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Train-The-Trainer Kit

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Power Point Presentations A,B,C

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Contents Of Train-The-Trainer Kit

No.	Description	Provided on the Jump drive	Provided Locally
1	Choosing a Course Option (A, B, C, or D)	~	
2	Copies of PowerPoint Presentations for All Options (Instructor Use Only)	✓	
3	Participant Packets for All Options • Includes Evaluation Sheets	*	
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5	"How to Set up a Class" Step-by-Step Instructions Sample Training Announcement Agendas Sign-in Sheet Event Day Checklist		
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8	Movie "Ethics in Government"		On DVD
9	Jump Drive with Presentations and Digital Copies		In Binder



Material Sources

- Code of Shared Ethics and Values -- approved by Shared Ethics Advisory Commission
- Video: Advanced Concept Research
- Case Studies: International, City/County Management Association
- Organization/Presentation: Dr. Jill Ann Miller



OVERVIEW

This Train-the-Trainer Kit is primarily designed for the novice trainer, but portions of it should be beneficial to experienced trainers.

QUICK GUIDE

- STEP 1: Before class begins, choose one "Option" to teach to the class from the following pages. They differ in time and content.
- STEP 2: All Options have a "Participant Packet" that corresponds with the content associated with each Option. Before class begins, take the Participant Packet for your chosen option and make one copy for each student attending class.
- STEP 3: All Options have an "Instructor Packet" that corresponds with the Participant packet for the Option. They are exact copies of the Participant Packet, but have answers prepared for the instructor. These answers are typed in red. Take the Instructor Packet for your chosen option to class as reference.
- STEP 4: Some Options use PowerPoint Presentations. The provided USB Drive has all PowerPoint Presentations necessary to teach each Option. Take the USB Drive to class and open the Option of your choice's file. You will find PowerPoint Presentations labeled by Segment, in the order the instructor should present them. The Presentations are labeled and correspond with the Segment labels in both the Participant Packets and Instructor Packet.
- STEP 5: Welcome your class. Hand out Participant Packets to students and begin presenting with Segment 1!

OPTION A: "Business Ethics" (One and Half Hour)

This option will introduce the Shared Ethics Commission Code of Ethics and Values to the participants (Optional PowerPoint of the Code is on jump drive).

Second, the trainer will have the participants watch all ten of the video vignettes (DVD provided). Face-to-face training then consists of twenty (20) to thirty (30) minutes of discussion on various elements of corruption portrayed in the movie.

Specifically, the trainer is to select and discuss questions or issues provided in the "MOVIE Discussion Guide", which is included on the jump drive. Trainer will hand out the participant's copy to all in attendance. Participant's copy of the Movie Discussion will only have the questions.

The instructor's copy of the Movie Discussion has answers (in red) following each of the questions. An optional power point with the movie discussion questions is also on the jump drive to utilize. Trainer is free to pick the format that will be beneficial to the training setting.

OPTION A also has a written DILEMMA component (worksheets of "What Would You Do?"). Participant's copy only has the dilemma questions for review. Instructor's copy has KEY points (in red) that follow each question. An optional power point with the dilemmas is also on the jump drive for use by the trainer.

OPTION A consists of a one and one half hour session:

- Segment 1: Opening Remarks and introduce Code of Conduct (5 minutes)
- Segment 2: Watch MOVIE (11 minutes)
- Segment 3: Discuss Issues in Movie (20-30 minutes)
- Segment 4: Written DILEMMAS (30 minutes)
- Segment 5: Closing Discussion and Comments (5 minutes)
- Segment 6: Complete Evaluation (2 minutes)

OPTION B: "Business Ethics" - (One Hour)

This option will introduce the Shared Ethics Commission Code of Ethics and Values and requires the trainee to watch all ten of the video vignettes (DVD provided). Face-to-face training then consists of thirty (30) minutes of discussion on various elements of corruption portrayed in the movie, selected by the trainer. Approximately 8 questions are to be discussed, averaging 3minutes in duration, as follows:

The trainer is to select and discuss questions or issues provided in the "MOVIE Discussion Guide", which is included on the jump drive. Participant's copy of the Movie Discussion Guide will only have the questions.

The instructor's copy of the Movie Discussion has answers (in red) following each of the questions. An optional power point with the movie discussion questions is also on the jump drive to utilize. Trainer is free to pick the format that will be beneficial to the training setting.

This option consists of a one-hour session:

- Segment 1: Opening Remarks and introduce Code of Conduct (5 minutes)
- Segment 2: Watch MOVIE (11 minutes)
- Segment 3: Discuss Issues in Movie (25-30 minutes)
- Segment 4: Closing Discussion and Comments (5 minutes)
- Segment 5: Complete Evaluation (2 minutes)

OPTION C: "Business Ethics" - (45 minutes)

This option is identical to Option B, except only 15 minutes of discussion is allotted for the video vignettes.

This option consists of a 45 minute session:

- Segment 1: Opening Remarks (5 minutes)
- Segment 2: Watch MOVIE (11 minutes)
- Segment 3: Discuss Issues in Movie (15 minutes)
- Segment 4: Closing Discussion and Comments (5 minutes)
- Segment 5: Complete evaluations (2 minutes)

OPTION D: "Business Ethics" - (30 Minutes)

NON Media Option

This non-media option will introduce the Shared Ethics Commission Code of Ethics and Values and a dilemma component all in written format. Face-to-face training then consists of twenty (20) minutes of discussion on various elements of the dilemmas. This training can be provided in a variety of places in 30 minutes.

The trainer is to hand out the dilemma worksheet, "What Would You Do?", then direct each participant answer the questions and discuss the responses. Variations such as forming small groups and discussing an assigned dilemma are also an acceptable format.

Participant's copy only has the dilemmas question while the instructor copy has KEY POINTS (in red) that follow each dilemma.

This option consists of a one and one half hour session:

- Segment 1: Opening Remarks and introduce Code of Conduct (5 minutes)
- Segment 2: Written Dilemmas & discussion (20 minutes)
- Segment 3: Complete Evaluation (2 minutes)

Welcome to the **Ethics Seminar**



SHARED CODE OF ETHICS AND VALUES OF THE COMMUNITIES OF

Counties: Lake, LaPorte, Porter

Cities: Crown Point, East Chicago, Gary, Hobart,

Portage, Valparaiso, Whiting

Towns: Burns Harbor, Cedar Lake, Chesterton,

Dyer, Hebron, Highland, Lake Station, Lowell, Merrillville, Munster, Ogden Dunes, Schererville, St John, Westville

CODE OF SHARED ETHICS AND VALUES

PREAMBLE

• For government to operate with transparency and accountability it is essential that public officials and employees conduct themselves in ways that uphold the public trust. The Shared Code of Ethics and Values provides guidance and support to public servants for the promotions and maintenance of the highest standards of personal and professional conduct. Because we wish to ensure the public confidence in the integrity of out government entities, it is proposed that all elected and appointed officials, employees, volunteers, and others who participate in government shall personally commit to being trained on the values and standards put forth in this document.

Our Values: Honesty/Integrity

- To exercise the moral courage to hold myself and others accountable for our actions
- To work within the law and in a way that will bear close public scrutiny
- To exhibit trustworthiness
- To employ decision making that promotes the public's best interest
- To avoid impropriety and refrain from misusing an official position to secure unwarranted privileges or advantages for myself or others
- To make no private promises of any kind that may unduly influence my
- To refrain from engaging in business that would be directly or indirectly inconsistent with the conscientious performance of public duties
- To accept the responsibility to expose corrupt and/or unethical behavior To protect the public trust my exercising honesty and ensuring

Our Values: Respect/Civility

- To treat every person with dignity and respect
 To accomplish the goals and responsibilities of my individual
 position while respecting my role as a member of a team and
 the community at large
 To act in a professional, responsive and courteous manner
- To reach decisions only after considering various points of view To work with others in a spirit of tolerance and understanding
- To work to build consensus and accommodate diverse opinions
- To utilize effective communication by listening, asking questions and responding in a way that adds value to the conversation
- To support the public's right to know the truth and encourage diverse and civil public debate in the decision-making

Our Values: Accountability/ Responsibility

- To refrain from using official positions to secure unwarranted privileges or advantages for myself or others.

 To remove myself from every decision-making process in which I, my business, my associates or my family may benefit and upon removing myself form decisions, I will show self-restraint and not voice my opinion on the question.

 To conduct my private affairs in a manner that minimizes the risk of real, potential or perceived conflicts of interest.

 To make full public disclosure of the nature of any conflict of interest prior to any considered action.

- To make full public disclosure of the nature of any conflict of interest prior to any considered action. To respect the privacy of others by keeping confidential information that I acquire in the course of my professional duties protected unless a legitimate reason to the professional duties that is not available to the public. To refrain form taking advantage of information received in the course of my professional duties that is not available to the public. To refrain from directly or indirectly using or allowing the use of government properly for anything other than official activities. To refrain from soliciting or accepting gifts or graduties that may have a real or perceived influence on my objectivity in carrying out official responsibilities or placing me under obligation to the donor. To refrain from competing with the community where it am employed or serve as an appointed or elected official.

Our Values: Fairness/Justice

- To advocate and promote the most efficient and effective way to deliver public services without prejudice or discrimination

 To publicly acknowledge that the function of government is to serve the best interest of all citizens

 To refrain from granting preferential treatment to family and friends when making staffing decisions or awarding contracts

 To refrain from retaliation or condoning retaliation against those who have exposed corrupt of unethical behaviors

 To assess the effects of inadequate resources on diverse groups within the service population and develop plans to remedy and implement such plans

 To behave consistently and with respect toward all citizens
- To behave consistently and with respect toward all citizens

MOVIE: Government Ethics

We will watch a short video: 11 minutes in length

MOVIE

- TOPIC: GOVERNMENT ETHICS
- Reproduced from Advanced Concept Research

OBJECTIVE:

 By the end of the program employees will understand clearly the expectations the citizens have of them when it comes to ethics, and that every day they must remain very aware of what is and what is not a potential conflict of interest between their private interests and their obligations to the public.

OVERVIEW

Employees learn they are expected to keep confidential government information confidential, must never show favoritism, must not seek special privileges and must never use government property for personal use.

OVERVIEW:

They learn they must not conduct government business with companies in which they have a financial interest, they must take no outside employment that conflicts with their official duties, and they must not accept gifts from anyone if could be assumed it was intended to influence them in the conduct of their duties.

DISCUSSION BEFORE VIEWING

What are your ethical obligations as a government employee?

Instructor only slide -hidden

• (Answers will give the discussion leader an idea of the current awareness the employees have about their ethical responsibilities, which can later be compared with the ethical concepts in the program. The answers will also cause the employees to begin thinking about their attention during the viewing of the program.)

VIEW MOVIE

Let's take a look at the movie and see if you are on the right track.



DISCUSSION AFTER VIEWING

- **#**1:
- Why are you expected to keep confidential government information confidential?

ANSWER #1

• (This information is always of a private nature and like taxpayer information, medical records, criminal histories, and juvenile records, it may be against the law to disclose it. You are also no ever permitted to use the confidential information for your own private gain or give that information to anyone who has not been authorized.)

QUESTION #2:

- Most of us already know government employees should never show favoritism, but why?
- (We work for all the citizens and are hired to treat all citizens equally).

QUESTION # 3:

- If you violate the code of ethics, you could be disciplined. What are the forms of discipline an employee can receive?
- ANSWER: (Unethical behavior can result in anything from a letter of reprimand to suspension and even termination.)

QUESTION #4:

- The program states you may not personally profit from government business. What does that mean?
- ANSWER: (You cannot direct business to any company in which you have a direct or indirect financial interest. You also cannot conduct personal financial business with any company you have contact with in your role as a government employee.)

QUESTION #5:

- It would be possible to list all the business activities that might conflict with your duties, so if you're thinking of engaging in outside financial interests, what is the first thing you should do?
- ANSWER: (The correct action is for you to first obtain proper approval from your supervisor.)

QUESTION #6:

- When is unethical for you to receive a gift from someone?
- Answer: (It is unethical for you to accept a gift under any circumstances in which it could be reasonably assumed that the gift was intended to influence you in the conduct of your official duties.)

QUESTION #7:

- When is it permissible to use government property for your personal use?
- (Never. Use of government owned property is restricted at all times to official government business only.)

QUESTION #8:

You are going to meet staff members who will become good and loyal friends, and if you see your friend violating the government code of ethics, what are you going to do?

ANSWER #8

(As a government employee you want to be clear in your mind that it is your obligation to report to your supervisor immediately any illegal or unethical behavior by fellow staff members that you observe. It is worth remembering, experience has shown that those staff members who break the law are unusually eventually caught, and those who protected them are also caught. Both are disciplined.)

WHAT WOULD YOU DO?



DIRECTIONS:

For each of the following ethical dilemmas, participants are to identify the course of action they would take, the issues that are involved, and the potential consequences of each option.

OUESTION #1:

- · A colleague whom you consider a friend has been taking petty cash. You have just learned about your friend's actions. What would you
- Tell the appropriate authority what you know.
- _ Keep quiet. You do not want your friend to be fired over such a small matter.
- Other:

KEY POINTS: #1

- Key points: This situation pits personal and organizational loyalties against each other. Even though the amount stolen may be minimal, this situation is very serious because it involves theft of government funds.
- By saying nothing, a manager or supervisor is in reality condoning the act and could be held accountable. It could also be argued that if you say nothing, your friend might try more serious embezzlement in the future. Some participants might believe that a better course of action would be to confront the employee and insist that he or she come clean, if this course of action is taken, it is critical that the manager or supervisor be prepared to turn in the employee if the employee refuses to come clean. Paying back the money is not sufficient, the employee must admit to the theft and make restitution.

QUESTION #2:

- You have worked with a local government supplier for many years and have developed a good relationship with the sales representative. He mentions that he has some season tickets for the local professional basketball games that he cannot use. He suggests that you and your spouse accept them as a gift. What would you do?
- and other suppliers.
- Other:

KEYPOINT #2:

Key points: Many local governments have rules about gifts; this would be a good time to review these rules. Regardless, it is critical that employees follow guidelines prescribed by state financial disclosure laws, which usually require public employees to disclose all gifts. Most government employees find that their lives are less complicated, however, if they make it a practice not to accept gifts of any kind from those who do business with local government.

QUESTION #3:

- Your local government's policy allows for a perdiem for meals when employees travel on business. You have decided to stay with old friends rather than at a hotel and plan to eat dinner at their home. As you fill out your travel expense form, you reflect on the per diem. What would you do?
- Claim the per diem. After all, on some trips the per diem has not covered all of your expenses.
- Claim only those expenses you incurred.
- Other:

KEY POINT #3:

Key points: It may be tempting to accept the per diem-after all the employee has saved the government money by forgoing a hotel stay. It is critical to be honest and accurate when asking for reimbursement of expenses, however, and to avoid misrepresenting expenses or misuse of travel funds. The per diem is intended to cover expenses; if no expenses were incurred, accepting the per diem is dishonest. What would you do?

QUESTION #4:

- The governing body has just approved a staff recommendation to refurbish the community's parks with the latest playground equipment. The manufacturer of this equipment has offered to pay for your trip to nearby resort town to see the layout of the equipment in use.
- ____ Accept the offer. The governing body has already approved the purchase, so having the company pay for your trip is merely part of a public-private partnership that will save the taxpayers money
- Insist on having the local government pay for the trip. You want to avoid any appearance of influence.
- Other

KEYPOINT #4:

 Key points: This situation poses a conflict between the value of saving money for the agency and of accepting a gift from a business that may secure a contract with the county. If the employee believes that it is in citizens' best interest to make the trip, the local government should pay. If there is nothing to be gained from the trip, the employee should not go, regardless of who is paying. What would you do?

QUESTION #5:

- An employee whom you supervise is having personal problems that are affecting her work. The employee is frequently late and has failed to meet several important deadlines. What would you do?

 Document the problems carefully, tell the employee that her performance is unacceptable, and draft a performance improvement plan. Hold the employee accountable for any lapses.

 Look the other way. Since the problems are due.
- Look the other way. Since the problems are due to personal issues, performance will improve once the employee resolves these issues. You sympathize with the employee and want to avoid adding to her problems.
- Other:

KEY POINT #5:

- Key points: It is critical to address any performance problem promptly and objectively. Ignoring an employee's poor performance, does a disservice to the organization, places more responsibility on others, and tacitly supports negative behavior. Moreover, the employee is being paid for work that she is not doing that he is getting paid for work he is not doing, which is essentially a faisification of payroli records. The supervisor needs to let the employee know that her performance is hurting the quality and timeliness of work and help develop an improvement plan that clearly identifies goals, the steps that the employee must take to improve, and the consequences of failing to achieve stated goals.
- Since the supervisor believes that the performance problems are due to some personal Issues, the supervisor should also offer some support in addressing these issues, such as the local government's employee assistance program. The supervisor cannot mandate this help, however.

QUESTION #6:

- You were recently promoted to a job as a building inspector. You have just learned that some of the inspections that your predecessor claimed to have completed were never undertaken. What would you
- Keep the problem to yourself. Your job is to do the inspections that are scheduled now, not to check up on someone else's work. There is no way to hold the building official responsible, so there is no reason to risk word getting out to the media.

 Inform your supervisor or the department head, even if it means that you have to "reinspect" the huildings.
- buildings.
- _ Other:

KEYPOINT #6:

Key points: Although there could be shortterm embarrassment to the city or department if this problem is reported, the public outcry would be far worse if citizens learned of a "cover-up." Moreover, if a building that had not been inspected experienced a fire or structural problem, the government could be held liable.

QUESTION #7:

- The government recently purchased plants for several parks and has several left over after planting them. One of your best employees has approached you to ask if he can take the plants home. What would you do?
- Let the employee take the plants. Since they are going to be thrown away otherwise, you consider the plants a reward for good work.
- Explain the employee that letting him take the plants could appear to be inappropriate. The press might make a big deal out of this type of thing.
- Other:

KEY POINT #7:

• Key points: This situation appears innocuous, but giving the plants away could be construed as misuse of government funds. Purchasing more of any item than necessary is wasteful and could also be considered a breach of ethics, as ethical decision making requires making the best use of decision making requires making the best use of government funds. The supervisor needs to discuss this situation with his or her manager or department head to find the optimal solution. If there is no other park or government property where the plants could be used, it might be a better or provided to the property where the plants could be used, it might be a better option to allow the public to purchase them at cost.

QUESTION #8:

- Your spouse works for a small company that is building a new office. The company is considering hiring a consultant to help with the permitting process and the paperwork that is required. A colleague in the planning department has talked about getting some consulting work on the side and suggested that he might be a good candidate. He is not directly involved in the plan review or permitting process, but he has learned enough about these processes to be of great help to your spouse's company. He has asked you to talk to your spouse's career. What would you do?

 Clus blim your spouse's career. What would you

- Other

KEY POINT #8:

Key points: Any time an employee who works for the government accepts a consulting job in his or her area of expertise, there is a potential conflict of interest. It simply would not look good to have an employee in the planning department moonlighting as a consultant, It is the job of managers and supervisors to help promote ethical decision making throughout the organization, so this should be seen as an opportunity to educate the planning department opportunity to educate the planning department employee about the importance of protecting the government's image and considering the public's perception when making decisions.

OUESTION #9:

- A prominent developer is about to put up a new housing development. You and your spouse would love to buy one of these premier homes, but you have just sold your house and need to move somewhere quickly—sooner than the homes will be ready. There is a walking list on rental units in a nearby development. You know the developer well from past experience in the planning department; when you casually mention your dilemma, he offers to rent you a unit temporarily at a reduced price while he builds your home.

 Turn down the offer. Although there are no legal barriers to this offer, it could be perceived by the public or press as unethical.

 Accept the unit. You have an legionary and the public or press as the present the pressure the pressure the pressure the pressure the present the pressure the pressure the pressure the pressure the present the pressure the pressure the pressure the pressure the present the pressure the pressure the pressure the pressure the present the pressure th

- _Other:

KEY POINT #9:

Key points: It is important not to take a gift from anyone who is or may be doing business with the government. This includes most developers. Some participants might suggest taking the unit but insisting on paying full rent, but this option also represents a misuse of the employee's position with the local government, as the employee would be receiving something that is not available to the general public. There are two important issues. Furthermore, it is important not to assume that just because you are not involved with a vendor today that you won't be involved in the future. The employee cannot be sure that he or she will not have to make a recommendation on an issue involving this developer. Even if the employee discloses the rent subsidy and recuses him- or herself from making recommendations on future issues, it may lead others to question the objectivity of the employee.

QUESTION #10:

- You are on a self-directed work team that has been in place for three months. The team has no "official" leader, but you have emerged as a leader of sorts, partly because you have more experience than some of the other team members. Lately, you have noticed that one of the members of the team has been absent quite a bit, and the team is struggling to figure out how to catch up on the work that has lapsed as a result. One of the other members of the team confided in you yesterday that this employee has been taking "mental health days" to use up some of her sick leave. Your colleague asked you to keep the conversation confidential. What should you do?

 Nothing. You are not in charge, and saying something would
- Nothing. You are not in charge, and saying something would betray your colleague's confidence.

 Bring up the employee's continued absence at your next team meeting. The employee is misusing sick leave, and the team is suffering as a result, You should decide as a team what to do.
- Other:

KEY POINT #10:

 Key points: When a self-directed work team is formed, its members need to discuss rormed, its members need to discuss expectations and ground rules. When one or more team members do not support the team's mission, the team must give that individual the feedback needed to improve performance. The employee's use of sick leave is having negative consequences for the rest of the team, creating an unfair work environment. Although the supervisor is not the government-appointed leader, he needs to use his leadership skills to further the mission of the team and the organization. Point out that in cases like these ethics and leadership are closely related.

QUESTION #11:

- You have been interviewing candidates for several summer jobs. The application deadline was last week, and you expect to finish your interviews by next Friday. The mayor called you this morning to tell you that her niece's completed application was on the way and to ask you to squeeze her into the interview schedule, What would you do?

 Tell the mayor that the deadling for application.
- Tell the mayor that the deadline for applications has already passed, so it would be unfair to interview any additional candidates.
- Schedule a meeting with the mayor's niece, but hold her to the same standards as all the other candidates. The important thing is to hire the best people for the job.
- Other:

KEY POINT #11:

Key points: Unless you have extended the deadline, it would be unethical to interview the mayor's niece. By bending the rules, you have already lowered-or changed-the standards for different candidates. This is not only unethical; it may be illegal. It is important to be direct with the mayor and clearly explain the situation.

QUESTION #12:

- One of your employees has just received a promotion that will require him to spend significant time out in the field. The government has strict rules about the use of cell phones: They are to be used sparingly to call supervisors and colleagues only. You have become aware that this employee is using the phone to check in with his son, who is alone in the afternoons after school. What would you do?
- Remind the employee of the policy regarding cell phone use and demand that he stop using it for any other
- Other:

KEY POINT #12:

Key points: It is the supervisor's job to enforce the rules. Ethics requires enforcing the rules equally for all employees. If the supervisor feels that there should be exceptions to the policy, he or she should bring the issue up with the department head to change the policy. One solution may be to require employees to reimburse the government for any personal calls.

QUESTION #13:

- You are a supervisor in the parks department. During a You are a supervisor in the parks department. During a recent storm, one of your employees experienced significant property damage. More than a dozen trees were knocked over, and one tree hangs precipitously over his house. Several of the employees on your work team are planning to work this weekend to help the employee cut up and haul away the damaged trees. The employees have asked you if they can borrow a chainsaw from the department to use over the weekend. What would you do?

 _____Let them use the chainsaw, but remind them that it needs to be returned first thing Monday morning.

 Decline their request. The chainsaw is government
- Decline their request. The chainsaw is government
- property. Other:

KEY POINT #13:

Key points: The supervisor should take this opportunity to explain to the work team that any use of government property for personal projects is a breach of ethics. Personal use adds wear and tear to the equipment, perhaps making it necessary to replace it sooner than necessary. There are also liability issues to consider. Insurance would be unlikely to cover an injury that occurred off hours; the government could be held liable if someone got hurt-

QUESTION #14:

- Because your job requires you to work on utilities projects all over the city, you have the use of a marked city car, which you park at your home overnight. Your son's preschool is next to the public works office where your workday always begins. He is small enough to need a car seat, which you have secured in the back seat of this vehicle. This short time together is enjoyable to both you and your son, and you make sure to leave plenty of time to drop him off, so that you are never late for work. One morning you suddenly realize that you were supposed to bring breakfast treats to the preschool today. If you hurry, you can load up your son, stop by Target on the way, and still get him and yourself where you need to be. What should you do?

 You should not be driving your son around in a city car in the first place.

- place.
 The morning trip to preschool is okay because it does not involve any further driving and thus does not cost anyone anything. However, you should not make that detout to Target.

 The well-being of the community's children—yours and the others at the preschool—is something this city prides itself on and seeks to encourage in every way. Within limits—for instance, if Target is not too far out of the way—it is fine to use the car in all these ways.

KEY POINT #14:

Key points: This car is paid for by taxpayers. Some cities have clear regulations regarding how those with city cars can use them, and if these rules allow a trip like the morning trip to preschool, which does not require any extra mileage, and if your supervisor knows about this and approves it, this use may be acceptable in your city. However, even in cases such as this, seeing a city car being used in this way may make taxpayers suspicious about your use of government resources. Spotting the booster seat in the back as you work at various locations may raise further questions. This is something city governments and employees should consider as a general matter of policy, taking account of public perceptions as well as employees' convenience.

QUESTION #15:

- Your city has a presence on Facebook, Twitter, instagram and other social media outlets. Your Job is in the parks department and you have no interaction at work or outside work with the people responsible for the city's work in social media. However, you enjoy spending personal time outside of work checking out social media and you sometimes check the city's pages. One day you notice that a number of negative citizen comments have been posted about 'the kind of kids' who hang out in one of the city parks. You sense racial overones in these comments and angrily post a comment charging these citizens with racism. The next morning you tell your supervisor what you have seen and written online. Have you acted ethically?

 No. Because you work for the parks department, you should not post comments related to parks department business, even on your own time.

 Yes. You spoke out against racism, expressing a strongly held value of your city government, and you were honest with your supervisor about what you had done.

 Other.

KEY POINT #15:

Key points: It is good that you informed your supervisor of what you read online so that the city can be aware of this conflict in the larger community and take steps to address tensions. It is also good that you were transparent about your own participation in the online comments. However, as a government employee you should not post public comments on matters related to the city, and especially on matters related to your own area of work. Your comments might be seen by citizens as official government pronouncements, even if you say things the whole government would support. Others in city government should be managing the city's online presence—including addressing any prejudicial remarks that may appear there.



PARTICIPANT PACKET OPTION A

Code of Shared Ethics and Values

Preamble

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Public Service Values

Honesty/Integrity

- To exercise the moral courage to hold myself and others accountable for our actions
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- To exhibit trustworthiness
- To employ decision making that promotes the public's best interest
- To avoid impropriety and refrain from misusing an official position to secure unwarranted privileges or advantages for myself or others
- To make no private promises of any kind that may unduly influence my public duties
- To refrain from engaging in business that would be directly or indirectly inconsistent with the conscientious performance of public duties
- To accept the responsibility to expose corrupt and/or unethical behavior
- To protect the public trust my exercising honesty and ensuring transparency

Respect/Civility

- To treat every person with dignity and respect
- To accomplish the goals and responsibilities of my individual position while respecting my role as a member of a team and the community at large
- To act in a professional, responsive and courteous manner
- To reach decisions only after considering various points of view
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- To work to build consensus and accommodate diverse opinions
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- To conduct my private affairs in a manner that minimizes the risk of real, potential or perceived conflicts of interest
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SEGMENTS 2 and 3

MOVIE DISCUSSION GUIDE

Government Employee Training - Reproduced from Advanced Concept Research

GOVERNMENT ETHICS

Objective:

By the end of the program employees will understand clearly the expectations the citizens have of them when it comes to ethics, and that every day they must remain very aware of what is and what is not a potential conflict of interest between their private interests and their obligations to the public.

Overview:

Employees learn they are expected to keep confidential government information confidential, must never show favoritism, must not seek special privileges and must never use government property for personal use.

They learn they must not conduct government business with companies in which they have a financial interest, they must take no outside employment that conflicts with their official duties, and they must not accept gifts from anyone if could be assumed it was intended to influence them in the conduct of their duties.

SEGMENTS 2 and 3

DISCUSSION BEFORE VIEWING

1. What are your ethical obligations as a government employee?

DISCUSSION AFTER VIEWING

- 1. Why are you expected to keep confidential government information confidential?
- 2. Most of us already know government employees should never show favoritism, but why?
- 3. If you violate the code of ethics, you could be disciplined. What are the forms of discipline an employee can receive?
- 4. The program states you may not personally profit from government business. What does that mean?
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- 6. When is unethical for you to receive a gift from someone?
- 7. When is it permissible to use government property for your personal use?
- 8. You are going to meet staff members who will become good and loyal friends, and if you see your friend violating the government code of ethics, what are you going to do?

PARTICIPANT WHAT WOULD YOU DO?



For each of the following ethical dilemmas, participants are to identify the course of action they would take, the issues that are involved, and the potential consequences of each option.

DILEMMA #1:

A colleague whom you consider a friend has been taking petty cash. You have just learned about your friend's actions. What would you do?
Tell the appropriate authority what you know. Keep quiet. You do not want your friend to be fired over such a small matter. Other:
DILEMMA #2:
You have worked with a local government supplier for many years and have developed a good relationship with the sales representative. He mentions that he has some season tickets for the local professional basketball games that he cannot use. He suggests that you and your spouse accept them as a gift. What would you do?
Accept the tickets and list the tickets on your financial disclosure form. The sales representative is a friend and is not asking for anything in return. Turn down the offer of the tickets. You believe that the gift might compromise your objectivity or others' perception of your objectivity in your relationship with this and other suppliers. Other:
DILEMMA #3:
Your local government's policy allows for a per diem for meals when employees travel on business. You have decided to stay with old friends rather than at a hotel and plan to eat dinner at their home. As you fill out your travel expense form, you reflect on the per diem. What would you do?
Claim the per diem. After all, on some trips the per diem has not covered all of your expenses. Claim only those expenses you incurred. Other:



DILEMMA #4:
The governing body has just approved a staff recommendation to refurbish the community's parks with the latest playground equipment. The manufacturer of this equipment has offered to pay for your trip to nearby resort town to see the layout of the equipment in use.
Accept the offer. The governing body has already approved the purchase, so having the company pay for your trip is merely part of a public-private partnership that will save the taxpayers money.
Insist on having the local government pay for the trip. You want to avoid any appearance of influence.
Other:
DILEMMA #5:
An employee whom you supervise is having personal problems that are affecting her work. The employee is frequently late and has failed to meet several important deadlines. What would you do?
Document the problems carefully, tell the employee that her performance is unacceptable, and draft a performance improvement plan. Hold the employee accountable for any lapses.
Look the other way. Since the problems are due to personal issues, performance will improve once the employee resolves these issues. You sympathize with the employee and want to avoid adding to her problems.
Other:
DILEMMA #6:
You were recently promoted to a job as a building inspector. You have just learned that some of the inspections that your predecessor claimed to have completed were never undertaken. What would you do?
Keep the problem to yourself. Your job is to do the inspections that are scheduled
now, not to check up on someone else's work. There is no way to hold the building
official responsible, so there is no reason to risk word getting out to the media. Inform your supervisor or the department head, even if it means that you have to
"reinspect" the buildings.
Other:

future.

____ Other:

DILEMMA #7:
The government recently purchased plants for several parks and has several left over after planting them. One of your best employees has approached you to ask if he can take the plants home. What would you do?
Let the employee take the plants. Since they are going to be thrown away otherwise, you consider the plants a reward for good work. Explain the employee that letting him take the plants could appear to be inappropriate. The press might make a big deal out of this type of thing. Other:
DILEMMA #8:
Your spouse works for a small company that is building a new office. The company is considering hiring a consultant to help with the permitting process and the paperwork that is required. A colleague in the planning department has talked about getting some consulting work on the side and suggested that he might be a good candidate. He is not directly involved in the plan review or permitting process, but he has learned enough about these processes to be of great help to your spouse's company. He has asked you to talk to your spouse; making this connection could be a real boost for your spouse's career. What would you do?
Give him your spouse's phone number, and let them work it out. After all, it doesn't really involve you.
Suggest to your colleague that such action represents a conflict of interest. Tell him that he should not be accepting jobs as a consultant when he still has a job with the city. Other:
DILEMMA #9:
A prominent developer is about to put up a new housing development. You and your spouse would love to buy one of these premier homes, but you have just sold your house and need to move somewhere quickly—sooner than the homes will be ready. There is a waiting list on rental units in a nearby development. You know the developer well from past experience in the planning department; when you casually mention your dilemma, he offers to rent you a unit temporarily at a reduced price while he builds your home.
Turn down the offer. Although there are no legal barriers to this offer, it could be perceived by the public or press as unethical.
Accept the unit. You have no influence on zoning or permit decisions, and you don't expect any issues involving the developer to come before the council in the near



DILEMMA #10:

You are on a self-directed work team that has been in place for three months. The team has no "official" leader, but you have emerged as a leader of sorts, partly because you have more experience than some of the other team members. Lately, you have noticed that one of the members of the team has been absent quite a bit, and the team is struggling to figure out how to catch up on the work that has lapsed as a result. One of the other members of the team confided in you yesterday that this employee has been taking "mental health days" to use up some of her sick leave. Your colleague asked you to keep the conversation confidential. What should you do?

______ Nothing. You are not in charge, and saying something would betray your colleague's confidence.

______ Bring up the employee's continued absence at your next team meeting. The employee is misusing sick leave, and the team is suffering as a result. You should decide as a team what to do.

_____ Other:

DILEMMA #11:

You have been interviewing candidates for several summer jobs. The application deadline was last week, and you expect to finish your interviews by next Friday. The mayor called you this morning to tell you that her niece's completed application was on the way and to ask you to squeeze her into the interview schedule. What would you do?

____Tell the mayor that the deadline for applications has already passed, so it would be unfair to interview any additional candidates.

____ Schedule a meeting with the mayor's niece, but hold her to the same standards as all the other candidates. The important thing is to hire the best people for the job.

____ Other:



DILEMMA #12:

Other:

time out in the are to be used that this emp	ees has just received a promotion e field. The government has stric I sparingly to call supervisors and loyee is using the phone to check ter school. What would you do?	t rules about the use of cell I colleagues only. You hav	l phones: They e become aware
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Monday mor	n use the chainsaw, but remind the ning. their request. The chainsaw is go		rned first thing



DILEMMA #14:

Because your job requires you to work on utilities projects all over the city, you have the use of a marked city car, which you park at your home overnight. Your son's preschool is next to the public works office where your workday always begins. He is small enough to need a car seat, which you have secured in the back seat of this vehicle. This short time together is enjoyable to both you and your son, and you make sure to leave plenty of time to drop him off, so that you are never late for work. One morning you suddenly realize that you were supposed to bring breakfast treats to the preschool today. If you hurry, you can load up your son, stop by Target on the way, and still get him and yourself where you need to be. What should you do? You should not be driving your son around in a city car in the first place. The morning trip to preschool is okay because it does not involve any further driving and thus does not cost anyone anything. However, you should not make that detour to Target. The well-being of the community's children—yours and the others at the preschool—is something this city prides itself on and seeks to encourage in every way. Within limits—for instance, if Target is not too far out of the way—it is fine to use the car in all these ways.

DILEMMA #15:

Your city has a presence on Facebook, Twitter, Instagram and other social media outlets. Your job is in the parks department and you have no interaction at work or outside work with the people responsible for the city's work in social media. However, you enjoy spending personal time outside of work checking out social media and you sometimes check the city's pages. One day you notice that a number of negative citizen comments have been posted about "the kind of kids" who hang out in one of the city parks. You sense racial overtones in these comments and angrily post a comment charging these citizens with racism. The next morning you tell your supervisor what you have seen and written online. Have you acted ethically?

_____ No. Because you work for the parks department, you should not post comments related to parks department business, even on your own time.

_____ Yes. You spoke out against racism, expressing a strongly held value of your city government, and you were honest with your supervisor about what you had done.

_____ Other:

Course and Instructor Evaluation

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ining Location:			Date:		
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We welcome your comments a	bout the time y	ou have spent tra	ining with us. P	lease complete the	following
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Are you intereste	ed in becoming a certified ethics trainer? Please Circle:	Yes	No
If yes, please pro	vide your contact information (address, email, phone num	ıber) bel	ow:



PARTICIPANT PACKET OPTION B

Code of Shared Ethics and Values

Preamble

For government to operate with transparency and accountability it is essential that public officials and employees conduct themselves in ways that uphold the public trust. The Code of Shared Ethics and Values provides guidance and support to public servants for the promotions and maintenance of the highest standards of personal and professional conduct. Because we wish to ensure the public confidence in the integrity of out government entities, it is proposed that all elected and appointed officials, employees, volunteers, and others who participate in government shall personally commit to being trained on the values and standards put forth in this document.

Public Service Values

Honesty/Integrity

- To exercise the moral courage to hold myself and others accountable for our actions
- To work within the law and in a way that will bear close public scrutiny
- To exhibit trustworthiness
- To employ decision making that promotes the public's best interest
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SEGMENTS 2 and 3

MOVIE DISCUSSION GUIDE

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Course and Instructor Evaluation

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Summary Comments
What, if anything, would you have improved on the course?
What did you find to be the most helpful in this course?
Is there anything else you would like to know?
Are you interested in becoming a certified ethics trainer? Please Circle: Yes No
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PARTICIPANT PACKET OPTION C

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Course and Instructor Evaluation

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- To refrain form taking advantage of information received in the course of my professional duties that is not available to the public
- To refrain from directly or indirectly using or allowing the use of government property for anything other than official activities
- To refrain from soliciting or accepting gifts or gratuities that may have a real or perceived influence on my objectivity in carrying out official responsibilities or placing me under obligation to the donor
- To refrain from competing with the community where I am employed or serve as an appointed or elected official

Fairness/Justice

- To advocate and promote the most efficient and effective way to deliver public services without prejudice or discrimination
- To publicly acknowledge that the function of government is to serve the best interest of all citizens
- To refrain from granting preferential treatment to family and friends when making staffing decisions or awarding contracts
- To refrain from retaliation or condoning retaliation against those who have exposed corrupt of unethical behaviors
- To assess the effects of inadequate resources on diverse groups within the service population and develop plans to remedy and implement such plans
- To behave consistently and with respect toward all citizens

PARTICIPANT WHAT WOULD YOU DO?



For each of the following ethical dilemmas, participants are to identify the course of action they would take, the issues that are involved, and the potential consequences of each option.

DILEMMA #1:

A colleague whom you consider a friend has been taking petty cash. You have just learned about your friend's actions. What would you do?
Tell the appropriate authority what you know. Keep quiet. You do not want your friend to be fired over such a small matter. Other:
DILEMMA #2:
You have worked with a local government supplier for many years and have developed a good relationship with the sales representative. He mentions that he has some season tickets for the local professional basketball games that he cannot use. He suggests that you and your spouse accept them as a gift. What would you do?
Accept the tickets and list the tickets on your financial disclosure form. The sales representative is a friend and is not asking for anything in return Turn down the offer of the tickets. You believe that the gift might compromise your objectivity or others' perception of your objectivity in your relationship with this and other suppliers Other:
DILEMMA #3:
Your local government's policy allows for a per diem for meals when employees travel on business. You have decided to stay with old friends rather than at a hotel and plan to eat dinner at their home. As you fill out your travel expense form, you reflect on the per diem. What would you do?
Claim the per diem. After all, on some trips the per diem has not covered all of your expenses.
Claim only those expenses you incurred. Other:



≤ 2
DILEMMA #4:
The governing body has just approved a staff recommendation to refurbish the community's parks with the latest playground equipment. The manufacturer of this equipment has offered to pay for your trip to nearby resort town to see the layout of the equipment in use.
Accept the offer. The governing body has already approved the purchase, so having the company pay for your trip is merely part of a public-private partnership that will save the taxpayers money. Insist on having the local government pay for the trip. You want to avoid any
appearance of influence. Other:
DILEMMA #5:
An employee whom you supervise is having personal problems that are affecting her work. The employee is frequently late and has failed to meet several important deadlines. What would you do?
Document the problems carefully, tell the employee that her performance is unacceptable, and draft a performance improvement plan. Hold the employee accountable for any lapses. Look the other way. Since the problems are due to personal issues, performance will improve once the employee resolves these issues. You sympathize with the employee and want to avoid adding to her problems.
Other:
DILEMMA #6:
You were recently promoted to a job as a building inspector. You have just learned that some of the inspections that your predecessor claimed to have completed were never undertaken. What would you do?
Keep the problem to yourself. Your job is to do the inspections that are scheduled now, not to check up on someone else's work. There is no way to hold the building official responsible, so there is no reason to risk word getting out to the media.
Inform your supervisor or the department head, even if it means that you have to "reinspect" the buildings.
Other:

Other:

DILEMMA #7:
The government recently purchased plants for several parks and has several left over after planting them. One of your best employees has approached you to ask if he can take the plants home. What would you do?
Let the employee take the plants. Since they are going to be thrown away otherwise, you consider the plants a reward for good work. Explain the employee that letting him take the plants could appear to be inappropriate. The press might make a big deal out of this type of thing. Other:
DILEMMA #8:
Your spouse works for a small company that is building a new office. The company is considering hiring a consultant to help with the permitting process and the paperwork that is required. A colleague in the planning department has talked about getting some consulting work on the side and suggested that he might be a good candidate. He is not directly involved in the plan review or permitting process, but he has learned enough about these processes to be of great help to your spouse's company. He has asked you to talk to your spouse; making this connection could be a real boost for your spouse's career. What would you do?
Give him your spouse's phone number, and let them work it out. After all, it doesn't really involve you. Suggest to your colleague that such action represents a conflict of interest. Tell him that he should not be accepting jobs as a consultant when he still has a job with the city. Other:
DILEMMA #9:
A prominent developer is about to put up a new housing development. You and your spouse would love to buy one of these premier homes, but you have just sold your house and need to move somewhere quickly—sooner than the homes will be ready. There is a waiting list on rental units in a nearby development. You know the developer well from past experience in the planning department; when you casually mention your dilemma, he offers to rent you a unit temporarily at a reduced price while he builds your home.
Turn down the offer. Although there are no legal barriers to this offer, it could be perceived by the public or press as unethical. Accept the unit. You have no influence on zoning or permit decisions, and you don't expect any issues involving the developer to come before the council in the near future.



DILEMMA #10:

You are on a self-directed work team that has been in place for three months. The team has no "official" leader, but you have emerged as a leader of sorts, partly because you have more experience than some of the other team members. Lately, you have noticed that one of the members of the team has been absent quite a bit, and the team is struggling to figure out how to catch up on the work that has lapsed as a result. One of the other members of the team confided in you yesterday that this employee has been taking "mental health days" to use up some of her sick leave. Your colleague asked you to keep the conversation confidential. What should you do?
Nothing. You are not in charge, and saying something would betray your colleague's confidence.
Bring up the employee's continued absence at your next team meeting. The
employee is misusing sick leave, and the team is suffering as a result. You should decide
as a team what to do.
Other:

DILEMMA #11:

You have been interviewing candidates for several summer jobs. The application deadline was last week, and you expect to finish your interviews by next Friday. The mayor called you this morning to tell you that her niece's completed application was on the way and to ask you to squeeze her into the interview schedule. What would you do?

_____Tell the mayor that the deadline for applications has already passed, so it would be unfair to interview any additional candidates.

_____Schedule a meeting with the mayor's niece, but hold her to the same standards as all the other candidates. The important thing is to hire the best people for the job.

_____Other:



DILEMMA #12:

One of your employees has just received a promotion that will require him to spend significant time out in the field. The government has strict rules about the use of cell phones: They are to be used sparingly to call supervisors and colleagues only. You have become aware that this employee is using the phone to check in with his son, who is alone in the afternoons after school. What would you do? Remind the employee of the policy regarding cell phone use and demand that he stop using it for any other purpose. Ignore the calls. You respect the employee's commitment to his family, and a short call every afternoon has no impact on his ability to get the job done. Other: DILEMMA #13: You are a supervisor in the parks department. During a recent storm, one of your employees experienced significant property damage. More than a dozen trees were knocked over. and one tree hangs precipitously over his house. Several of the employees on your work team are planning to work this weekend to help the employee cut up and haul away the damaged trees. The employees have asked you if they can borrow a chainsaw from the department to use over the weekend. What would you do? Let them use the chainsaw, but remind them that it needs to be returned first thing Monday morning. Decline their request. The chainsaw is government property. Other:



DILEMMA #14:

Because your job requires you to work on utilities projects all over the city, you have the use of a marked city car, which you park at your home overnight. Your son's preschool is next to the public works office where your workday always begins. He is small enough to need a car seat, which you have secured in the back seat of this vehicle. This short time together is enjoyable to both you and your son, and you make sure to leave plenty of time to drop him off, so that you are never late for work. One morning you suddenly realize that you were supposed to bring breakfast treats to the preschool today. If you hurry, you can load up your son, stop by Target on the way, and still get him and yourself where you need to be. What should you do? You should not be driving your son around in a city car in the first place. The morning trip to preschool is okay because it does not involve any further driving and thus does not cost anyone anything. However, you should not make that detour to Target. The well-being of the community's children—yours and the others at the preschool—is something this city prides itself on and seeks to encourage in every way. Within limits—for instance, if Target is not too far out of the way—it is fine to use the car in all these ways.

DILEMMA #15:

Your city has a presence on Facebook, Twitter, Instagram and other social media outlets. Your job is in the parks department and you have no interaction at work or outside work with the people responsible for the city's work in social media. However, you enjoy spending personal time outside of work checking out social media and you sometimes check the city's pages. One day you notice that a number of negative citizen comments have been posted about "the kind of kids" who hang out in one of the city parks. You sense racial overtones in these comments and angrily post a comment charging these citizens with racism. The next morning you tell your supervisor what you have seen and written online. Have you acted ethically?

_____ No. Because you work for the parks department, you should not post comments related to parks department business, even on your own time.

_____ Yes. You spoke out against racism, expressing a strongly held value of your city government, and you were honest with your supervisor about what you had done.

_____ Other:

Course and Instructor Evaluation

Cour	se and instructo	<u> Evaluation</u>	
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We welcome your comments about the	ne time you have spent tra	ining with us. Please complete	the followir
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Were you satisfied with the refreshment facilities?			

Summary Comments
What, if anything, would you have improved on the course?
What did you find to be the most helpful in this course?
<u></u>
Is there anything else you would like to know?
Are you interested in becoming a certified ethics trainer? Please Circle: Yes No
Are you interested in decoming a certified edites trainer? Flease Circle: 1 es 176
If yes, please provide your contact information (address, email, phone number) below:

ak you for participating in this ethics discussion.

INSTRUCTOR PACKET OPTION A

Code of Shared Ethics and Values

Preamble

For government to operate with transparency and accountability it is essential that public officials and employees conduct themselves in ways that uphold the public trust. The Code of Shared Ethics and Values provides guidance and support to public servants for the promotions and maintenance of the highest standards of personal and professional conduct. Because we wish to ensure the public confidence in the integrity of out government entities, it is proposed that all elected and appointed officials, employees, volunteers, and others who participate in government shall personally commit to being trained on the values and standards put forth in this document.

Public Service Values

Honesty/Integrity

- To exercise the moral courage to hold myself and others accountable for our actions
- To work within the law and in a way that will bear close public scrutiny
- To exhibit trustworthiness
- To employ decision making that promotes the public's best interest
- To avoid impropriety and refrain from misusing an official position to secure unwarranted privileges or advantages for myself or others
- To make no private promises of any kind that may unduly influence my public duties
- To refrain from engaging in business that would be directly or indirectly inconsistent with the conscientious performance of public duties
- To accept the responsibility to expose corrupt and/or unethical behavior
- To protect the public trust my exercising honesty and ensuring transparency

Respect/Civility

- To treat every person with dignity and respect
- To accomplish the goals and responsibilities of my individual position while respecting my role as a member of a team and the community at large
- To act in a professional, responsive and courteous manner
- To reach decisions only after considering various points of view
- To work with others in a spirit of tolerance and understanding
- To work to build consensus and accommodate diverse opinions
- To utilize effective communication by listening, asking questions and responding in a way that adds value to the conversation
- To support the public's right to know the truth and encourage diverse and civil public debate in the decision-making process

Accountability/Responsibility

- To refrain from using official positions to secure unwarranted privileges or advantages for myself or others
- To remove myself from every decision-making process in which I, my business, my associates or my family may benefit and upon removing myself form decisions, I will show self-restraint and not voice my opinion on the question
- To conduct my private affairs in a manner that minimizes the risk of real, potential or perceived conflicts of interest
- To make full public disclosure of the nature of any conflict of interest prior to any considered action
- To respect the privacy of others by keeping confidential information that I acquire in the course of my professional duties protected unless a legitimate reason to disclose exists
- To refrain form taking advantage of information received in the course of my professional duties that is not available to the public
- To refrain from directly or indirectly using or allowing the use of government property for anything other than official activities
- To refrain from soliciting or accepting gifts or gratuities that may have a real or perceived influence on my objectivity in carrying out official responsibilities or placing me under obligation to the donor
- To refrain from competing with the community where I am employed or serve as an appointed or elected official

Fairness/Justice

- To advocate and promote the most efficient and effective way to deliver public services without prejudice or discrimination
- To publicly acknowledge that the function of government is to serve the best interest of all citizens
- To refrain from granting preferential treatment to family and friends when making staffing decisions or awarding contracts
- To refrain from retaliation or condoning retaliation against those who have exposed corrupt of unethical behaviors
- To assess the effects of inadequate resources on diverse groups within the service population and develop plans to remedy and implement such plans
- To behave consistently and with respect toward all citizens

SEGMENTS 2 and 3

MOVIE DISCUSSION GUIDE-Instructor Copy*

Government Employee Training - Reproduced from Advanced Concept Research

GOVERNMENT ETHICS

Objective:

By the end of the program employees will understand clearly the expectations the citizens have of them when it comes to ethics, and that every day they must remain very aware of what is and what is not a potential conflict of interest between their private interests and their obligations to the public.

Overview:

Employees learn they are expected to keep confidential government information confidential, must never show favoritism, must not seek special privileges and must never use government property for personal use.

They learn they must not conduct government business with companies in which they have a financial interest, they must take no outside employment that conflicts with their official duties, and they must not accept gifts from anyone if could be assumed it was intended to influence them in the conduct of their duties.

*Instructor copy has comments in RED to consider and stress to the participants.

DISCUSSION BEFORE VIEWING

1. What are your ethical obligations as a government employee?

(Answers will give the discussion leader an idea of the current awareness the employees have about their ethical responsibilities, which can later be compared with the ethical concepts in the program. The answers will also cause the employees to begin thinking about their attention during the viewing of the program.)

DISCUSSION AFTER VIEWING

1. Why are you expected to keep confidential government information confidential?

(This information is always of a private nature and like taxpayer information, medical records, criminal histories, and juvenile records, it may be against the law to disclose it. You are also no ever permitted to use the confidential information for your own private gain or give that information to anyone who has not been authorized.)

- Most of us already know government employees should never show favoritism, but why?
 (We work for all the citizens and are hired to treat all citizens equally).
- If you violate the code of ethics, you could be disciplined. What are the
 forms of discipline an employee can receive?

 (Unethical behavior can result in anything from a letter of reprimand to
 suspension and even termination.)

SEGMENTS 2 and 3

- 4. The program states you may not personally profit from government business. What does that mean? (You cannot direct business to any company in which you have a direct or indirect financial interest. You also cannot conduct personal financial business with any company you have contact with in your role as a government employee.)
- 5. It would be possible to list all the business activities that might conflict with your duties, so if you're thinking of engaging in outside financial interests, what is the first thing you should do? (The correct action is for you to first obtain proper approval from your supervisor.)
- 6. When is unethical for you to receive a gift from someone?

 (It is unethical for you to accept a gift under any circumstances in which it could be reasonably assumed that the gift was intended to influence you in the conduct of your official duties.)
- 7. When is it permissible to use government property for your personal use? (Never. Use of government owned property is restricted at all times to official government business only.)
- 8. You are going to meet staff members who will become good and loyal friends, and if you see your friend violating the government code of ethics, what are you going to do?

 (As a government employee you want to be clear in your mind that it is
 - (As a government employee you want to be clear in your mind that it is your obligation to report to your supervisor immediately any illegal or unethical behavior by fellow staff members that you observe. It is worth remembering, experience has shown that those staff members who break the law are unusually eventually caught, and those who protected them are also caught. Both are disciplined.)

WRITTEN DILEMMAS

INSTRUCTOR DIRECTIONS:

Break participants into small groups. Distribute the handout, "DILEMMAS. Provide the following instructions: Participants should read the scenarios individually and answer the questions that follow.

When they have finished, they should discuss the DILEMMA ASSIGNED TO THEIR GROUP in their small groups. Explain that each group will report out the key points of the discussion, including:

- The ethical issues and the values that underlie the issues:
- How they would deal with the situation and the obligation of the supervisor or manager in this situation:
- Sources they might tap into (people, positions, outside organizations, etc.) for help or guidance.

Allow about 10 minutes to complete this small-group activity.

Reconvene the group. Ask each group to report on its discussion of their Dilemma. Make sure that participants from other groups have an opportunity to comment on the reports and ask questions of their peers.

Use the KEY Instructor Notes to guide the discussion and cover key points.

(Session note: If time is short, you can assign multiple groups the same situations which will cut down on the amount of time needed for sharing. Try to get all the groups involved in the discussion by asking the groups to report out on different aspects of the scenario.)

Ethical Dilemmas: What Would You Do?

Instructor COPY and Notes -

REPRODUCED FROM ICMA

For each of the following ethical dilemmas, participants are to identify the course of action they would take, the issues that are involved, and the potential consequences of each option. The key points following each question are designed to help you lead a discussion of participant responses.

#1 A colleague whom you consider a friend has been taking petty cash. You have just learned about your friend's actions. What would you do?

_____ Tell the appropriate authority what you know.

____ Keep quiet. You do not want your friend to be fired over such a small matter.

____ Other:

Key points: This situation pits personal and organizational loyalties against each other. Even though the amount stolen may be minimal, this situation is very serious

Key points: This situation pits personal and organizational loyalties against each other. Even though the amount stolen may be minimal, this situation is very serious because it involves theft of government funds. By saying nothing, a manager or supervisor is in reality condoning the act and could be held accountable. It could also be argued that if you say nothing, your friend might try more serious embezzlement in the future. Some participants might believe that a better course of action would be to confront the employee and insist that he or she come clean: if this course of action is taken, it is critical that the manager or supervisor be prepared to turn in the employee if the employee refuses to come clean. Paying back the money is not sufficient; the employee must admit to the theft and make restitution.

#2 You have worked with a local government supplier for many years and have developed a good relationship with the sales representative. He mentions that he has some season tickets for the local professional basketball games that he cannot use. He suggests that you and your spouse accept them as a gift. What would you do?

_____ Accept the tickets and list the tickets on your financial disclosure form. The sales representative is a friend and is not asking for anything in return.

_____ Turn down the offer of the tickets. You believe that the gift might compromise your objectivity or others' perception of your objectivity in your relationship with this and other suppliers.

Key points: Many local governments have rules about gifts; this would be a good time to review these rules. Regardless, it is critical that employees follow guidelines prescribed by state financial disclosure laws, which usually require public employees to disclose all gifts. Most government employees find that their lives are less complicated, however, if they make it a practice not to accept gifts of any kind from those who do business with local government.

Other:

#3	Your local government's policy allows for a per diem for meals when employees travel on business. You have decided to stay with old friends rather than at a hotel and plan to eat dinner at their home. As you fill out your travel expense form, you reflect on the per diem. What would you do?
	Claim the per diem. After all, on some trips the per diem has not covered all of your expenses.
	Claim only those expenses you incurred.
	Other:
	Key points: It may be tempting to accept the per diem—after all the employee has saved the government money by forgoing a hotel stay. It is critical to be honest and accurate when asking for reimbursement of expenses, however, and to avoid misrepresenting expenses or misuse of travel funds. The per diem is intended to cover expenses; if no expenses were incurred, accepting the per diem is dishonest. What would you do?
#4	The governing body has just approved a staff recommendation to refurbish the community's parks with the latest playground equipment. The manufacturer of this equipment has offered to pay for your trip to nearby resort town to see the layout of the equipment in use.
	Accept the offer. The governing body has already approved the purchase, so having the company pay for your trip is merely part of a public-private partnership that will save the taxpayers money.
	Insist on having the local government pay for the trip. You want to avoid any appearance of influence.
	Other:
	Key points: This situation poses a conflict between the value of saving money for the agency and of accepting a gift from a business that may secure a contract with the county. If the employee believes that it is in citizens' best interest to make the trip, the local government should pay. If there is nothing to be gained from the trip, the employee should not go regardless of who is paying. What would you do?

	oyee whom you supervise is having personal problems that are affecting her work. bloyee is frequently late and has failed to meet several important deadlines. What ou do?
un	acceptable, and draft a performance improvement plan. Hold the employee countable for any lapses.
im	ok the other way. Since the problems are due to personal issues, performance will prove once the employee resolves these issues. You sympathize with the employee d want to avoid adding to her problems.
Ot	her:
objective organization behavior is getting records. hurting to clearly is consequently performations offer sor	nts: It is critical to address any performance problem promptly and ely. Ignoring an employee's poor performance, does a disservice to the ation, places more responsibility on others, and tacitly supports negative r. Moreover, the employee is being paid for work that she is not doing that he g paid for work he is not doing, which is essentially a falsification of payroll. The supervisor needs to let the employee know that her performance is the quality and timeliness of work and help develop an improvement plan that dentifies goals, the steps that the employee must take to improve, and the ences of failing to achieve stated goals. Since the supervisor believes that the ance problems are due to some personal issues, the supervisor should also me support in addressing these issues, such as the local government's re assistance program. The supervisor cannot mandate this help, however.
of the in	e recently promoted to a job as a building inspector. You have just learned that some spections that your predecessor claimed to have completed were never undertaken. buld you do?
no	ep the problem to yourself. Your job is to do the inspections that are scheduled now, to check up on someone else's work. There is no way to hold the building official sponsible, so there is no reason to risk word getting out to the media.
	form your supervisor or the department head, even if it means that you have to einspect" the buildings.
Oti	her:
departm citizens	nts: Although there could be short-term embarrassment to the city or ent if this problem is reported, the public outcry would be far worse if learned of a "cover-up." Moreover, if a building that had not been inspected ced a fire or structural problem, the government could be held liable

#7	The government recently purchased plants for several parks and has several left over after planting them. One of your best employees has approached you to ask if he can take the plants home. What would you do?
	Let the employee take the plants. Since they are going to be thrown away otherwise, you consider the plants a reward for good work.
	Explain the employee that letting him take the plants could appear to be inappropriate. The press might make a big deal out of this type of thing.
	Other:
	Key points: This situation appears innocuous, but giving the plants away could be construed as misuse of government funds. Purchasing more of any item than necessary is wasteful and could also be considered a breach of ethics, as ethical decision making requires making the best use of government funds. The supervisor needs to discuss this situation with his or her manager or department head to find the optimal solution. If there is no other park or government property where the plants could be used, it might be a better option to allow the public to purchase them at cost.
#8	Your spouse works for a small company that is building a new office. The company is considering hiring a consultant to help with the permitting process and the paperwork that is required. A colleague in the planning department has talked about getting some consulting work on the side and suggested that he might be a good candidate. He is not directly involved in the plan review or permitting process, but he has learned enough about these processes to be of great help to your spouse's company. He has asked you to talk to your spouse; making this connection could be a real boost for your spouse's career. What would you do?
	Give him your spouse's phone number, and let them work it out. After all, it doesn't really involve you.
	Suggest to your colleague that such action represents a conflict of interest. Tell him that he should not be accepting jobs as a consultant when he still has a job with the city.
	Other:
	Key points: Any time an employee who works for the government accepts a consulting job in his or her area of expertise, there is a potential conflict of interest. It simply would not look good to have an employee in the planning department moonlighting as a consultant. It is the job of managers and supervisors to help promote ethical decision making throughout the organization, so this should be seen as an opportunity to educate the planning department employee about the importance of protecting the government's image and considering the public's perception when making decisions.

#9 A prominent developer is about to put up a new housing development. You and your spouse would love to buy one of these premier homes, but you have just sold your house and need to move somewhere quickly—sooner than the homes will be ready. There is a waiting list on rental units in a nearby development. You know the developer well from past experience in the planning department; when you casually mention your dilemma, he offers to rent you a unit temporarily at a reduced price while he builds your home. Turn down the offer. Although there are no legal barriers to this offer, it could be perceived by the public or press as unethical. Accept the unit. You have no influence on zoning or permit decisions, and you don't expect any issues involving the developer to come before the council in the near future. **Key points:** It is important not to take a gift from anyone who is or may be doing business with the government. This includes most developers. Some participants might suggest taking the unit but insisting on paying full rent, but this option also represents a misuse of the employee's position with the local government, as the employee would be receiving something that is not available to the general public. There are two important issues. Furthermore, it is important not to assume that just because you are not involved with a vendor today that you won't be involved in the future. The employee cannot be sure that he or she will not have to make a recommendation on an issue involving this developer. Even if the employee discloses the rent subsidy and recuses him- or herself from making recommendations on future issues, it may lead others to question the objectivity of the employee. #10 You are on a self-directed work team that has been in place for three months. The team has no "official" leader, but you have emerged as a leader of sorts, partly because you have more experience than some of the other team members. Lately, you have noticed that one of the members of the team has been absent quite a bit, and the team is struggling to figure out how to catch up on the work that has lapsed as a result. One of the other members of the team confided in you yesterday that this employee has been taking "mental health days" to use up some of her sick leave. Your colleague asked you to keep the conversation confidential. What should you do? Nothing. You are not in charge, and saying something would betray your colleague's confidence. Bring up the employee's continued absence at your next team meeting. The employee is misusing sick leave, and the team is suffering as a result. You should decide as a team what to do. Key points: When a self-directed work team is formed, its members need to discuss expectations and ground rules. When one or more team members do not support the team's mission, the team must give that individual the feedback needed to improve performance. The employee's use of sick leave is having negative consequences for the rest of the team, creating an unfair work environment. Although the supervisor is not the government-appointed leader, he needs to use his leadership skills to further the mission of the team and the organization. Point out that in cases like these ethics

and leadership are closely related.

was this	I have been interviewing candidates for several summer jobs. The application deadline last week, and you expect to finish your interviews by next Friday. The mayor called you morning to tell you that her niece's completed application was on the way and to ask you queeze her into the interview schedule. What would you do?
	Tell the mayor that the deadline for applications has already passed, so it would be unfair to interview any additional candidates.
	Schedule a meeting with the mayor's niece, but hold her to the same standards as all the other candidates. The important thing is to hire the best people for the job.
	_Other:
inter chan	points: Unless you have extended the deadline, it would be unethical to view the mayor's niece. By bending the rules, you have already lowered—or ged—the standards for different candidates. This is not only unethical: it may be al. It is important to be direct with the mayor and clearly explain the situation.
signi They awar	of your employees has just received a promotion that will require him to spend ificant time out in the field. The government has strict rules about the use of cell phones: y are to be used sparingly to call supervisors and colleagues only. You have become re that this employee is using the phone to check in with his son, who is alone in the moons after school. What would you do?
	Remind the employee of the policy regarding cell phone use and demand that he stop using it for any other purpose.
	Ignore the calls. You respect the employee's commitment to his family, and a short call every afternoon has no impact on his ability to get the job done.
	Other:
the rexce	points: It is the supervisor's job to enforce the rules. Ethics requires enforcing rules equally for all employees. If the supervisor feels that there should be exprised to the policy, he or she should bring the issue up with the department head range the policy. One solution may be to require employees to reimburse the ernment for any personal calls.

1	You are a supervisor in the parks department. During a recent storm, one of your employee experienced significant property damage. More than a dozen trees were knocked over, and one tree hangs precipitously over his house. Several of the employees on your work team ar planning to work this weekend to help the employee cut up and haul away the damaged tree The employees have asked you if they can borrow a chainsaw from the department to use over the weekend. What would you do?
,	Let them use the chainsaw, but remind them that it needs to be returned first thing Monday morning.
	Decline their request. The chainsaw is government property.
	Other:

Key points: The supervisor should take this opportunity to explain to the work team that any use of government property for personal projects is a breach of ethics. Personal use adds wear and tear to the equipment, perhaps making it necessary to replace it sooner than necessary. There are also liability issues to consider. Insurance would be unlikely to cover an injury that occurred off hours: the government could be held liable if someone got hurt.

Segment 4

Dilemma #14

Because your job requires you to work on utilities projects all over the city, you have the use of a marked city car, which you park at your home overnight. Your son's preschool is next to the public works office where your workday always begins. He is small enough to need a car seat, which you have secured in the back seat of this vehicle. This short time together is enjoyable to both you and your son, and you make sure to leave plenty of time to drop him off, so that you are never late for work. One morning you suddenly realize that you were supposed to bring breakfast treats to the preschool today. If you hurry, you can load up your son, stop by Target on the way, and still get him and yourself where you need to be. What should you do?

You should not be driving your son around in a city car in the first place.

The morning trip to preschool is okay because it does not involve any further driving and thus does not cost anyone anything. However, you should not make that detour to Target.

The well-being of the community's children—yours and the others at the preschool—is something this city prides itself on and seeks to encourage in every way. Within limits—for instance, if Target is not too far out of the way—it is fine to use the car in all these ways.

Key points: This car is paid for by taxpayers. Some cities have clear regulations regarding how those with city cars can use them, and if these rules allow a trip like the morning trip to preschool, which does not require any extra mileage, and if your supervisor knows about this and approves it, this use may be acceptable in your city. However, even in cases such as this, seeing a city car being used in this way may make taxpayers suspicious about your use of government's resources. Spotting the booster seat in the back as you work at various locations may raise further questions. This is something city governments and employees should consider as a general matter of policy, taking account of public perceptions as well as employees' convenience.

Segment 2

Dilemma #15

Your city has a presence on Facebook, Twitter, Instagram, and other social media outlets. Your job is in the parks department, and you have no interaction at work or outside work with the people responsible for the city's work in social media. However you enjoy spending personal time outside of work checking out social media, and you sometimes check the city's pages. One day you notice that a number of negative citizen comments have been posted about "the kind of kids" who hang out in one of the city parks. You sense racial overtones in these comments and angrily post a comment charging these citizens with racism. The next morning, you tell your supervisor what you have seen and written online. Have you acted ethically?

No. Because you work for the parks department, you should not post comments related to parks department business, even on your own time.

Yes. You spoke out against racism, expressing a strongly held value of your city government, and you were honest with your supervisor about what you had done.

Other.

Key points: It is good that you informed your supervisor of what you read online, so that the city can be aware of this conflict in the larger community and take steps to address tensions. It is also good that you were transparent about your own participation in the online comments. However, as a government employee you should not post public comments on matters related to the city, and especially on matters related to your own area of work. Your comments might be seen by citizens as official government pronouncements, even if you say things the whole government would support. Others in city government should be managing the city's online presence—including addressing any prejudicial remarks that may appear there.

INSTRUCTOR PACKET OPTION B

Code of Shared Ethics and Values

Preamble

For government to operate with transparency and accountability it is essential that public officials and employees conduct themselves in ways that uphold the public trust. The Code of Shared Ethics and Values provides guidance and support to public servants for the promotions and maintenance of the highest standards of personal and professional conduct. Because we wish to ensure the public confidence in the integrity of out government entities, it is proposed that all elected and appointed officials, employees, volunteers, and others who participate in government shall personally commit to being trained on the values and standards put forth in this document.

Public Service Values

Honesty/Integrity

- To exercise the moral courage to hold myself and others accountable for our actions
- To work within the law and in a way that will bear close public scrutiny
- To exhibit trustworthiness
- To employ decision making that promotes the public's best interest
- To avoid impropriety and refrain from misusing an official position to secure unwarranted privileges or advantages for myself or others
- To make no private promises of any kind that may unduly influence my public duties
- To refrain from engaging in business that would be directly or indirectly inconsistent with the conscientious performance of public duties
- To accept the responsibility to expose corrupt and/or unethical behavior
- To protect the public trust my exercising honesty and ensuring transparency

Respect/Civility

- To treat every person with dignity and respect
- To accomplish the goals and responsibilities of my individual position while respecting my role as a member of a team and the community at large
- To act in a professional, responsive and courteous manner
- To reach decisions only after considering various points of view
- To work with others in a spirit of tolerance and understanding
- To work to build consensus and accommodate diverse opinions
- To utilize effective communication by listening, asking questions and responding in a way that adds value to the conversation
- To support the public's right to know the truth and encourage diverse and civil public debate in the decision-making process

Accountability/Responsibility

- To refrain from using official positions to secure unwarranted privileges or advantages for myself or others
- To remove myself from every decision-making process in which I, my business, my associates or my family may benefit and upon removing myself form decisions, I will show self-restraint and not voice my opinion on the question
- To conduct my private affairs in a manner that minimizes the risk of real, potential or perceived conflicts of interest
- To make full public disclosure of the nature of any conflict of interest prior to any considered action
- To respect the privacy of others by keeping confidential information that I
 acquire in the course of my professional duties protected unless a legitimate
 reason to disclose exists
- To refrain form taking advantage of information received in the course of my professional duties that is not available to the public
- To refrain from directly or indirectly using or allowing the use of government property for anything other than official activities
- To refrain from soliciting or accepting gifts or gratuities that may have a real or perceived influence on my objectivity in carrying out official responsibilities or placing me under obligation to the donor
- To refrain from competing with the community where I am employed or serve as an appointed or elected official

Fairness/Justice

- To advocate and promote the most efficient and effective way to deliver public services without prejudice or discrimination
- To publicly acknowledge that the function of government is to serve the best interest of all citizens
- To refrain from granting preferential treatment to family and friends when making staffing decisions or awarding contracts
- To refrain from retaliation or condoning retaliation against those who have exposed corrupt of unethical behaviors
- To assess the effects of inadequate resources on diverse groups within the service population and develop plans to remedy and implement such plans
- To behave consistently and with respect toward all citizens

SEGMENTS 2 and 3

MOVIE DISCUSSION GUIDE-Instructor Copy*

Government Employee Training - Reproduced from Advanced Concept Research

GOVERNMENT ETHICS

Objective:

By the end of the program employees will understand clearly the expectations the citizens have of them when it comes to ethics, and that every day they must remain very aware of what is and what is not a potential conflict of interest between their private interests and their obligations to the public.

Overview:

Employees learn they are expected to keep confidential government information confidential, must never show favoritism, must not seek special privileges and must never use government property for personal use.

They learn they must not conduct government business with companies in which they have a financial interest, they must take no outside employment that conflicts with their official duties, and they must not accept gifts from anyone if could be assumed it was intended to influence them in the conduct of their duties.

*Instructor copy has comments in RED to consider and stress to the participants.

DISCUSSION BEFORE VIEWING

What are your ethical obligations as a government employee?
 (Answers will give the discussion leader an idea of the current awareness the employees have about their ethical responsibilities, which can later be compared with the ethical concepts in the program. The answers will also cause the employees to begin thinking about their attention during the viewing of the program.)

DISCUSSION AFTER VIEWING

1. Why are you expected to keep confidential government information confidential?

(This information is always of a private nature and like taxpayer information, medical records, criminal histories, and juvenile records, it may be against the law to disclose it. You are also no ever permitted to use the confidential information for your own private gain or give that information to anyone who has not been authorized.)

- Most of us already know government employees should never show favoritism, but why?
 (We work for all the citizens and are hired to treat all citizens equally).
- 3. If you violate the code of ethics, you could be disciplined. What are the forms of discipline an employee can receive? (Unethical behavior can result in anything from a letter of reprimand to suspension and even termination.)

SEGMENTS 2 and 3

- 4. The program states you may not personally profit from government business. What does that mean? (You cannot direct business to any company in which you have a direct or indirect financial interest. You also cannot conduct personal financial business with any company you have contact with in your role as a government employee.)
- 5. It would be possible to list all the business activities that might conflict with your duties, so if you're thinking of engaging in outside financial interests, what is the first thing you should do? (The correct action is for you to first obtain proper approval from your supervisor.)
- 6. When is unethical for you to receive a gift from someone? (It is unethical for you to accept a gift under any circumstances in which it could be reasonably assumed that the gift was intended to influence you in the conduct of your official duties.)
- 7. When is it permissible to use government property for your personal use? (Never. Use of government owned property is restricted at all times to official government business only.)
- 8. You are going to meet staff members who will become good and loyal friends, and if you see your friend violating the government code of ethics, what are you going to do?
 - (As a government employee you want to be clear in your mind that it is your obligation to report to your supervisor immediately any illegal or unethical behavior by fellow staff members that you observe. It is worth remembering, experience has shown that those staff members who break the law are unusually eventually caught, and those who protected them are also caught. Both are disciplined.)

INSTRUCTOR PACKET OPTION C

Code of Shared Ethics and Values

Preamble

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- To refrain from using official positions to secure unwarranted privileges or advantages for myself or others
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SEGMENTS 2 and 3

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 (We work for all the citizens and are hired to treat all citizens equally).
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INSTRUCTOR PACKET OPTION D

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WRITTEN DILEMMAS

INSTRUCTOR DIRECTIONS:

Break participants into small groups, Distribute the handout, "DILEMMAS. Provide the following instructions: Participants should read the scenarios individually and answer the questions that follow.

When they have finished, they should discuss the DILEMMA ASSIGNED TO THEIR GROUP in their small groups. Explain that each group will report out the key points of the discussion, including:

- The ethical issues and the values that underlie the issues;
- How they would deal with the situation and the obligation of the supervisor or manager in this situation;
- Sources they might tap into (people, positions, outside organizations, etc.) for help or guidance.

Allow about 10 minutes to complete this small-group activity.

Reconvene the group. Ask each group to report on its discussion of their Dilemma. Make sure that participants from other groups have an opportunity to comment on the reports and ask questions of their peers.

Use the KEY Instructor Notes to guide the discussion and cover key points.

(Session note: If time is short, you can assign multiple groups the same situations which will cut down on the amount of time needed for sharing. Try to get all the groups involved in the discussion by asking the groups to report out on different aspects of the scenario.)

Ethical Dilemmas: What Would You Do? Instructor COPY and Notes -

REPRODUCED FROM ICMA

For each of the following ethical dilemmas, participants are to identify the course of action they would take, the issues that are involved, and the potential consequences of each option. The key points following each question are designed to help you lead a discussion of participant responses. #1 A colleague whom you consider a friend has been taking petty cash. You have just learned about your friend's actions. What would you do? Tell the appropriate authority what you know. Keep quiet. You do not want your friend to be fired over such a small matter. Other: **Key points:** This situation pits personal and organizational loyalties against each other. Even though the amount stolen may be minimal, this situation is very serious because it involves theft of government funds. By saying nothing, a manager or supervisor is in reality condoning the act and could be held accountable. It could also be argued that if you say nothing, your friend might try more serious embezzlement in the future. Some participants might believe that a better course of action would be to confront the employee and insist that he or she come clean; if this course of action is taken, it is critical that the manager or supervisor be prepared to turn in the employee if the employee refuses to come clean. Paying back the money is not sufficient: the employee must admit to the theft and make restitution.

#2 You have worked with a local government supplier for many years and have developed a good relationship with the sales representative. He mentions that he has some season tickets for the local professional basketball games that he cannot use. He suggests that you and your spouse accept them as a gift. What would you do?

_____ Accept the tickets and list the tickets on your financial disclosure form. The sales representative is a friend and is not asking for anything in return.

_____ Turn down the offer of the tickets. You believe that the gift might compromise your objectivity or others' perception of your objectivity in your relationship with this and other suppliers.

_____ Other:

Key points: Many local governments have rules about gifts; this would be a good time to review these rules. Regardless, it is critical that employees follow guidelines prescribed by state financial disclosure laws, which usually require public employees to disclose all gifts. Most government employees find that their lives are less complicated, however, if they make it a practice not to accept gifts of any kind from those who do business with local government.

#3	Your local government's policy allows for a per diem for meals when employees travel on business. You have decided to stay with old friends rather than at a hotel and plan to eat dinner at their home. As you fill out your travel expense form, you reflect on the per diem. What would you do?
	Claim the per diem. After all, on some trips the per diem has not covered all of your expenses.
	Claim only those expenses you incurred.
	Other:
#4	Key points: It may be tempting to accept the per diem—after all the employee has saved the government money by forgoing a hotel stay. It is critical to be honest and accurate when asking for reimbursement of expenses, however, and to avoid misrepresenting expenses or misuse of travel funds. The per diem is intended to cover expenses: if no expenses were incurred, accepting the per diem is dishonest. What would you do? The governing body has just approved a staff recommendation to refurbish the community's parks with the latest playground equipment. The manufacturer of this equipment has offered
	to pay for your trip to nearby resort town to see the layout of the equipment in use.
	Accept the offer. The governing body has already approved the purchase, so having the company pay for your trip is merely part of a public-private partnership that will save the taxpayers money.
	Insist on having the local government pay for the trip. You want to avoid any appearance of influence.
	Other:
	Key points: This situation poses a conflict between the value of saving money for the agency and of accepting a gift from a business that may secure a contract with the county. If the employee believes that it is in citizens' best interest to make the trip, the local government should pay. If there is nothing to be gained from the trip, the employee should not go, regardless of who is paying. What would you do?

#5	An employee whom you supervise is having personal problems that are affecting her work. The employee is frequently late and has failed to meet several important deadlines. What would you do?
	Document the problems carefully, tell the employee that her performance is unacceptable, and draft a performance improvement plan. Hold the employee accountable for any lapses.
	Look the other way. Since the problems are due to personal issues, performance will improve once the employee resolves these issues. You sympathize with the employee and want to avoid adding to her problems.
	Other:
	Key points: It is critical to address any performance problem promptly and objectively. Ignoring an employee's poor performance, does a disservice to the organization, places more responsibility on others, and tacitly supports negative behavior. Moreover, the employee is being paid for work that she is not doing that he is getting paid for work he is not doing, which is essentially a falsification of payroll records. The supervisor needs to let the employee know that her performance is hurting the quality and timeliness of work and help develop an improvement plan that clearly identifies goals, the steps that the employee must take to improve, and the consequences of failing to achieve stated goals. Since the supervisor believes that the performance problems are due to some personal issues, the supervisor should also offer some support in addressing these issues, such as the local government's employee assistance program. The supervisor cannot mandate this help, however.
#6	You were recently promoted to a job as a building inspector. You have just learned that some of the inspections that your predecessor claimed to have completed were never undertaken. What would you do?
	Keep the problem to yourself. Your job is to do the inspections that are scheduled now, not to check up on someone else's work. There is no way to hold the building official responsible, so there is no reason to risk word getting out to the media.
	Inform your supervisor or the department head, even if it means that you have to "reinspect" the buildings.
	Other:
	Key points: Although there could be short-term embarrassment to the city or department if this problem is reported, the public outcry would be far worse if citizens learned of a "cover-up." Moreover, if a building that had not been inspected experienced a fire or structural problem, the government could be held liable.

#7	The government recently purchased plants for several parks and has several left over after planting them. One of your best employees has approached you to ask if he can take the plants home. What would you do?
	Let the employee take the plants. Since they are going to be thrown away otherwise, you consider the plants a reward for good work.
	Explain the employee that letting him take the plants could appear to be inappropriate. The press might make a big deal out of this type of thing.
	Other:
	Key points: This situation appears innocuous, but giving the plants away could be construed as misuse of government funds. Purchasing more of any item than necessary is wasteful and could also be considered a breach of ethics, as ethical decision making requires making the best use of government funds. The supervisor needs to discuss this situation with his or her manager or department head to find the optimal solution. If there is no other park or government property where the plants could be used, it might be a better option to allow the public to purchase them at cost.
#8	Your spouse works for a small company that is building a new office. The company is considering hiring a consultant to help with the permitting process and the paperwork that is required. A colleague in the planning department has talked about getting some consulting work on the side and suggested that he might be a good candidate. He is not directly involved in the plan review or permitting process, but he has learned enough about these processes to be of great help to your spouse's company. He has asked you to talk to your spouse; making this connection could be a real boost for your spouse's career. What would you do?
	Give him your spouse's phone number, and let them work it out. After all, it doesn't really involve you.
	Suggest to your colleague that such action represents a conflict of interest. Tell him that he should not be accepting jobs as a consultant when he still has a job with the city.
	Other:
	Key points: Any time an employee who works for the government accepts a consulting job in his or her area of expertise, there is a potential conflict of interest. It simply would not look good to have an employee in the planning department moonlighting as a consultant. It is the job of managers and supervisors to help promote ethical decision making throughout the organization, so this should be seen as an opportunity to educate the planning department employee about the importance of protecting the government's image and considering the public's perception when making decisions.

- #9 A prominent developer is about to put up a new housing development. You and your spouse would love to buy one of these premier homes, but you have just sold your house and need to move somewhere quickly—sooner than the homes will be ready. There is a waiting list on rental units in a nearby development. You know the developer well from past experience in the planning department; when you casually mention your dilemma, he offers to rent you a unit temporarily at a reduced price while he builds your home. Turn down the offer. Although there are no legal barriers to this offer, it could be
 - perceived by the public or press as unethical.
 - Accept the unit. You have no influence on zoning or permit decisions, and you don't expect any issues involving the developer to come before the council in the near future.

Key points: It is important not to take a gift from anyone who is or may be doing business with the government. This includes most developers. Some participants might suggest taking the unit but insisting on paying full rent, but this option also represents a misuse of the employee's position with the local government, as the employee would be receiving something that is not available to the general public. There are two important issues. Furthermore, it is important not to assume that just because you are not involved with a vendor today that you won't be involved in the future. The employee cannot be sure that he or she will not have to make a recommendation on an issue involving this developer. Even if the employee discloses the rent subsidy and recuses him- or herself from making recommendations on future issues, it may lead others to question the objectivity of the employee.

- #10 You are on a self-directed work team that has been in place for three months. The team has no "official" leader, but you have emerged as a leader of sorts, partly because you have more experience than some of the other team members. Lately, you have noticed that one of the members of the team has been absent quite a bit, and the team is struggling to figure out how to catch up on the work that has lapsed as a result. One of the other members of the team confided in you yesterday that this employee has been taking "mental health days" to use up some of her sick leave. Your colleague asked you to keep the conversation confidential. What should you do?
 - Nothing. You are not in charge, and saying something would betray your colleague's confidence.
 - Bring up the employee's continued absence at your next team meeting. The employee is misusing sick leave, and the team is suffering as a result. You should decide as a team what to do.

Key points: When a self-directed work team is formed, its members need to discuss expectations and ground rules. When one or more team members do not support the team's mission, the team must give that individual the feedback needed to improve performance. The employee's use of sick leave is having negative consequences for the rest of the team, creating an unfair work environment. Although the supervisor is not the government-appointed leader, he needs to use his leadership skills to further the mission of the team and the organization. Point out that in cases like these ethics and leadership are closely related.

was this	u have been interviewing candidates for several summer jobs. The application deadline last week, and you expect to finish your interviews by next Friday. The mayor called you morning to tell you that her niece's completed application was on the way and to ask you queeze her into the interview schedule. What would you do?
	Tell the mayor that the deadline for applications has already passed, so it would be unfair to interview any additional candidates.
	Schedule a meeting with the mayor's niece, but hold her to the same standards as all the other candidates. The important thing is to hire the best people for the job.
	_Other:
inter char	points: Unless you have extended the deadline, it would be unethical to rview the mayor's niece. By bending the rules, you have already lowered—or nged—the standards for different candidates. This is not only unethical: it may be tal. It is important to be direct with the mayor and clearly explain the situation.
sign The awa	e of your employees has just received a promotion that will require him to spend ificant time out in the field. The government has strict rules about the use of cell phones: y are to be used sparingly to call supervisors and colleagues only. You have become re that this employee is using the phone to check in with his son, who is alone in the moons after school. What would you do?
_	Remind the employee of the policy regarding cell phone use and demand that he stop using it for any other purpose.
	Ignore the calls. You respect the employee's commitment to his family, and a short call every afternoon has no impact on his ability to get the job done.
	Other:
the rexce	points: It is the supervisor's job to enforce the rules. Ethics requires enforcing rules equally for all employees. If the supervisor feels that there should be eptions to the policy, he or she should bring the issue up with the department head range the policy. One solution may be to require employees to reimburse the ernment for any personal calls.

ez or pl T	You are a supervisor in the parks department. During a recent storm, one of your employees experienced significant property damage. More than a dozen trees were knocked over, and me tree hangs precipitously over his house. Several of the employees on your work team are lanning to work this weekend to help the employee cut up and haul away the damaged trees. The employees have asked you if they can borrow a chainsaw from the department to use wer the weekend. What would you do?
_	Let them use the chainsaw, but remind them that it needs to be returned first thing Monday morning.
_	Decline their request. The chainsaw is government property.
_	Other:

Key points: The supervisor should take this opportunity to explain to the work team that any use of government property for personal projects is a breach of ethics. Personal use adds wear and tear to the equipment, perhaps making it necessary to replace it sooner than necessary. There are also liability issues to consider. Insurance would be unlikely to cover an injury that occurred off hours; the government could be held liable if someone got hurt.

Segment 2

Dilemma #14

Because your job requires you to work on utilities projects all over the city, you have the use of a marked city car, which you park at your home overnight. Your son's preschool is next to the public works office where your workday always begins. He is small enough to need a car seat, which you have secured in the back seat of this vehicle. This short time together is enjoyable to both you and your son, and you make sure to leave plenty of time to drop him off, so that you are never late for work. One morning you suddenly realize that you were supposed to bring breakfast treats to the preschool today. If you hurry, you can load up your son, stop by Target on the way, and still get him and yourself where you need to be. What should you do?

You should not be driving your son around in a city car in the first place.

The morning trip to preschool is okay because it does not involve any further driving and thus does not cost anyone anything. However, you should not make that detour to Target.

The well-being of the community's children—yours and the others at the preschool—is something this city prides itself on and seeks to encourage in every way. Within limits—for instance, if Target is not too far out of the way—it is fine to use the car in all these ways.

Key points: This car is paid for by taxpayers. Some cities have clear regulations regarding how those with city cars can use them, and if these rules allow a trip like the morning trip to preschool, which does not require any extra mileage, and if your supervisor knows about this and approves it, this use may be acceptable in your city. However, even in cases such as this, seeing a city car being used in this way may make taxpayers suspicious about your use of government's resources. Spotting the booster seat in the back as you work at various locations may raise further questions. This is something city governments and employees should consider as a general matter of policy, taking account of public perceptions as well as employees' convenience.

Segment 4

Dilemma #15

Your city has a presence on Facebook, Twitter, Instagram, and other social media outlets. Your job is in the parks department, and you have no interaction at work or outside work with the people responsible for the city's work in social media. However you enjoy spending personal time outside of work checking out social media, and you sometimes check the city's pages. One day you notice that a number of negative citizen comments have been posted about "the kind of kids" who hang out in one of the city parks. You sense racial overtones in these comments and angrily post a comment charging these citizens with racism. The next morning, you tell your supervisor what you have seen and written online. Have you acted ethically?

No. Because you work for the parks department, you should not post comments related to parks department business, even on your own time.

Yes. You spoke out against racism, expressing a strongly held value of your city government, and you were honest with your supervisor about what you had done.

Other.

Key points: It is good that you informed your supervisor of what you read online, so that the city can be aware of this conflict in the larger community and take steps to address tensions. It is also good that you were transparent about your own participation in the online comments. However, as a government employee you should not post public comments on matters related to the city, and especially on matters related to your own area of work. Your comments might be seen by citizens as official government pronouncements, even if you say things the whole government would support. Others in city government should be managing the city's online presence—including addressing any prejudicial remarks that may appear there.

Train-The-Trainer Kit Step-By-Step Instructions

INSTRUCTIONS

STEP 1. Preview Materials

Familiarize yourself with the contents of this Kit. In particular, review the Sample Agendas, decide which option (A or B or C or D) is best for your circumstances, preview the 11-minute movie, and preview the PowerPoint slides used during the training session.

STEP 2. Schedule the Training

Schedule the date and time for the Training, identify the attendees who will be invited, and identify where the Training will be held. A sample notice (for posting or emailing to trainees) to advertise the Training is included on the jump drive.

Size of Group of Trainees and Facilities Suggested:

Option A or B or C: to be set by trainer

The facilities vs. the size of the group are more important. As a general rule, for groups of 12 or fewer persons, the movie can be shown on a TV. For groups of 20 or more persons, it is better to project a larger image using an LCD projector.

STEP 3. Audio-Visual Equipment, Handouts & Forms

Audio-visual equipment is an option for this training. In its most simple form, this equipment will consist of a TV/DVD (or laptop), and an LCD projector. PowerPoint slides associated with this Kit are optional and found on the jump drive.

The appropriate equipment should be obtained, staged in the room prior to the Training, and checked out to make sure everything works correctly.

This Kit also contains a Handout entitled "What Would You Do?". A suitable number of handouts should be printed prior to the event.

Suggested agendas for each of the three options are available on the jump drive. Once the Training Agenda is selected, the Agenda should be edited to reflect the specific details of the training event and should be printed and distributed to the trainees.

An attendee roster is also included, which should be passed around for signatures at the beginning of the training session, and again at the end, if desired.

STEP 4. Event-day Check

On the date of the Training, sufficiently prior to the event, all audio-visual equipment and printed materials should be in place, in the training room. Audio-visual equipment should be checked out and confirmed ready for operation.

STEP 5. Conduct the Training

The Trainer selects the option (A or B or C or D) that he/she wants to use during this training session. The Trainer conducts the training session(s) in accordance with previous suggested guidelines in this Kit.

STEP 6. Assessment/Evaluation of the Training

Assessment of this training is to be completed at the end of the session. A suggested evaluation form is included on the jump drive.

Informal conversations with trainees following the event will usually provide useful information about the effectiveness of the training.

The Trainer may choose to informally ask the group what they liked most and least about the training, or to send in any suggestions for improvement, if the trainees wish to do so.

STEP 7. File Paperwork, Collect Materials

Upon completion of the training, Trainers record the attendance, assessment notes, and any other notes for improvements for future training sessions. These materials will be turned in to the SHARED ETHICS ADVISORY COMMISSION.

Designated Ethics Commission person to mail the above materials is as follows:

Calvin Bellamy President Shared Ethics Advisory Commission 8001 Broadway, Ste. 400 Merrillville, IN 46410

Always do right. This will gratify some people and astonish the rest.

- Mark Twain

Government Ethics.

By the end of the program employees will understand clearly the expectations the citizens have of them when it comes to ethics, and that every day they must remain very aware of what is and what is not a potential conflict of interest between their private interests and their obligations to the public.

YOU ARE INVITED TO JOIN US FOR A MOVIE ABOUT
GOVERNMENT ETHICS FOLLOWED BY A DISCUSSION WITH YOUR
CO-WORKERS.



Sponsored by the Shared Ethics Commission

FREE TRAINING OFFERED TO YOU.

Where:

When:

TIME:

ETHICS TRAINING AGENDA

	(Day), (Date) , 2015	
?:00 pm to ?:00 pm	BUSINESS ETHICS	
	TODAY's AGENDA	
?:00 am to ?:00 am	Welcome by (fill in your name)	
?:00 am to ?:00 am	Opening Comments	
?:00 am to ?:00 am	SEGMENT 1: Introduce Shared Ethics Advisory Commission: The Code of Shared Ethics and Values Present Code.	
?:00 am to ?:00 am	SEGMENT 2: Presentation: Business Ethics Movie (11 minutes)	
?:00 am to ?:00 am	SEGMENT 3: Discussion questions about movie	
?:00 am to ?:00 am	SEGMENT 4: What Would You Do?" (written dilemmas)	
?:00 am to ?:00 am	Time for Comments and Closing Discussions	
?:00 am to ?:00 am	Complete Evaluations and Collect	
	THANK YOU FOR YOUR PARTICIPATION	

ETHICS TRAINING AGENDA

STANSO DANIEL MUSICALINA	
	(Day), (Date) , 2015
?:00 pm to ?:00 pm	BUSINESS ETHICS
	TODAY's AGENDA
?:00 am to ?:00 am	Welcome by (fill in your name)
?:00 am to ?:00 am	Opening Comments
?:00 am to ?:00 am	SEGMENT 1: Introduce Shared Ethics Advisory Commission: The Code of Shared Ethics and Values Present Code.
?:00 am to ?:00 am	SEGMENT 2: Presentation: Business Ethics Movie (11 minutes)
?:00 am to ?:00 am	SEGMENT 3: Discussion questions about movie
?:00 am to ?:00 am	Time for Comments and Closing Discussions
?:00 am to ?:00 am	Complete Evaluations and Collect
	THANK YOU FOR YOUR PARTICIPATION

ETHICS TRAINING AGENDA

	(Day), (Date) , 2015			
?:00 pm to ?:00 pm	BUSINESS ETHICS			
	TODAY's AGENDA			
?:00 am to ?:00 am	Welcome by (fill in your name)			
?:00 am to ?:00 am	Opening Comments			
?:00 am to ?:00 am	SEGMENT 1: Introduce Shared Ethics Advisory Commission: The Code of Shared Ethics and Values Present Code.			
?:00 am to ?:00 am	SEGMENT 2: Written Dilemmas Read dilemmas individually and answer individually			
?:00 am to ?:00 am	Divide into assigned groups			
?:00 am to ?:00 am	Discuss dilemmas			
?:00 am to ?:00 am	Time for Comments and Closing Discussions			
?:00 am to ?:00 am	Complete Evaluations and Collect			
	THANK YOU FOR YOUR PARTICIPATION			

MEETING SIGN-IN SHEET				
Project:	ETHICS TRAINING		Meeting Date:	
Facilitato	r:		Place/Room:	

Name	Title	DEPARTMENT	Phone	Fax	E-Mail	
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Train-The-Trainer Kit Event Day Checklist

EVENT DAY CHECKLIST

No.	Description	required	confirmed
1	AV equipment confirmed	1	
2	MEETING SIGN IN SHEET - Attendee roster (1 copy)	V	
3	ETHICS Training agenda (1 per participant)	1	
4	PARTICIPANT PACKETS (1 per participant)		
T	- Choose Packet for Option A, B, C, or D		
5	Copy of MOVIE	/	
	-Utilized in Options A, B, and C		
6	INSTRUCTOR PACKET	/	
o .	- Choose Packet for Option A, B, C, or D		
7	PowerPoint Slides - Choose Option A, B, or C	V	
8	CONFIDENCE AND ENTHUSIAM FOR TOPIC	√	
	Good Luck! Thank you for your efforts!		
	Good Laux: Thank you for your entries:		

Training Tips -REPRODUCED FROM ICMA

Training sessions need to be properly introduced, conducted, and processed. For learning to take place, instructors must effectively introduce the goals and objectives for each session, ask effective questions and guide group discussion, and provide closure at the end. Take the following steps:

Prepare carefully. Review the related content in the course textbook and the lesson outline and activities. Try to anticipate questions and difficulties that participants are likely to have. Plan ahead, but be flexible so that you can alter your plan to accommodate the needs of the group.

Review objectives. In most cases, each session should begin with an overview of the session objectives and activities. Explain what you expect participants to learn from each activity and how the objectives fit into course goals (discussed later in this section).

Accommodate the adult learner. Adults learn best when they are actively engaged and can apply what they are learning to their own experiences and situations. Provide ample opportunities for adults to integrate new ideas and concepts into their existing knowledge. Use interactive learning strategies; long lectures can detract from learning. Accommodate different learning styles by incorporating visuals (e.g., PowerPoint), engaging participants in the discussion, recording participants' comments on a flip charts, and so forth.

Focus on real-life examples. It is important to tailor course materials to the knowledge and experience of participants. Examples and anecdotes should be as up-to-date as possible and relevant to the audience and the key points you are making.

Encourage discussion. Guided discussions work best when all class members are actively involved. People typically respond best to open-ended questions that are challenging, thought provoking, and relevant to their experiences. Allow participants time to answer when you ask a question, but be prepared to continue yourself if you do not get the response you had anticipated. If you have trouble stimulating a discussion, consider asking participants to write out their answers to questions ahead of time or breaking the class into smaller groups. Participants usually are more candid when they know one another; icebreakers and small group exercises are included in the course to facilitate interaction. While you should encourage quieter members to participate, be careful to avoid putting anyone on the spot.

Guide the discussion. Discussions work best when the trainer facilitates participation. This means bowing out when the group gets going and reappearing when members have gone off on a tangent or need help reaching closure. If a comment is incorrect or inappropriate, it is your job to correct it without embarrassing the participant. Acknowledge the effort, reinforce correct portions of the comment, and clarify inaccurate information. It is important to know where you want your guided discussion to go before you start. Before the session, review the key ideas you want to come out of the discussion. Use the discussion questions suggested in the lessons as a guide, but feel free

to eliminate those that are extraneous or to improvise others to make sure that your group covers key points. Jotting down key ideas on a flipchart as you go along will help you stay focused and summarize the discussion.

Give clear directions. It is important to explain what is expected of participants for each activity. They need to know what they are to do, how they are to do it, and how much time they will be given. When breaking into small groups, allow time for participants to rearrange themselves and the furniture so that you have their full attention before giving directions. If you are working with printed materials, be careful to allow participants sufficient time to read them on their own. Remain available to clarify directions throughout the sessions.

Facilitate learning. Your responsibilities include guiding the group process by keeping things moving, including all group members in the learning process, providing feedback, keeping participants directed toward the designated goal, and helping the group sum up each session. When conducting small-group activities, don't be tempted to join as a participant. Instead, use this time to provide help where needed. Roam around the room and observe how groups are doing, refocus them on the task at hand, answer questions, and offer suggestions.

Process information. No matter how good the quality of a presentation or activity, it will be useless without processing it and reviewing what was learned. Make sure you allow ample time for questions and discussion after each presentation. When appropriate, use a flip chart to record ideas. Look for opportunities to help participants relate the content to their own experiences and situations.

Provide closure. It is often helpful to ask for questions at the end of the session to make sure that there are no loose ends. Be prepared to suggest additional resources for those who would like to explore a topic in more depth.

Look for ways to encourage participants to convert what they have learned into action. Use discussion questions and learning activities to inspire participants to reflect on their own situation, assess their strengths and weaknesses, and apply what they have learned.

You can also encourage participants to use new skills by ending the session with questions such as:

- What can you do when you return to your job to apply what you have learned?
- Who might be an ally in the strategies you might apply?
- What problems, if any, do you anticipate in applying the concepts you have learned?

Be enthusiastic! Your positive (or negative) attitude may quickly become the prevailing mood of the group. Enthusiasm fosters a positive learning environment.

Adult Learners - REPRODUCED FROM ICMA

Adults learn ...

- When they want to learn.
- What they feel a need to learn.
- If information is practical and realistic.
- By doing.

Adults learn best when ...

- The learning atmosphere is comfortable and informal.
- Goals and objectives are clear.
- A variety of methods are used.
- They are actively engaged.
- Their ideas are valued and respected.
- They have opportunities to apply what they are learning to their experience.
- They recognize how what is taught will help them do a better job.
- They are challenged and encouraged (not embarrassed or downgraded).

Characteristics of Young Learners vs Adult Learners		
Young Learners	Adult Learners	
Captive audience	Voluntary learners	
Subject-centered	Problem-centered	
Dependent learners	Independent learners	
Inexperienced	Experienced	
Teachers prescribe content	Learners decide content	
Grouped by age or ability	Grouped by interest or need	
Concerned with learning for the future	Concerned with using knowledge now	
Subordinate to the teacher	Equal to the teacher/trainer	

Sample Questions - REPRODUCED from ICMA

Sometimes the toughest part of being a trainer is stimulating discussion. Here are a few general questions that might help get a discussion going or guide it to where you want it to go.

Questions for clarifying issues or discussion

- As I understand it, the problem is _____. Does anyone have additional thoughts or ideas about this issue?
- Would anyone care to suggest facts we need to better understand the issues involved here?
- We've heard from some of you. Would those of you who have not spoken like to add any ideas?
- What other issues related to this problem should we discuss?
- Would someone care to sum up our discussion on this issue?

Questions for case studies or ethics scenarios

- How would you define the problem or ethical dilemma?
- What are the possible options? Which would you recommend?
- What factors contributed to the problem encountered?
- How could this situation have been prevented?
- What would you do if you were in charge?
- What should be the next steps?
- Would you (hire this person, approve this expenditure, approve this policy)? Why or why not?
- What advice would you give to the person in the case study?
- If the person in the case study worked for you, what would you do?
- What are the benefits and the disadvantages of the approach that you have recommended?
- If this approach is implemented what are the likely consequences?
- What criteria would you use to judge success of the approach?

Training Challenges - Reproduced from ICMA

As a trainer, what can (or should) you do about each of the following situations?

- 1. There are very different levels of experience in the group.
- 2. A participant arrives in the middle of your presentation; after introductions have been made and the agenda has been discussed.
- 3. Participants are hostile and attack the topic, the organization or the trainer.
- 4. A participant questions your knowledge or experience.
- 5. The group appears to be bored or withdrawn.
- 6. A small group misunderstands the instructions and answers a different set of questions than you had expected.
- 7. One person monopolizes the discussion.
- 8. When you ask a question to begin a group discussion, you are met with total silence.
- 9. Several participants need to leave the training early.
- 10. Participants see no ethical dilemma in the scenarios they have been given.

Dealing with Problem Participants- REPRODUCED FROM ICMA

RAMBLER, who gets off track or talks about issues unrelated to the topic at hand

- Look for a pause to interject with a question about how what the person is saying relates to the topic at hand.
- Remind participants of the objectives and time constraints.
- Redirect with something like, "Your point is interesting, but we seem a bit off the subject."
- Help the rambler link back to the discussion, e.g., "I'm sure we all have experiences dealing with a difficult citizen, but how does that relate to unethical behavior?"
- Let the person know that he or she will have an opportunity to bring up unrelated points later in the workshop.

DOMINATOR, who monopolizes the conversation.

- Direct questions "to those from whom we haven't heard yet."
- Gently interrupt when the dominator is speaking.
- Remind people that you'd like them to be brief, so that you can finish on time.
- Suggest to the dominator that you'd like to get another opinion.
- Avoid making eye contact with the dominator so that he or she does not have an opportunity to interject.

INTERRUPTER, who interrupts others, breaks into others' comments, and fails to listen in eagerness to get his or her idea across

- Ask, "How does your idea compare to what X has just said?"
- Say, "Please let X finish, then we'll hear your comment."
- Suggest, "To make sure we are all on the same page please listen to X's position before you state yours."
- Raise your hand to signal "stop" and encourage original speaker to continue.

RELUCTANT PARTICIPANT, who is hesitant, shy, and silent most of the time

- Use pairs and small groups.
- Place reluctant participants in groups that do not include immediate supervisor or higher-ups.
- Privately talk with the reluctant participant and encourage him or her to speak.
- Politely ask, "What has been your experience?"
- Ask open-ended questions that are non-threatening.
- Give positive feedback when the reluctant participant does participate.
- Never force participants to speak when they do not want to.
- If the entire group seems withdrawn, conclude the discussion and move on to a new activity or take a short break.

ARGUER, who constantly disagrees with the trainer and participants

- Let the group deal with person, e.g., "Does anyone want to respond to that?"
- Avoid getting into a debate or argument; don't get emotional.
- Simply state, "I understand your opinion."
- Use humor to deflect any hostility or antagonism.
- Be patient.

SIDE CONVERSATIONS, taking place during a presentation or guided discussion

- Use nonverbal cues to signal that it is disrupting, e.g., a hand on the arm or shoulder of one
 of the participants, a finger to the lips, or a slight shake of your head.
- Tactfully engage the participants in the larger group discussion by directing a question to one
 of them (avoid putting them on the defensive or embarrassing them with a question they
 cannot answer, however)
- Redirect the side conversationalists by stating, "Could we have just one discussion please?"



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Government Employee Training

GOVERNMENT ETHICS

Program # 22941G Running time: 11 minutes