

# **CHOICES & LEADERSHIP: MAKING DECISIONS THAT WILL IMPROVE YOUR LIFE**

## **Room set up:**

- Eight rectangular tables with three seated on each side (narrow end of table facing forward to podium); adult facilitator at head of table looking toward podium.
- Name plates in front of each seat facing the podium.
- Mix up name plates so people from different schools are dispersed as much as possible.
- Do not permit students to trade seats or move name plates
- Have room in back of room to form two circles of 14 students
- Have six pillars banners
- Have flip chart with felt pens

## **Check-in desk:**

- Check in students and collect their homework (answer sheet only) and parent form.
- If either document is not completed inform them they cannot be admitted to the class. If I am available you can call me over.

## **Program**

### **Intro by school official**

- Intro of table moderators
- Intro of MJ

### **Opening Remarks by MJ**

- **Ice-breaking Credibility exercise**
  - When you learned you were going to have to spend a half day talking about things like ethics, character and leadership as one consequence of the grade changing scandal, how enthusiastic were you?
  - I'm going to ask you to score your enthusiasm on a five finger scale.
  - If you can hardly contain your enthusiasm. If you expect this to be a highlight of your high school experience give it a five.
  - If you look at this like a trip to the dentist or just another class to endure before you can get on with your life, give it a one.
  - All I ask is that you be selective with the finger you use so we don't create a photo op.
  - Okay, please, everyone vote: How enthusiastic were you about this segment of orientation.
  - Now don't you ones and twos think the threes and fours are kiss-ups?
  - In fact, how many of you think the fours and fives are being dishonest?
  - Why would they do that? Why would anyone lie in a setting like this?
  - If I believed or found out that someone lied on this exercise, do you think it might affect my attitude toward them or my willingness to trust them?
- **Trust and credibility**
  - **Is trust important?**
    - **Why?**
    - **Is it only important that your friends and family trust you or is it important that others like teachers, coaches and employers trust you?**

- Who knows what “credibility” means?
  - Is credibility important?
  - What sort of things strengthen credibility?
  - What sort of things damage credibility?
- **Personal Background**
- **What my daughter told me not to try do be:**
  - Funny – you will only appear to be lame; your humor won’t work with kids.
  - Too friendly – they won’t believe you; you are a form of punishment, just another teacher
  - Cool – you are not cool and you could not carry it off
  - Really serious – this is like traffic school, they’re not coming to have their lives changed
  - My e-mail for follow-up contact
- **She also told me not to be:**
  - Boring – and about everything you have to say is probably boring
  - Mean -- kids take things personally and your clever sarcasm will only make them dislike you
- **Bad news: I can’t follow her advice in all areas**
  - Okay, I’m not cool and you may not think my best stuff is funny, but I’m sincere
  - I won’t pretend to be your friend but I really do care about you
  - I’ll try to make everything interesting but I think this opportunity is really important and I have every intention of making this an experience that will impact your life in a positive and meaningful way.
- **Objectives**
  - Help you think more about and make better choices
  - Increase your personal leadership ability and your power to improve your circumstances and opportunities

## **Activity 1 – Ice Breaker – Wagon Wheel**

- Students count off -1, 2, 3, 4.
- 1s and 2s form an inner and outer circle of about 14 students each facing each other; 3s and 4's do the same (There will be two double ring circles)
- Even numbers first speak to person across from you in 30 seconds, then odd numbers answer same question to evens – move tonight
- Always introduce self with name and school
- 11 one minute rounds and 1 (#12) 3 minute round
  - 1) Describe (don't demonstrate) your cell phone ringer and why you chose it.
  - 2) What is your favorite breakfast?
  - 3) If you were a breakfast cereal, what would you be?
  - 4) What is your favorite TV commercial?
  - 5) If you were an animal in the zoo, what would you be?
  - 6) Describe (without names) your best friend and your friend's most important character traits.
  - 7) What phrase does your mom or dad most overuse when they talk to you?
  - 8) What nick names have your friends and family used for you?
  - 9) What is your favorite movie and why
  - 10) What you do in your free time?
  - 11) What is your ideal job or career?
  - 12) What do you think about this whole grade-changing uproar? What is your honest opinion of the reaction of school a) administrators b) parents, c) classmates and d) your own reaction.

## **Recap Activity 1 (Discussion)**

- What was your favorite question? (First three volunteers get big candy bars – others smaller candy)
- What were the characteristics of the best friends – put on flip chart (First three volunteers get big candy bars – others smaller candy)
- What do you think about the grade-changing uproar? (First three volunteers get big candy bars – others smaller candy)

## Activity 2 – Marking/Grading

- Each student will be given the homework sheet (not the parent sheet) of another student along with an answer sheet with directions.
- Students will be asked to grade the homework, put the number of points at the top and print their name as the grader.
- Three students will be deliberately given a copy of their own paper to grade to see if they report it or trade with another student [**In the actual class all three promptly and without comment to a moderator simply traded the paper with another student**]

### CORRECTING HOMEWORK DIRECTIONS

You must honestly and in good faith correct/grade the homework assignment of another student.

- Each of the first 13 questions can receive up to one point. You may give a half point for a weak but acceptable answer.
- Each of the essay questions can receive a grade of between 1 and 5 points
- Add the total number of points a put it in the upper right corner with a circle around it (28 is the maximum number).
- Print your name as the grader in the upper left corner of the paper

## Recap Activity 2 (Discussion)

- **Students will be asked how many graded a paper with 25 or more points? 20-24 points? – all those will receive a candy award.**
- **How many graded a paper with 15 or less points? 10 -14? Under 10?**

## **Introduce the concept of choices and consequences (PowerPoints)**

- In every situation you face in life you have choices
  - Can you think of any situation where you feel you had no choice?
  - To have a choice does not mean that you always have the power to change your options, it means you have the power to choose among your options.
  - You can choose what to do but you can't choose the consequences of making your choice.
- Every choice has consequences.
  - Though some choices may be inconsequential (e.g., what you had for breakfast), most have a meaningful impact on your life and some have a long-term enduring impact on your life.
- The first basic skill in making good choices is recognizing your options?
  - What is an option?
  - How do you identify your options?
  - What options did you have with regard to doing the homework or coming to this class?
  - What options did you have with regard to when you started the homework and how much effort you put in?
  - What options did you have with regard to how you graded the homework of another?
  - If any of you was given your own paper to grade what choices did you have?
- When imposed by a person with authority consequences should be fair and appropriate
  - Would it be fair to those who did the homework diligently if there was no consequence to those who failed to do so?
  - Would it be fair if the persons who didn't miss any questions on the homework got the same grade or reward as those who missed at least five questions?
- The second basic skill in making good choices is developing options that are likely to produce a better result.
- One of the important skills of good decision making is the ability to find out or accurately predict the consequences of various choices.
  - Every person affected by a choice is a "stakeholder" because they have a stake (an interest) in that choice.
  - A good decision considers ahead of time how a choice will affect others and devises options that reduce risks of bad outcomes and increase the likelihood of good outcomes
  - There is a huge myth that cheaters succeed and live happy and safe lives – in fact it has never been mor hazardous to cheat or lie
  - Review cases in sports, business, politics, etc – there are consequences and they aren't pretty!





### Case 3

#### **High school quarterback asks that record book be changed**

**Nov. 7, 2003** - Nate Haasis, 17 star quarterback for the Southeast High School Spartans in Springfield, Ill., was a champion for a moment — until he discovered that it had been too easy.

During the last game of Nate's' high school career, he was 30 yards short of reaching the conference record for most passing yards in a career. But the Spartans were not winning — in fact Cahokia High, their opponent, was 16 points ahead in the final minute. And the other team had the ball.

Nate was pretty well thought of in the league, and with less than a minute to play, during the last time out and without the quarterback's knowledge, the coaches made a deal. The Spartans would allow Cahokia to score one more time so that Nate's team to get the ball back. The Cahokia coach said his team would not contest a pass so that Nate could set the record.

"I noticed that something was a little fishy when I saw that Cahokia defenders were not even paying attention to the play, talking to each other, not even paying attention to what I was doing," said Nate. Still he called a play and completed a 37 yard pass, enough to set the record.

The word of what happened began to spread. The local newspaper said the coaches were encouraging cheating. Still, the record was Nate's to keep.

After thinking about it, Nate wrote a letter to the Central State Eight Conference saying he didn't want to win the record that way. The letter said: "Dear Mr. Hoots, in respect to my teammates, and past and present football players of the Central State Eight, it is my hope that this pass is omitted from any conference records. ... I would like to preserve the integrity and sportsmanship of a great conference for future athletes."

Nate's' decision earned his parents pride and it made him a national celebrity as his act was celebrated on national TV. The two coaches were fired.

1. When Nate discovered that the two coaches entered into a deal to allow him to break the record, what were his options

2. As to each of the options listed above, what are the likely consequences and who are the stakeholders (the people affected by the decision)

3. Why do you think both coaches were fired once their arrangement became public?

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### Case 4

#### **11 Teachers pay for safe driving certificate without taking course**

April 13, 2006. Eleven teachers and eleven staff members of New York's Kings Park Central School District admitted they paid \$50 for a defensive driving certificate without taking the course.

Charles P. Alben, a gym teacher in the district's Fort Salonga Elementary School, 29, and Anthony S. Matyszczuk, 48, a court officer in Central Islip and a state-certified accident prevention instructor, were charged with multiple felony counts of offering a false instrument for filing and criminal possession of a forged instrument.

Normally, drivers pay a fee of \$65 to attend a six-hour defensive driving course. Upon completion they receive a certificate entitling them to a 10% discount on their auto insurance and up to four points taken off their driver's license.

1. If the teachers really wanted the safe driving certificate, what options did they have?
2. Who were the stakeholders in the teachers' decisions to purchase the certificate?
3. What punishment do you think is appropriate for the eleven teachers? Should the result be the same for the non teaching staff who also bought the certificates?
4. What if they purchased a first aid certificate instead certifying that they knew CPR?

### **Case 5**

#### **Florida Sheriff's office deputies fired and transferred in connection with the crime reporting scandal**

**Broward County Florida.** January 2005. Four command staff officers were fired and 29 detectives and sergeants were transferred, mostly to the road patrol because of falsification of crime statistics.

Under direction of superiors deputies took crime complaints (e.g., burglaries and car break-ins) from victims but misreported them as noncriminal "suspicious incidents," to make the crime rate appear lower than it actually is. In addition, criminal cases were "closed" by blaming them on people who could not have committed the crimes.

The sheriff's office was under great pressure by the city's politicians to reduce the crime rate. Lower crime rates improve property values and prove that city leaders are doing a good job. In addition, by touting its low crime rate and high rate of solving cases, the sheriff's department convinced several cities to merge their departments into the sheriff's office.

1. What options did the deputies who were told by a superior to manipulate the statistics?
  2. If these deputies reasonably thought they might be fired was that a justification for just following orders? Should sheriff's deputies have a special duty to report or prevent lying and fraud?
  3. Who were the stakeholders in the decision of the command staff officers to devise and implement this statistic manipulation scheme?
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## Case 6

### WHY REMEMBER LUZ LONG

Radio Commentary by Michael Josephson

Consider the pressure. Jesse Owens, a black athlete, was to compete for America in the 1936 Olympics in Berlin, Germany in an atmosphere filled with swastikas and Nazi rhetoric about the Aryan master race. Germany's leader, Adolph Hitler already announced his contempt for athletes of color and said he would not recognize them.

Though Owens held the world record in the long jump, he was so nervous he foot-faulted on his first two qualifying jumps. If he fouled again, he'd be eliminated.

Luz Long, the premier long jumper from Germany, introduced himself and suggested that Owens play it safe by making a mark several inches before the take-off board. It worked and Owens advanced to the finals to compete against Long. That's sportsmanship.

Ultimately, Owens set an Olympic record and won the gold medal, barely beating Long. Long was disappointed but he wanted to compete against the best in the world and was proud to have done so. That's class.

Though he knew it would not please Hitler Long embraced Owens and walked around the stadium with him arm in arm before Hitler and 100,000 astonished Germans. That's character.

Owens never saw Long again (he was killed in battle during World War II) but he never forgot his interaction with Long. Describing his feelings he later said, "You can melt down all the medals and cups I have and they wouldn't be a plating on the 24-karat friendship I felt for Luz Long at that moment." That's respect.

Today, sports is so consumed with getting an edge, so dominated by the desire to win rather than a passion to compete, that Luz Long's gesture of common decency and sportsmanship seems shockingly foolish. That's a shame.

1. If Luz Long had let Jesse Owens be disqualified he would have won the gold medal for his country. Who were the stakeholders in his decision to help Owens qualify?

2. All the consequences to Long if Owens competed seem to be negative, why did he help him anyway.

3. Do you think Luz long and Nate Haasis have good character?

## **Stories and Cases About Choices to Discuss With Friends**

### **The Essence of Sportsmanship**

Radio commentary by Michael Josephson

On the verge of the 2006 Winter Olympic Games, it's worth telling the story of Eugenio Monti, an Italian bobsledder carrying the hopes of his nation in the 1964 Olympics.

During the competition the British team headed by Tony Nash had the fastest time in the first run. Unfortunately, before they could launch again, they discovered that a critical axle bolt had broken, disabling their sled. There wasn't enough time to get another bolt and it appeared he would be disqualified.

Monti heard this and as soon as he finished his run he took the axle bolt from his sled and sent it up to Nash. Nash used it and went on to win the gold medal while Monti had to settle for the bronze.

Monti was viciously criticized in the Italian press for giving up the gold, but he was steadfast. "Nash didn't win because I gave him the bolt," he said. "He won because he had the fastest run."

Every real competitor wants to win, but Olympic medalist John Naber says a true sportsman who believes in the Olympic ideal wants to win fairly and against his best opponent on his opponent's best day.

Though Monti won the gold medal at the next Winter Olympics, he isn't known mainly because he won four years later. It's not the wins but the willingness to lose that earned him a prominent place in Olympic history. His act represents sportsmanship at its best: the pursuit of victory with honor.

It's hard to imagine an American athlete today who would jeopardize a potential medal by a similar act, but how proud would you be if it were your child?

Today, with so many athletes and coaches willing to cheat or behave badly just to win, we need reminders of the noble potential of sports.

### **Why don't we expect more of educators?**

Radio commentary by Michael Josephson

I've talked before about what I call the disease of low expectations. The symptoms are an atrophied sense of moral indignation based on the assumption that most people can't be expected to put ethical principles above personal interests. Thus, we take it for granted that people will say or do whatever they think they have to in order to get what they want.

In no area is this disease more evident than education. Consider the ho-hum public reaction to a morally momentous scandal in the Houston school system, a centerpiece in the so-called "Texas miracle." Based on increased test scores and reduced dropout rates, the district received a \$500,000 prize from the Los Angeles-based Broad Foundation as the best urban district in the country. In addition, in December 2002, administrators, teachers and rank-and-file office workers were rewarded for their accomplishments with \$7 million in cash bonuses from the state. (The superintendent received \$25,000 and her four deputies each were paid an extra \$20,000. Others earned bonuses ranging from \$2,500 to \$15,000.)

Unfortunately, the recognition, the cash prize and the bonuses were based on false data. An audit revealed massive and systematic understatement of dropout rates. The irony is that in an atmosphere pervaded with rhetoric about accountability, there seems to be no appetite to identify the cheating employees and hold them accountable. No one was fired. No criminal investigation has been launched and there has been no demand for a return of money fraudulently obtained.

Similar practices throughout the country reveal the sad vulnerability of educators to "Enron accounting." In New York City, for example, thousands of the system's lowest-achieving students were apparently coerced or coerced to withdraw in order to improve performance on the final statewide Regent's Exams. To hide this strategy and keep dropout rates low, administrators falsely reported that the students had "transferred to another educational setting."

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### **Letter to Michael Stone, syndicated advice columnist**

March, 2006

**DEAR MICHAEL:** When I was younger, I went to medical school; I had always wanted to be a doctor. I basically found living away from home difficult but I tried to stick out the course. I wasn't working and I was thrown out of med school.

However, I then did well in my next degree and was advised not to mention that I went to med school before to get in again to another med school. I lied on the form and got in.

This was all well and good until halfway through my studies at my new med school I met the girl of my dreams. Not wanting to break my lie, I lied to her about my age and the fact I went to med school before. I had always wanted to be a doctor and I was so upset when my med school career didn't work out the first time and if the new med school found out I lied it would be the end of my career.

My girlfriend, age 21, is shy and her dad cheated on her mom and it took us 14 months of e-mailing as friends before we got together. Five months into the relationship, I decided to tell her my age was 30 not 25. She nearly broke up with me; it took us four months to get back to normal. However, at the time she asked if I had told her everything. For fear of losing my career if anyone found out, I didn't tell her about going to med school before. I then qualified as a doctor and we have been together two years now and were planning on getting a house together.

However, while I was working I was found out about lying on my application form to med school and now I am being fired from work. I decided to come clean to my girlfriend about going to med school before and she broke up with me. Saying I promised when I told her my age that that was everything and I lied again and didn't trust her enough to tell her.

I know I lied to her but this was a secret and burden that she would have had to keep from everyone. All I wanted to do was just to start a new life as a doctor with her because I love her and didn't want her to have to carry this secret with her like I had to.

I have now been completely honest with her and everyone. I can't bear to be without her. Is there anything I can do?

### **Student caught cheating on Florida state test could face jail time**

Mar 2, 2006

Administrators at Southeast High School got the Manatee County Sheriff's Office involved after they found out that a student used his camera phone to take pictures of the Florida Comprehensive Assessment Test this week. State law prohibits students from bringing things like cameras and cell phones into the testing area, and cheating is considered a misdemeanor. If the state attorney decides to pursue charges, the student could face a year in jail and a \$1,000 fine.

### **California's poet laureate forced to resign over lies in resume**

California's first official poet laureate, Quincy Troupe, has resigned after acknowledging he lied on his resume about graduating from college.

And the admission could even cost him his tenured position as a creative writing and literature professor at the University of California at San Diego.

Troupe, 62, submitted a letter of resignation to Gov. Gray Davis late Friday night. He had held the poet laureate post for four months.

"I deeply regret my ill-advised decision to include inaccurate information on my curriculum vitae," Troupe said in a statement released by the governor's office. "While I attended Grambling College, I never earned a college degree."

The discrepancy was discovered in a background check by the state Senate Rules Committee, which had been preparing for his confirmation hearing."

Troupe not only suffered disgrace, he was forced to give up his tenured professorship at the University of California at San Diego, a position that paid \$141,000 per year.

### **Pulitzer prize Winning Historian Caught Lying to His Classes About War Experiences**

For nearly a decade, in his classes at Mount Holyoke on Vietnam and American culture, Pulitzer Prize winning historian Joseph Ellis would enrich the course content by recounting his own experiences in the Vietnam War and the anti-war movement.

In 2000, in an interview with the *Boston Globe*, he made a number of claims. He said that he had served in Vietnam in 1965 as a leader and paratrooper with the 101st Airborne Division. He said that he had worked on the staff of General William C. Westmoreland in Saigon. He said that he had been active in the civil rights movement and in the peace movement.

A little research revealed that he had lied. As an undergraduate he served in the R.O.T.C at William and Mary, emerging from the program in 1965 as a second lieutenant. Instead of serving in Vietnam, as claimed, he had attended graduate school at Yale. He was not active in either the civil rights movement or the peace movement. After he graduated with a doctorate in 1969, he began active duty, but he served not in Vietnam but as a history professor at West Point, where he remained until 1972, when he finished his duty as a captain.

In an interview with the Associated Press Ellis said that he believed he told those stories as a result of having a dysfunctional family and an alcoholic father, which leads to a "combination of great achievement and great doubt about yourself."

Since he had shared so many of these fabricated experiences with his students Mount Holyoke was pressured to discipline him, requiring him to take a leave without pay for a year (though he retained his office and library privileges). Ellis returned to teaching in the fall of 2002.

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### **Teenager lies about kidnapping, parents attribute hoax to pressure**

Apr. 13, 2006 By Tim Potter The Wichita Eagle

**INDEPENDENCE, KANSAS.** The family of Kelsey Stelting said that "the expectation of perfection" contributed to the 16-year old's decision to falsely report that she had been kidnapped "We have to keep in mind that kids react and reach out in many ways. We are so thankful that Kelsey did not choose another path or other means of dealing with her pressure."

The disappearance of the 16-year-old Independence High School junior was a national story that rattled her hometown on Tuesday, but had prompted growing skepticism in the past two days.

Kelsey made a cell phone call to 911 about 6:35 a.m. Tuesday saying that a man with a gun had forced her into a white van. Many Independence residents rushed her aid Tuesday, reporting locations of white vans and distributing about 7,500 "missing" posters around town and as far away as Oklahoma and Missouri. The police investigation was assisted by the FBI and about two dozen federal agents.

She appeared unharmed 15 hours later at the home of Eileen Dierks who lives less than a mile away from Kelsey's home. Kelsey, who told the Dierks that she had fought to get away from her kidnapper in a wooded area nearby.

"After long hours of interviews, she did tell us the truth about what happened," FBI spokesman Jeff Lanza told reporters. Lanza said Kelsey had been interviewed for a total of about 10 hours after she reappeared on Tuesday night.

Now that the girl's ordeal has turned out to be a hoax, "As a mother, my heart breaks for her," Dierks said. "This is a girl who had all these things going for her.... How is her life going to be now?"

Bynum said it will be up a county prosecutor to decide whether charges would be filed. Making a false criminal report, a misdemeanor, could be considered.

### **FAMU students accused of beating fraternity pledges**

By Daniela Velazquez DEMOCRAT STAFF WRITER April 15, 2006

Five members of a Florida A&M University fraternity were arrested Monday night on felony hazing charges after students pledging to the fraternity said they were brutally beaten with broken canes, smacked and taunted until some passed out.

Marcus Jones, whose father reported the alleged hazing in March, was one of as many as 26 students beaten during a series of Kappa Alpha Psi initiation incidents from Feb. 23 to Feb. 28, according to a report from the Leon County Sheriff's Office.

Jones, 19, a sophomore from Decatur, Ga., had surgery March 7 for wounds to his buttocks, which required 25 stitches and a drainage tube, according to the report. Jones also suffered a ruptured eardrum and will not regain 100 percent hearing in his left ear, according to the report.

Arrested were senior Michael Morton, 23, senior Brian Bowman, 23, junior Cory Gray, 22, sophomore Marcus B. Hughes, 20, and pharmacy student Jason Harris, 25. They are the state's first arrests on hazing charges after the passage of a June 2005 law making hazing that causes serious bodily injury a third-degree felony.

The undergraduate Alpha Xi chapter of the fraternity has been suspended from campus until 2013.

"As this case develops, we feel like we have a criminal case for perjury," he said.

Several pledges told investigators that they were part of a series of beatings. Jones said that at times the students were hit so hard that the wooden canes broke. The Kappas would pick up the broken pieces and tape them together, making canes as thick as baseball bats, according to the report.

The pledges said they blindfolded themselves with maxi pads and stockings and were driven to off-campus locations including to what appeared to be an abandoned warehouse. The students were lined up, and Jones said that 10 of his "line brothers" passed out during the hazing, according to the report.

The law under which the five were charged was named for Chad Meredith, a University of Miami student who drowned in a 2001 Kappa Sigma hazing.

If the allegations are proved true, the students could face expulsion from the fraternity and a fine, Range said.

## **Lecturette on Ethics, Values and Character (Powerpoints)**

- Distinguish between physical qualities, skills and abilities and character.
- If you could pick your teachers, what qualities of character are most important to you.
- What qualities are most essential in the person you would be willing to marry
- Think of the person you most admire for his or her character. List at least four qualities you associate with that person
- Importance of ethics and values
- Introduce six pillars of character

## **Activity 4 – Six Pillar Commercials**

- Count off 1-6
- Designate work area for each number
- Prepare a commercial of two minutes or less for your designated pillar
  - One = Trustworthiness
  - Two = Respect
  - Three = Responsibility
  - Four = Fairness
  - Five = Caring
  - Six = Good citizenship
- Deliver skit before class

## Activity 5 – Role Play: Getting a Job

### Instructions for table moderator

This activity involves a role play including an interview for a job.

- Groups of 4-5 (if only 4 omit the last instruction sheet)
- The role each student plays will be determined by his or her birth date.
  - The oldest person will play the role of Job Candidate 1
  - The second oldest will play the role of Job Candidate 2
  - The next oldest will play the role of the company president
  - The next oldest will play the role of the chief financial officer.
  - The next oldest will play the role of director of human resources
- Give each student the direction sheet for his or her role and be available to explain or clarify anything not understood.
- Allow five minutes for each to read and understand his or her instructions
- Everyone has a different set of directions. No student may read the directions of another or share his or her special directions orally.
- Tell each student to follow the instructions on the paper and play the role he or she is signed as realistically as possible. **DO NOT BREAK ROLE!**
- Do not begin the interview process until directed by the class leader.
- The interview should be completed in 15 minutes. If your team needs more time you may expand it 5 additional minutes which will be deducted from discussion time.
- When the interview is complete and the interviewers have voted who to hire, lead a discussion of the exercise for ten minutes. You may share the facts and exchange instruction sheets during this discussion.
- Focus discussion on:
  - Choices and consequences presented throughout the scenario
  - The issue of reputation and credibility
  - Potential consequences of cheating and lying about being accused of cheating

## **Job Candidate 1.**

You are applying for your dream job. It pays very well and involves the kind of work you want to do. You did well on the first two interviews and you are told it is between you and one other candidate. You are also told that both of you will be interviewed together by a panel of three executives.

During your second interview, the interviewer mentioned that by coincidence you and the other final candidate come from the same high school. The interviewer revealed the name and asked whether you knew each other. As it happens, you knew each other vaguely having met on a weekend service project. The other candidate was two years behind you and you never socialized.

You are now seven years out of high school.

On your written application there was a question that asked “In the last ten years have you ever been involved in an incident where you were accused of or found guilty of any act of fraud, falsehood or deception. If so, please explain.” You answered “no” to the question.

In fact, in high school you were disciplined relating to an incident wherein a classmate changed your grade by hacking into the computer system. You figured this was a long time ago and not really relevant. Besides, you don’t think the incident involved falsehood, fraud or deception.

At the end of the interview, the three executives will discuss who they would hire and they will vote. The candidate with the most votes gets the job. The two candidates will be present during the discussion but may not say anything,

## **Job Candidate 2**

You are applying for your dream job. It pays extremely well and involves the kind of work you want to do. You did well on the first two interviews and you are told it is between you and one other candidate and that both you and the candidate will be interviewed together by a panel of three executives including the company president.

You are now five years out of high school.

On your written application there was a line that asked “In the last ten years have you ever been involved in an incident where you were accused of or found guilty of any act of fraud, falsehood or deception. If so, please explain.” You honestly answered “no” to the question.

During your final interview, the interviewer casually mentioned that by coincidence you and the other final candidate come from the same high school. The interviewer revealed the name of the other candidate and asked whether you knew each other. As it happens, you knew the other candidate vaguely having met on a weekend service project. The other candidate was two years ahead of you and you never socialized.

You say to the interviewer that you knew each other slightly and the interviewer tells you that this job involves access to all company passwords and computer data and it requires complete integrity. The interviewer then asks whether you know anything about the other candidate that might bear on his or her integrity.

In fact, you knew the other candidate had been disciplined by the school relating to a big scandal concerning students who hacked into the computer to change the grades of quite a few students. You distinctly remember that the other candidate was one of many disciplined because he/she was one of the students whose grade had been changed.

You were not sure whether to say anything but since the interviewer said trust and integrity was so important you feared that if you did not answer honestly your failure to tell the truth would go against you. You told the interviewer what you knew.

If the issue comes up during the joint interview you will politely but aggressively argue that the other person should be disqualified because of the past conduct. You really want this job.

At the end of the interview, the three executives will discuss who they would hire and they will vote. The candidate with the most votes gets the job. The two candidates will be present during the discussion but may not say anything,

## **Company President.**

You are the president of a company who is overseeing a final interview process involving a very important job at the company. The interview will be conducted by you and two other senior executives, the Chief Financial Officer and the head of Human Resources. You want to see how the candidates will behave under pressure and you've decided that they should both be present at the final interview.

The job involves a great deal of trust as the person hired will have access to the company's key passwords and computer data. This is a sensitive issue since the prior holder of the job was fired because he/she accessed confidential information and used it for personal benefit.

You did not participate in the two earlier interviews but you have read the reports of those interviews. You are convinced that both candidates are qualified though, but you like Candidate 1's experience better and you are strongly leaning in that direction.

You are reminded in the interview reports that each candidate was asked on the written application: "In the last ten years have you ever been involved in an incident where you were accused of or found guilty of any act of fraud, falsehood or deception. If so, please explain." Both candidates answered "no" to the question.

The report contains reference to the fact that, by coincidence, both candidates went to the same high school and knew each other slightly. The report also indicates that during the interview of Candidate 2, the interviewer mentioned the other candidates name and asked whether he/she knew anything about Candidate 1, and when pressed (he/she seemed reluctant to say anything), Candidate 2 said that Candidate 1 had been one of many students disciplined because a classmate hacked into the school's computers and changed the Candidate's grade. The report said that the high school would neither confirm nor deny the charge.

You inform the other two interviewers that you want to address the "honesty allegations" first. And you will open up the panel interview with this comment:

"You both know that this job requires complete integrity. Things that happened in the past may or may not be relevant but that is for us to decide. So, before we begin, I want to ask each of you whether there is anything in your own background or whether you know anything about the other candidate that we should know?"

If neither party brings up the grade change allegations you will bring it up. You will aggressively challenge both candidates to be completely honest and give them an opportunity to explain why they did or said what they said or failed to say in the interviews and on the written application.

At the end of the interview, you will discuss with the other two executives who you would hire. The candidate with the most votes gets the job. The two candidates will be present during the discussion but may not say anything,

## **Chief Financial Officer.**

You are the chief financial officer of a company who will be participating in a final interview process involving a very important job at the company. The interview will be conducted by you and two other senior executives, the company President and the head of Human Resources. The President wants to see how the candidates will behave under pressure and decided that they should both be present at the final interview.

The job involves a great deal of trust as the person hired will have access to the company's key passwords and computer data. The person hired will report to you. This is a sensitive issue since the prior holder of the job was fired by you because he/she accessed confidential information and used it for personal benefit. You will vigorously oppose any candidate if there is any reason to be concerned about integrity.

You did not participate in the two earlier interviews but you have read the reports of those interviews. You are convinced that both candidates are qualified.

You are reminded in the interview reports that each candidate was asked on the written application: "In the last ten years have you ever been involved in an incident where you were accused of or found guilty of any act of fraud, falsehood or deception. If so, please explain." Both candidates answered "no" to the question.

The report contains reference to the fact that, by coincidence, both candidates went to the same high school and knew each other slightly and that during the interview of Candidate 2, the interviewer mentioned the other candidate's name and asked whether he/she knew anything about Candidate 1. When pressed (he/she seemed reluctant to say anything) Candidate 2 said that Candidate 1 had been one of many students disciplined because a classmate hacked into the school's computers and changed the Candidate's grade. The report said that the high school would neither confirm nor deny the charge.

The President informs you and the Human Resources Director that he wants to address the "honesty allegations" first and that he will open up the panel interview with this comment:

"You both know that this job requires complete integrity. Things that happened in the past may or may not be relevant but that is for us to decide. So, before we begin, I want to ask each of you whether there is anything in your own background or whether you know anything about the other candidate that we should know?"

If neither party brings up the grade change allegations he will bring it up. You will aggressively challenge both candidates to be completely honest and give them an opportunity to explain why they did or said what they said or failed to say in the interviews and on the written application. You are troubled by the incident in high school but really concerned that Candidate 1 didn't admit it on the application. How the candidate handles the questions and explanation is critical to you.

At the end of the interview, you will discuss with the other two executives who you would hire. The candidate with the most votes gets the job. The two candidates will be present during the discussion but may not say anything,

## **Director of Human Resources.**

You are the director of human resources of a company who will be participating in a final interview process involving a very important job at the company. The interview will be conducted by you and two other senior executives, the company President and the head of Human Resources. The President wants to see how the candidates will behave under pressure and decided that they should both be present at the final interview.

The job involves a great deal of trust as the person hired will have access to the company's key passwords and computer data. This is a sensitive issue since the prior holder of the job was fired because he/she accessed confidential information and used it for personal benefit.

You did not participate in the two earlier interviews but you have read the reports of those interviews. You are reminded in the interview reports that each candidate was asked on the written application: "In the last ten years have you ever been involved in an incident where you were accused of or found guilty of any act of fraud, falsehood or deception. If so, please explain." Both candidates answered "no" to the question.

The report contains reference to the fact that, by coincidence, both candidates went to the same high school and knew each other slightly and that during the interview of Candidate 2, the interviewer mentioned the other candidate's name and asked whether he/she knew anything about Candidate 1. When pressed (he/she seemed reluctant to say anything) Candidate 2 said that Candidate 1 had been one of many students disciplined because a classmate hacked into the school's computers and changed the Candidate's grade. The report said that the high school would neither confirm nor deny the charge.

You think the high school charge even if true is not that relevant and, based on the resumes and interview reports you want to strongly advocate for Candidate 2.

The President informs you and the Chief Financial Officer that he wants to address the "honesty allegations" first and that he will open up the panel interview with this comment:

"You both know that this job requires complete integrity. Things that happened in the past may or may not be relevant but that is for us to decide. So, before we begin, I want to ask each of you whether there is anything in your own background or whether you know anything about the other candidate that we should know?"

If neither party brings up the grade change allegations he will bring it up. You will aggressively challenge both candidates to be completely honest and give them an opportunity to explain why they did or said what they said or failed to say in the interviews and on the written application.

At the end of the interview, you will discuss with the other two executives who you would hire. The candidate with the most votes gets the job. The two candidates will be present during the discussion but may not say anything,