

Putting Integrity into Action



Matthew L. Davidson, Ph.D. and Vladimir T. Khmelkov, Ph.D.

Contents

1. Session Outline	4
2. Alignment and Extension Activities	9
3. Using the CHAMP Approach.....	14
4. Background Brief.....	19
5. Bibliography.....	24

Session Outline

Overview:

This session will introduce the idea that a person of integrity demonstrates *both* moral and performance character. Participants will study the Dewey Bozella story as an example of one man's commitment to preserving his integrity at great personal cost. The Integrity-in-Action Checklist will be introduced as a guide for thinking and action—especially for times when the choices are complex and the pressure is high.

Session Flow

1. Use (or review) the group Compact for Excellence to set clear norms emphasizing continued openness to the experience, full involvement, and commitment to think like it's a class and hustle like it's a practice.

Facilitation Options:

You may choose to create your own Compact for the session, ask participants to help you create a Compact, or use the one provided. If you plan to have participants help you create a Compact, expect to spend a minimum of 15 minutes on this activity.

2. Partner/group reflection: With a partner (or in small groups) discuss what you think it means to be a person of integrity.
3. With a partner (or in small groups) share examples from athletics and life that show evidence of the following quote:

Too often we compromise our integrity. We do something that we don't really believe in doing to reach some important goal, only to find out one of two frustrating things happening: Either we gain the prize and realize it wasn't worth gaining, or we end up with neither the prize nor our integrity.

~ Rabbi Harold Kushner

Facilitation Options:

If you are looking for a simple 10-15 minute activity on integrity, simply use slides three and four to lead a discussion about integrity. You may supplement this discussion with questions like: Can you think of a time when someone did something they didn't really believe in to reach some important goal? Have you ever done something that you later regretted? Why do you think you made the wrong choice in that example?

4. Share and discuss the Dewey Bozella ESPY's Clip as example of one man's belief in the power of integrity:

<https://www.youtube.com/watch?v=ijTOQ-ATbEA>

Facilitation Options:

If you don't have time to do the entire module in one setting, watching the Dewey Bozella clip and engaging in a group discussion around the question on slide six is another, simple 15-20 minute integrity lesson.

5. Introduce the Integrity-in-Action Checklist:

The Integrity-in-Action Checklist provides a practical guide for decision-making and behavior. It includes nine tests to use as a guide for putting integrity into action. If all of your answers to the Integrity-in-Action Checklist are the same, it's pretty clear what to do. What should you do if your responses to the 9 Integrity-in-Action Checklist questions are mixed? If it's 8 to 1, it's pretty clear whether an action is likely to build up or tear down integrity. If it's evenly split: probably a sign to stop, think it over, and seek additional counsel from individuals whose integrity you respect.

Facilitation Options:

You may choose to lead a discussion about instances in which making the right decision with integrity, does NOT pass every test on the Integrity-in-Action Checklist. For example, sometimes the right decision isn't fair to everyone involved. What should we do in those instances when the right decision isn't fair? Or, sometimes the right decision might have positive short-term consequences,

but the potential for negative long-term consequences. How do we apply the Consequences Test in these instances?

6. Discuss: Why a checklist?

Excellence with Integrity Tools, like the Integrity-in-Action Checklist, distill complex ideas into simplified guides for behavior. Research, such as Atul Gawande's book, *Checklist Manifesto*, finds that in fields such as medicine, aeronautics, the military and many others, checklists improve consistency of results by ensuring thorough and efficient thinking under real-world pressures.

Facilitation Note:

Asking participants to memorize all nine questions, or carry around a copy of the Integrity-in-Action Checklist in their pocket is unrealistic. Instead, encourage participants to choose three questions from the list that will help them make decisions with integrity.

7. Whole group reflection:

Share examples of where you think integrity might get put to the test in everyday life. Examples would include: you're tempted to cheat on a test, use somebody else notes, take PED's, shoplift, post something inappropriate on social media, etc. Try to create an exhaustive list so that all can see the many challenges to putting integrity into action, and the importance of having a checklist to guide one's thinking and action.

Facilitation Options:

Creating opportunities for participants to practice using the Integrity-in-Action Checklist can be challenging. After all, we don't want to purposely put participants in situations where making a wrong decision could have negative consequences. Thus, using real-life scenarios, like those described above and in the extension activities, offer the best safe and relevant way to practice this skill. You may find that you need to play devil's advocate with the participants, or press them with challenging questions to really get them to engage with different scenarios.

Also, you may find that your curriculum content offers opportunities for participants to apply the Integrity-in-Action Checklist. History, literature, science, business, government, and so on are full

of examples of people making the right or wrong decision. Ask participants to use the checklist to evaluate the integrity of decisions made by others.

8. Conclude with the following quote:

Happiness is when what you think, what you say, and what you do are in harmony.

~Mahatma Gandhi

Facilitation Note:

Use the Module Summary (last page) of the Handout to help participants think about other places in their life where they could use Integrity-in-Action Checklist.

Alignment and Extension Activities

SEL Alignment: Responsible Decision-Making

Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

The Integrity-in-Action Checklist helps participants use a range of standards and norms to analyze situations, evaluate their choices, reflect on how their actions impact others, and make responsible, ethical, and safe final decisions.

Six Pillars of Character Alignment: Trustworthiness/ Responsibility

Trustworthiness: It's been said that trust takes years to build, seconds to break, and forever to repair. In other words, trustworthiness is built or diminished one decision at a time. We have integrity and build trust when we consistently make the right decision, and when we recognize and correct our mistakes.

People are not born with or without integrity. Demonstrating trustworthiness is a skill that can be taught and practiced. A tool like the Integrity-in-Action Checklist used in this module is a practical, replicable strategy that can help us make good decisions in the moment, or evaluate our decisions and see where we made choices that broke trust. In either case, the Integrity-in-Action Checklist helps us maintain our integrity, by helping us make the right choice, or make amends.

Responsibility: Having integrity means that we keep our word by doing what we said we would do or honor our word by making things right when we fall short of our commitments. Keeping our word and honoring our word is a clear demonstration of responsibility. Often, we want to excuse instances when we can't keep our commitments and absolve ourselves of responsibility. The truth is, even when circumstances beyond our control impact our ability to keep our commitments, we still have a responsibility to help make things right. In this way, integrity and responsibility are one and the same.

The Integrity-in-Action module and tool can easily connect to other pillars. How could you connect this module to Fairness or Citizenship? The flexibility of the modules and the tools therein provides ample opportunities to connect the skills and behaviors you are teaching to each of the Six Pillar values.

Extension Activities

Extension Activity #1: Integrity Ball

Divide the participants into groups of 5-10 and ask each group to form a circle. Give each group one or two small objects or balls. Tell the group they are going to throw the objects around the circle, trying to get other people out. Group members are out if they break one of the rules. The rules are:

- 1) No one can speak or make a sound of any kind.
- 2) No one is allowed to move except to throw or catch the ball.
- 3) No one may make a bad throw or catch.

If a participant feels they have broken a rule, they must step back from the circle and sit down. No one can decide for anyone else that someone else should be out.

Once participants play one round of the game, invite everyone to rejoin the circle. Ask participants to think about the previous round and specifically about how the other people in the group played the game. Tell them that they are going to play a second round, and if they think they need to adjust their play to match the rest of the team, they can.

After a second round, ask participants to raise their hands if they feel they did a pretty good job following the rules. Typically, nearly everyone will raise their hand. Then, ask participants to raise their hand if they believe someone else in their group did NOT follow the rules as well as they did. Typically, nearly everyone will raise their hand. Ask how it is possible that everyone feels that they followed the rules, but everyone also thinks that someone else didn't follow the rules.

Process Point:

Integrity is an absolute. Participants either did or did not follow the rules. The trouble is in our interpretation of the rules. Some people probably made noise, but didn't think it warranted taking themselves out of the game. You could interpret "make a sound of any kind," as your jacket swooshing when your arms move, or you could interpret it to mean you just can't talk. You could interpret "can't move except to throw or catch" as only moving your arms, or you could say that taking a step to catch the ball is acceptable too.

No matter how each person interpreted the rules, each person believed they were right. That's why we have to clearly define our

expectations so that people can hold themselves to the right standard.

The second important point is this: human beings will typically look around and change their behavior based on the behavior of others. That creates a slippery slope, where the “right thing” gets further and further away from the expectations. Having integrity means we always hold ourselves to the expectation, even if others are not. Round two is often much less strictly interpreted than round one. Why? Because everyone looked around after the first round and said, “Well, they stayed in the game when they did this, so can I!”

Extension Activity #2: Accountability Partners

Assign each participant an accountability partner. Ask partners to share a goal that they are working towards, and the current step they need to take that week to achieve that goal. Then, have partners discuss how they can help one another take their next step. At the end of the week, ask partners to meet once again to hold each other accountable. Did each partner have integrity and do what they said they would do? What went well, and what could have been done better or differently?

You may choose to have your group or team all work towards the same goal. For example, you may decide that you want your group/team members to focus on work ethic, or teamwork, or giving positive feedback. Have accountability partners work together to make sure each partner meets that goal.

Extension Activity #3: Integrity-in-Action Checklist Scenarios

Create relevant, hypothetical scenarios that may challenge your participants’ or team’s integrity. Use the Integrity-in-Action Checklist to help them find good solutions. At times, you may need to play devil’s advocate. Examples may include:

1. If your friend doesn’t pass an upcoming test, he or she will be academically ineligible to compete in the next competition. Your friend asks you to help them cheat on the test so they can pass. What options do you have?

Most participants will know that cheating is wrong, so you may have to challenge them to think about how they (or someone else) might justify cheating. For example, is it fair to the rest of the team that their teammate can’t com-

pete? The rest of the team didn't do anything wrong, and it's wrong for them to be punished simply because their teammate got a bad grade on a test, etc.

2. You are out with a friend and accidentally hit and dent the bumper of a parked car. No one but your friend saw you do it. What is the right thing to do in this situation?
3. You are invited to a party where there will be drinking and drug use. You know that some of your teammates plan to attend the party. If they get caught under the influence, they will be kicked off the team and seriously hurt your team's chances to have a successful season. What options do you have? What should you do?
4. A family member encourages you to lie on a college or scholarship application. If you do what they suggest, you will probably have a better chance of getting admitted or receiving money. How would you handle this situation?

The **ESSENTIALS™**

are designed and delivered in partnership by



Excellence with Integrity™
I N S T I T U T E

216 Fayette Street, Suite 1, Manlius, NY 13104
Phone: 315-692-8054 | email: info@ewii.org

www.ewii.org

The ESSENTIALS™, Excellence with Integrity TOOLS™, and Optimal Performance™ are trademarks of the Excellence with Integrity Institute.

and



Drake University
2507 University Ave., Des Moines, IA 50311
Phone: 515-271-1910 | email: raycenter@drake.edu

www.charactercounts.org

CHARACTER COUNTS! is a registered trademark of the Josephson Institute.

For more information contact The Robert D. and Billie Ray Center
at 515-271-1910 or raycenter@drake.edu

ABOUT THE CONSORTIUM

More than a decade ago the Excellence with Integrity Institute and The Robert D. and Billie Ray Center at Drake University, home of CHARACTER COUNTS!, created a consortium partnership to advance our respective visions and missions. Together, we pursue strategic opportunities in youth leadership, employment and STEM readiness, athletics, education, and organizational development in community and workplace environments.

The Institute's main focus is on research and development of instructional resources, assessment solutions, and tools and strategies for organizational culture development.

The Ray Center's main focus is on coaching, training and expanding our collaborative implementation projects across Iowa and the nation.