONSEQUENCES section, the students are to write what they believe would happen to them if they decided to go with the option they selected. Allow the students 15-20 minutes to write.

Step 4: Use the questions at the end of this exercise to help guide students to the right conclusion for each scenario.

Step 5: Transition to Exercise 6: “Morality Killers Role-Play.”
## Worksheet - The Decisions you Make

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>CHOICE “A”</th>
<th>CHOICE “B”</th>
<th>CONSEQUENCES: Predicted outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your boss asks you how many sick days you used this year.</td>
<td>Tell the truth, knowing you used them all and will have none left.</td>
<td>Lie and tell her you only used half of them.</td>
<td>Of choice A:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Of Choice B:</td>
</tr>
<tr>
<td>You overhear a colleague getting yelled at by your boss because she makes too many mistakes on the job.</td>
<td>Sit there and pretend you don’t hear anything.</td>
<td>Wait until the boss leaves, then offer to help her with your time and knowledge.</td>
<td>Of Choice A:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Of Choice B:</td>
</tr>
<tr>
<td>Your co-worker’s car won’t start. It’s late and cold outside. Everyone is leaving for home.</td>
<td>Mind your own business and hope someone else helps her before she asks you for help.</td>
<td>Offer her a ride home so she can get help.</td>
<td>Of Choice A:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Of Choice B:</td>
</tr>
<tr>
<td>You see your coworker stealing your boss’s calculator from his desk. Your boss asks you if you know anything about the theft.</td>
<td>You tell him what you saw.</td>
<td>You tell him you didn’t see anything.</td>
<td>Of Choice A:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Of Choice B:</td>
</tr>
</tbody>
</table>
Processing Questions for “The Decisions You Make”

Ask the students the following questions:

1. **In which scenario(s) was it most difficult for you to exhibit integrity?**
   - Telling the Truth;
   - Getting involved when you were not asked;
   - Offering help to someone in dire need; or
   - Reporting the crime of a coworker

2. **How do you explain why some forms of integrity are easier to display than others?**

3. **Was it easy or difficult to be moral when the outcome directly impacted you?**

4. **Was it easy or difficult to be moral toward other people?**

5. **Did you choose your option before you thought of the consequences to your choice?**

6. **Did thinking about the consequences make you change your answers to any of the questions?**

7. **What did you learn regarding having to think about the path along which your choices will lead you?**

8. **What did you learn about measuring the consequences of your choices?**
Exercise 6: Morality Killers Role-Play

Teacher Directions

*Please review this exercise before introducing the subject to your class. This exercise should take 20 minutes.*

*Note:* In this exercise, you should help the students identify which Morality Killers they recognize so they can be certain to avoid them in the future.

**Step 1:** Please select different students to role-play each scenario.

**Step 2:** During each Intermission, use the processing questions that follow to check for understanding.

**Step 3:** Transition to Part 2 of this lesson titled “How You Act When No One is Looking: Integrity in the Workplace - Part 2.”
Morality Killers Role-Play - Scenario A:

(Ask for 3 volunteers to read the following scene aloud to the rest of the class.)

**BOSS:** I need you to go into the factory and run the main assembly line. Can you handle it?

**CARLOS:** Sure I can. No sweat!!

**BOSS:** OK.

**LESLIE:** Carlos, I overheard what you told the boss. But you haven’t been trained on the main assembly line, have you?

**INTERMISSION**

Questions for Review:

1. If Leslie is correct, is Carlos acting with integrity toward his boss?
2. Why or why not?
3. If Leslie is correct, should Carlos have told his boss the truth?
4. What possible consequences could occur if Carlos is not trained to run the main assembly line?

**BACK TO SCENARIO A:**

**CARLOS:** I know that, but the boss doesn’t. This is my chance to get a manager job. I know how to assemble, how hard can it be to operate the assembly line?

**LESLIE:** But you were deceitful to the boss just so you can have a chance to get ahead. I hope you know what you’re doing.

**INTERMISSION**

Questions for Review:

1. What did Carlos do to change the situation and demonstrate integrity?
2. Did Leslie try to do anything to help the situation?
3. What should Carlos do now? Go tell Boss the truth or try to run the main assembly line and see what happens?
PROCESSING SCENARIO A:

Morality Killer #1: DECEIT.

Never lie to get what you want. If you lie at work, it will ALWAYS catch up with you. Some people even lie on their résumés or make up experiences they never had just so they can get a higher starting salary. Most people get caught before they get hired. When they get caught about a lie on their résumé after they have been hired, they get fired on the spot. Always tell the truth. You will be respected more because you do.

AD-LIB the ALTER-ENDING: Ask a student to ad-lib (play it out off the top of his/her head) the rest of “SCENARIO A” with the question below as a guideline for his/her acting:

What do you suppose would have happened to Carlos if he had decided say “Thanks but no thanks” to the boss at the very beginning of the discussion?

Feel free to ask more than one student to ad-lib the alter-ending to “SCENARIO A” if they have more ideas.

Morality Killers Role-Play - Scenario B:

(Ask for 3 different volunteers to read the following scene aloud to the rest of the class.)

CARLA: Joel, what’s wrong? You look sad.

JOEL: It’s Leticia. She and I had a fight about which one of us should work the Saturday shift.

CARLA: Between you and me, she is very selfish. She knows you had plans with your son that day. She’s such a witch!!

INTERMISSION

Questions for Review:

1. Which person is NOT acting with integrity right now?
2. Is it Carla? Joel? Both? Why or why not?
3. Who is making the situation worse, Carla or Joel?
4. Who should take control to make this discussion more responsible?
5. Is it the responsibility of the speaker or the listener to turn this discussion around? Why?
6. What if you were Carla? How would you handle the situation?
BACK TO SCENARIO B:

LETICIA: Hi, Carla. What’s going on?

CARLA: Nothing. I heard Joel is upset with you.

LETICIA: He and I had a big argument in the lunchroom. He’s such a baby when he can’t get his way.

CARLA: Yep, you should have seen him an hour ago. What a crybaby! I had to give him some tissues because he looked like he was going to burst out in tears. What a wimp!!

INTERMISSION

Questions for Review:

1. What did Carla do to destroy her integrity?
2. What about Leticia, does she have much integrity? Why or why not?
3. What does this tell you about talking about people behind their backs?
4. What does this tell you about keeping matters between the people involved and not sharing with outsiders?
5. Do you think Joel and Leticia can really respect and trust Carla?

PROCESSING SCENARIO B:

Morality Killer #2: DUPLICITY.

Playing sides, stabbing someone in the back, talking about someone behind his/her back, being two-faced – they’re just unacceptable behaviors. No matter how tempting it is, avoid them at all cost. You might seem popular at the time, but later, once both sides have learned what you have said, you will wind up losing trust and credibility at work.

AD-LIB the ALTER-ENDING: Ask a student to ad-lib the rest of “SCENARIO B” with the question below as a guideline for his/her acting:

What do you suppose would have happened to Carla if she had simply said, “Joel, this is none of my business. It’s probably best if you work it out with Leticia directly.”

Feel free to ask more than one student to ad-lib the alter-ending to “SCENARIO B” if they have more ideas.
Morality Killers Role-Play - Scenario C:

(Ask for 2 different volunteers to read the following scene aloud to the rest of the class.)

SPENCER: Hey, check this out!! I want to show you something you can do the next time you run a cash register.

SHAWN: What is it?

SPENCER: It’s a way to make some extra cash. When you work throughout the day, overcharge your customers between .25 cents and .50 cents on each order. Then, when they pay it – hopefully in cash – instead of leaving it in the drawer, keep it for yourself!

SHAWN: That’s ingenious! Why didn’t I think of that? But it’s only .25 cents extra. Are you really that desperate for money?

INTERMISSION

Questions for Review:

1. Is Spencer in a moral situation right now?
2. What makes it so? Or not?
3. Who is making the situation worse, Spencer or Shawn?
4. How can the situation become a more moral situation?

BACK TO SCENARIO C:

SPENCER: Think of all of the customers we have each day, plus consider the fact that nearly all of our customers pay for their food with cash, plus consider that I’ve been doing this for over a month! Now do you understand how I was able to buy that new digital camera?

SHAWN: What if the customer catches you?

SPENCER: Easy, I just apologize for the mistake, and I fix it. It’s only a few cents. Nobody’s going to call the manager for such a small mistake.

SHAWN: You’re brilliant! I’m going to try it today!!

INTERMISSION

Questions for Review:

1. What did Shawn try to do to change the situation?
2. How did Spencer’s lack of integrity make him a bad employee? Was there anything else immoral that he did besides stealing money from his employer?

PROCESSING SECENARIO C:

Morality Killer #3: CORRUPTION.

NEVER, under any circumstances, should you consider stealing money from your employer. Not only is it corrupt and immoral, it is illegal. And, it is only a matter of time until you will be caught. Out of all of the morality and integrity killers, corruption is the worst. People who get to this point actually believe they are above the law. They become so arrogant that they don’t see stealing as illegal, they see it as justifying a wrong that was done to them. Maybe they earn a low salary; maybe they feel bitter for being passed up on a promotion – whatever the rationale, thieves usually do not see their actions as wrong. With this lesson, it was intended that you see and understand how wrong and corrupt stealing is.

AD-LIB the ALTER-ENDING: Ask a student to ad-lib the rest of “SECENARIO C” with the questions below as a guideline for his/her acting:

What do you suppose would have happened to Spencer if Shawn walked away at the beginning of the conversation? What would have happened to Spencer and Shawn if Shawn went directly to their boss and informed her of the situation?

Feel free to ask more than one student to ad-lib the alter-ending to “SCENARIO C” if they have more ideas.

Transition to Part 2 of this lesson titled “How You Act When No One is Looking: Integrity in the Workplace - Part 2.”