MODULE
On the Job
LESSON
How Do You Act When No One is Looking: Integrity in the Workplace - Part 2
# Table of Contents

Overview......................................................................................................................................................... 3  
Teacher Preparation ........................................................................................................................................ 5  
Exercise 1: Quote and Anecdote of the Day ................................................................................................. 6  
Exercise 2: Video Vignette: “How Do You Act When No One Is Looking?  
Integrity in the Workplace - Part 2.” ........................................................................................................ 8  
Exercise 3: The Path to Workplace Righteousness ....................................................................................... 9  
Exercise 4: Integrity Self-Assessment ........................................................................................................... 12  
Exercise 5: How Do You Act when No One is Looking?  
Integrity in the Workplace - Part 2: Wrap-Up .............................................................................................. 16
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 workplace integrity?

2. List some ways we can improve our workplace integrity.
<table>
<thead>
<tr>
<th>SCANS Fundamental Skills</th>
<th>Bloom's Taxonomy</th>
<th>Multiple Intelligences</th>
<th>Equipped for the Future (EFF) Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Basic Skills</td>
<td>- Knowledge</td>
<td>- Bodily/Kinesthetic</td>
<td>- Resolve Conflict and Negotiate</td>
</tr>
<tr>
<td>- Thinking Skills</td>
<td>- Comprehension</td>
<td>- Visual/Spatial</td>
<td>- Observe Critically</td>
</tr>
<tr>
<td>- Personal Qualities</td>
<td>- Application</td>
<td>- Logical/Mathematical</td>
<td>- Listen Actively</td>
</tr>
<tr>
<td></td>
<td>- Analysis</td>
<td>- Verbal/Linguistic</td>
<td>- Cooperate with Others</td>
</tr>
<tr>
<td></td>
<td>- Synthesis</td>
<td>- Musical/Rhythmical</td>
<td>- Solve Problems and Make Decisions</td>
</tr>
<tr>
<td></td>
<td>- Evaluation</td>
<td>- Naturalist</td>
<td>- Take Responsibility for learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interpersonal</td>
<td>- Reflect and Evaluate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Intrapersonal</td>
<td>- Advocate and Influence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Guide Others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Speak So Other Can Understand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Guide Others</td>
</tr>
</tbody>
</table>

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: Quote and Anecdote of the Day
- Exercise 3: Worksheet - The Path to Workplace Righteousness
- Exercise 4: Integrity Self-Assessment

Overhead templates for teacher use

- Exercise 1: Quote and Anecdote of the Day
- Exercise 4: Integrity Self-Assessment Tabulation

Key Words

1. Integrity
2. Legacy
3. Trustworthy
4. Corruption
5. Moral Ethics
6. Character
Exercise 1: 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 - Part 2.” 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:

- How does the quote relate to integrity?
- What is a legacy?
- How does integrity influence a legacy?

Step 2: Transition to Exercise 2: “The Path to Workplace Righteousness.”
Quote

“Morality may consist solely in the courage of making a choice.”

- Leon Blum

Anecdote – A Tale of Two Men

A few years ago, two acquaintances of mine (both very old men) passed away on the same day. Both men were good friends, having grown up together in the same neighborhood, attended the same schools, and entered the same type of business. Over the years, one of the men became corrupted with power and greed. He used deceit and duplicity to attain his goals. He ended up gaining a tremendous amount of wealth and power, but, ironically, there was no one with him to share his wealth and power. Over those same years, his family and friends left him because of his deceit and duplicity. At the end of his life, he was bitter and angry. He died alone with nothing except a tremendous amount of wealth, but with no one to whom he could give it.

The other man had a reputation as a person of integrity. He was not as wealthy as the other man, but he lived a life of comfort. He worked hard throughout his life. He was honest in all his dealings. When an employee fell on hardship, he helped in any way he could. He did not want power or leadership, but it came to him because he was respected, trustworthy, and fair. He loved his family and friends, and they loved him back. He would sponsor young people for college. He would donate his time and money willingly for those in need. When this man died, he gave all of his money to those who needed it most. I attended both funerals on the same day. No one attended the funeral of the first man. His legacy died with him that day. I then attended the funeral of the second man. The service was standing-room-only. Everyone in that room had been influenced and touched by the second man. His legacy still continues to this day because of the large number of people he influenced through his service and honesty. This was his ultimate reward in life. When our lives come to an end, wealth and power do not remain with us. What will always be with us is our legacy. What type of legacy do you want to leave? When our lives are centered on doing the right thing at all times, we leave a powerful legacy with everyone we influenced.

- Corporate Manager

Teacher Directions

*Play the video titled “Workplace Integrity - Part 2.” 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 3: “The Path to Workplace Righteousness.”
Exercise 3: The Path to Workplace Righteousness

Teacher Directions

This exercise should take 20 minutes to complete.

Step 1: Ask all of the students in the class to form 2 lines. One line will consist of the people called “NEGATIVE TEMPTATIONS.” They will form a single-file line to the left.

Step 2: An equal number of students should stand in a single-file line to the right, facing the NEGATIVE TEMPTATION line. This second line of students will be called the “MORAL SOLUTIONS” line.

Step 3: Finally, one volunteer student will walk the “PATH TO WORKPLACE RIGHTEOUSNESS.” This path is directly between the two lines of NEGATIVE TEMPTATIONS and MORAL SOLUTIONS.

Step 4: The volunteer must walk slowly, stopping at each NEGATIVE TEMPTATION. Once he/she stops, the NEGATIVE TEMPTATION student will tell the “wanderer” about his/her assigned NEGATIVE TEMPTATION. Once the “wanderer” is tempted with the immoral act, he/she must turn to the person on the other side of the path, who is standing in the MORAL SOLUTIONS line, for an appropriate way to respond to the NEGATIVE TEMPTATION. The MORAL SOLUTIONS student and the “wanderer” must come up with an answer together if the MORAL SOLUTIONS student does not have an answer. In tough situations, the entire MORAL SOLUTIONS line can help dispel the NEGATIVE TEMPTATIONS.

Step 5: Continue this walk down the path until all of the NEGATIVE TEMPTATIONS have been dispelled.

Teacher Note: Record the MORAL SOLUTIONS on the following form so you can process the results with the students after the exercise.

Step 6: Process this exercise using the questions following the NEGATIVE TEMPTATIONS form.

Step 7: Transition to Exercise 4: “Integrity Self-Assessment.”
## Worksheet - The Path to Workplace Righteousness

<table>
<thead>
<tr>
<th>NEGATIVE TEMPTATIONS</th>
<th>MORAL SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How about you and me tonight, cutie?</td>
<td></td>
</tr>
<tr>
<td>A customer left his wallet full of cash at your desk.</td>
<td></td>
</tr>
<tr>
<td>Let's go out back and drink a six-pack during lunch.</td>
<td></td>
</tr>
<tr>
<td>I’ll give you $100 if you let me take this for free.</td>
<td></td>
</tr>
<tr>
<td>Please don’t tell the boss about this. We’re friends, right?</td>
<td></td>
</tr>
<tr>
<td>I know you don’t have time, but I really need help.</td>
<td></td>
</tr>
<tr>
<td>Don’t you think Joe is a total creep?</td>
<td></td>
</tr>
<tr>
<td>Change the charts so it looks like you did more than you really did.</td>
<td></td>
</tr>
<tr>
<td>If you say you went to the University of Chicago, you can get a better salary.</td>
<td></td>
</tr>
<tr>
<td>If you make her look bad, you could get her job.</td>
<td></td>
</tr>
<tr>
<td>Just take it out the back door and sell it to your friends.</td>
<td></td>
</tr>
<tr>
<td>Let’s talk about how much we hate our boss.</td>
<td></td>
</tr>
</tbody>
</table>
PROCESSING THE EXERCISE

Questions for students:

1. Which situation was most difficult to change with integrity?

2. Which situation was easiest to change?

3. Question for the “wanderer”: What was it like meeting all of those temptations in the workplace face-to-face? Were you glad you had your MORAL SOLUTIONS team by your side for help?

4. Does the idea of being moral mean that you won’t have any fun or excitement on the job? Why or why not?

5. Can anyone think of a real-life situation in school or work where he/she used a moral solution to defuse a negative temptation?
Exercise 4: Integrity Self-Assessment

*Please review the exercise before introducing it to the students. This exercise should take 20 minutes to complete.*

**Step 1:** Make copies of this Self-Assessment and ask the students to rate themselves in each category.

**Step 2:** Discuss the Self-Assessment in class.

**Step 3:** Transition to Exercise 5: “How Do You Act When No One is Looking? Integrity in the Workplace – Part 2: Wrap-Up.”
Integrity Self-Assessment

- I believe that honesty is the best policy.

   HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?
   1  2  3  4
   Not at all  Just a little  Very close  Right on!

- I know that being forthright and facing up to my responsibilities is an important part of having integrity.

   HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?
   1  2  3  4
   Not at all  Just a little  Very close  Right on!

- I believe that a moral person will go much farther in life than an immoral person.

   HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?
   1  2  3  4
   Not at all  Just a little  Very close  Right on!

- I like to demonstrate my character by being my own person and not being influenced by others.

   HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?
   1  2  3  4
   Not at all  Just a little  Very close  Right on!

- Being a self-respecting person, I never open myself up to dangerous situations.

   HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?
   1  2  3  4
   Not at all  Just a little  Very close  Right on!
• I think you should always be decent and kind to others, no matter what mood you are in.

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1  2  3  4  
Not at all  Just a little  Very close  Right on!

• I try not to talk about someone behind his/her back.

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1  2  3  4  
Not at all  Just a little  Very close  Right on!

• I believe that stealing and corruption are wrong.

HOW CLOSELY DOES THIS DESCRIBE YOUR CURRENT SITUATION?

1  2  3  4  
Not at all  Just a little  Very close  Right on!
## Tabulate the Score to the Integrity Self-Assessment

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
<th>WHAT IT MIGHT MEAN</th>
<th>WHAT YOU SHOULD DO FOR FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>You have the highest level of INTEGRITY!</td>
<td>Make sure you learn how to be even more morally appropriate in the workplace. There IS more to learn!</td>
</tr>
<tr>
<td>24 to 31</td>
<td>INTEGRITY is not a concern for you. You seem to have high moral values.</td>
<td>Sharpen your weaker points and you will be even better!</td>
</tr>
<tr>
<td>16 to 23</td>
<td>You are on the right track!</td>
<td>Take some time to practice developing your weak areas.</td>
</tr>
<tr>
<td>8 to 15</td>
<td>You have some concerns with morality and integrity that should be discussed.</td>
<td>Spend some time with your teacher so you can develop a strategy for building your strengths even further!</td>
</tr>
</tbody>
</table>

### QUESTIONS FOR THE STUDENTS:

*Which areas of INTEGRITY from the Self-Assessment are your strongest? Weakest? How do you explain this?*
Exercise 5: How Do You Act when No One is Looking?
Integrity in the Workplace - Part 2: Wrap-Up

Teacher Directions

Please review this exercise before introducing it to your class. This exercise should take 5 minutes.

Step 1: Have students answer the following questions in their journals:

1. What is workplace integrity and why is it important to have workplace integrity?
2. List some ways we can improve our workplace integrity.

Final Thoughts: Pop culture has a twisted fascination with people who become “successful” by making money or reaching power through unscrupulous means. However, deep down we all recognize that integrity is the most important trait we desire in others, and it is also the most important trait that we can possess ourselves. In the workplace, we need to ask ourselves the following questions on a daily basis:

- Did I give an honest day’s work?
- Did I help my fellow man/woman?
- Did I act honestly in all my interactions today?

We don’t have to be perfect, but if we use these questions as a guide, we will be a success in work and in life.