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| **Lead Self**  **Day Three**  **Session Five: Ethics & You** | |
| **Purpose:**  The purpose of this session is to analyze the role of ethics and values as they relate to civilian Marines in the workplace. The primary outcome of this session is to provide students with the knowledge and appreciation required to make ethical decisions and to serve the Marine Corps professionally and clarifying their individual ethical framework in reference to the Marine Corps and the Government Employee Code of Ethics. The goal is to help the student recognize and act appropriately when facing ethical dilemmas. | |
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| **Instructional Strategy**  The instructor’s role in the seminars is to facilitate Socratic styled discussions, group work and activities. Key in Socratic teaching is the focus on giving students questions, not answers. Seminars are designed to challenge students with specific pre-session readings, limited lectures, and seminar interaction. Students engage in seminars by reflecting on assigned readings, taking notes during limited lecturing, and fully participating in seminar and group discussions. The intent of the readings, lectures, and seminar interactions is to reinforce the session learning objectives.  Though the emphasis is on the Socratic method, there are periods of time when a more traditional teacher to student role will be used. This is partially due to limited knowledge or experience some of the students have in the leadership theory and practice. Another factor is the reality that not all students will do the pre-session readings and therefore not fully prepared to engage in the group discussions. | |
| **Learning Objectives:**  1. Understanding Why Ethics is Needed  2. Applying Ethical Behavior in the Workplace  3. Writing an individual reflective summary of the course (content and future application) | |
| **DoD Competencies** | * Accountability * Integrity/Honesty * Interpersonal Skills * Problem Solving * Oral communication * Written communication |
| **Evaluation Methodology** | * Student participation and discussions * Group activities (2) and sharing knowledge |
| **Instructor Preparation** | **Before Session:**   * Review Session Five references, slides with notes, and session readings for seminar discussions. * Check classroom for suitability. * Check all equipment and media operability. * Provide student materials (print reading materials if applicable).   **Prep Videos:**   * Annual Ethics Training   <https://www.youtube.com/watch?v=izXuboAZzCM>   * Applying Ethics in the Workplace <http://www.youtube.com/watch?v=loXqK6D6lbk> |
| Session Requirements  Pre-session: | **Student Readings**   1. Code of Ethics for Government Employees (Bettina Drew) 2. Five Characteristics of Having Good Work ethics (Lisa Finn) 3. Ethics in the Workplace (John Sporleder) 4. How to Improve Ethics in the Workplace (Michael Wolfe) 5. Statistical Morality (Chuck Colson: http://www.the pointradio.org/bpcommentaries/entry/13/11821) |
| In-session: | **PPT Slides with embedded videos and instructor notes.**   * The questions embedded in the slides have been prepared for seminar   discussions. Instructors are not limited or restricted to these questions. The key point of the embedded questions is that they are derived from the readings.   * There will be further questions and discussions generated during the interaction between the instructor and seminar students. * Because there are a set number of slides designed to meet the learning objectives for the session, the instructor will have to exercise effective time-management to keep on target. In the event time is running out, the instructor needs determine what remaining information can be covered. Key is not to run out of time, but if that happens, then save enough time to conduct a summary, and do not exceed the time limit. |
| Post-Session: | * Check classroom to make sure all trash and materials are collected and/or disposed. * Note any issues * Prepare for next session (check video links for next session) |
| References: | In addition to the seven student readings, suggest the following readings for the instructor. Instructors are not limited to what other sources they desire to refer to. However, it is not recommended that any additional readings be required of the students. Certainly referring students to supplemental readings is a wise move.  Ariely, D (2012). The (Honest) truth about dishonesty: How we lie to everyone—especially ourselves. New York: HarperCollins Publishers.  Kerr, J. (2013). Legacy: What the all blacks can teach us about the business of life.  London: Constable & Robinson Ltd.   * How to Enforce Ethical Behavior in the Workplace (Stan Mack) * Three Pillars of Ethical Choice (William Vocke Jr.) * The (Honest) Truth About Dishonesty (Dan Ariely, 2012) * Blind Spots (Bazerman & Tenbrunsel, 2011) * Professional & Ethical Behavior in the Workplace (Anderson) |