



**ETHICAL INTELLIGENCE:  
A ROADMAP FOR MAKING THE RIGHT DECISION**

**Instructor Guide**



West Virginia Department of Transportation  
Division of Highways  
Training & Development Section 2016

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## **Workshop Objectives**

By the end of this workshop you will be able to:

- Define workplace ethics
- Identify Universal Rules of Ethics
- Recognize characteristics of an ethical employee
- Analyze Five Principles of Ethics
- Examine The Ethics Act
- Identify common ethical violations by employees
- Provide a model to help make ethical decisions

## **Slide 1 Title Slide**

### **Introduction**

The Ethical Intelligence training session can help strengthen the core ethics of your district or division. The training session serves as a roadmap on how to make the right choices in the workplace. It also gives supervisors tools for recognizing unethical behavior in their employees and the characteristics that make up an ethical employee. A look at the WV Ethics Act will allow participants to gain a greater understanding of ethical behavior required for state agencies as it relates to Private Gain, Gifts, Dual Compensation and other issues. Sometimes ethical decisions are very easy to make and the answer is always clear. At other times the line between right and wrong is blurry. What is right for one situation may be wrong for another. This session includes guidelines that teach the participants how to make the best possible choice.

## **Slide 2 Ice Breaker**

Take care of housekeeping items, such as where the restrooms are located, sign-sheet, snacks and breaks. Tell them if they need to take a call or text, to please step out of the classroom.

ICEBREAKER: Introduce yourself. Have participants introduce themselves and then from memory share or read the “Ed the Entrepreneur” case about the Mojave Desert. Ask the participants: What do you think? Is Ed’s operation ethically justifiable as it is currently run?

### **Ed the Entrepreneur Case:**

Ed the Entrepreneur buys a cheap piece of California land in the middle of the Mojave Desert. It is located a mile back from a major highway, and it is exactly between the two closest gas stations, which are 85 miles distant in either direction. In the summertime, average high temperatures are often above 110 degrees.

Ed then builds a shack and paints it bright orange so that it is easily visible from the highway. He installs a phone, a large refrigerator, and the strongest air conditioner available. He adds a giant HDTV, a couch, and a PlayStation 3. Usually, weeks or months pass without anyone dropping in. From time to time, however, desperate people knock on his door. When they do, Ed offers to let them have a gallon of cold water, the use of his phone, and a chance to wait for their ride inside. His price is \$50,000.

If his customers don't have the money handy, Ed makes them sign a contract promising to pay him later, out of future wages if necessary. If they refuse to pay or sign, Ed throws them out, locks the door, and goes back to playing PlayStation 3 after telling his surprised visitors to "say hello to the vultures." In the end, everyone signs the contract. Ed makes a profit of about \$300,000 per year.

No one has ever walked away and met with harm in the heat. In his heart, Ed knows he would not allow someone to remain outside, even if he or she refused to sign the contract.

Let's assume that the contracts would stand up in court, is Ed's operation ethically justifiable as it is currently run?

### **Slide 3-4 Objectives**

Review the Objectives which are:

- Define workplace ethics
- Identify Universal Rules of Ethics
- Recognize characteristics of an ethical employee
- Analyze Five Principles of Ethics
- Examine The Ethics Act
- Identify common ethical violations by employees
- Provide a model to help make ethical decisions

### **Slide 5 Standards of Behavior**

A standard is an accepted level of behavior to which people are expected to conform. If you lived alone on an island somewhere, the only ethical code that you would be concerned about would be your own. But life is more or less a group project and you live and experience life surrounded by family members, coworkers, friends, schools, culture and country. Therefore, you must consider standards that apply to everyone.

The Standard of Etiquette refers to expectations concerning manners or social graces. Every society and culture has them. Most people try to live up to these and abide by these standards in order to avoid embarrassment or social shame. For example, we all know that it is appropriate to knock on the door before we enter someone's home. We realize the importance of saying "please" and "thank you." Often standards of etiquette are not written down, but they are passed down from generation to generation. However, standards of etiquette are not as serious as standards of law and standards of ethics. People rarely die due to poor manners but violation of standards of law and ethics can have serious implications.

The Standards of Law has to do with rules of behavior imposed on people by governments such as speed limits.

The Standard of Ethics refers to social expectations of people's moral behavior. This consists of an individual's principles and values. Whereas legal standards may change when authorities change, ethical standards change only when new information causes people's thinking about the standard to change. People are discouraged from challenging the law as it is perceived as a threat to authority. But an ethical standard

requires the questioning and challenging that comes with independent thinking in order for society to learn and find better answers.

### **Slide 6** *Work Ethics*

Work Ethics is defined as a group of moral principles, standards of behavior, or set of values regarding proper conduct in the workplace.

### **Slide 7** *Si's Work Ethic*

Before showing the clip, say "Watch this clip and tell me how the work ethic of one employee affects the entire team? If you watch just one season of Duck Dynasty, it does not take long to realize that the popular character Uncle Si tries to get by with doing as little work as possible. Ask, "Would you classify that as good work ethic?"

### **Slide 8** *The Golden Rule*

In ethics there are universal principles which mean there are rules that the majority of people agree on. They are rules that almost everyone agrees on. The core universal principle of ethics is the golden rule. Do unto others as you would have them do unto you.

### **Slide 9-10** *Other Universal Ethical Rules*

In addition to the golden rule, there are other universal ethical rules which are generally agreed upon by the majority of people. As you read through these, see if the participants agree.

### **Slide 11** *Character Traits of Excellent Employees*

Display title "Character Traits of Excellent Employees."

As supervisors, each of you has employees that you are responsible for. Ask the participants: Think about those employees that you have that stand out above the others. The employees that you wish that you had more of. What type of character traits do those employees have that make them stand out? After they respond, display the rest of the slide and review the character traits.

**Honesty** – This is the core of personal ethics. People who are consistently honest are perceived as being trustworthy. Other people recognize that they can be counted on and entrusted with sensitive information.

**Respect** – the willingness to show consideration and appreciation for others. This means showing proper deference to a supervisor and demonstrating consideration for coworkers and customers. Respectful people do not treat others abusively, dishonestly, rudely or manipulative. Sam Walton, the founder of Wal-Mart possesses many character traits that led to his success, but the trait that stood out most to his employees was his respect for his workers. He often traveled from store to store encouraging his employees and it was said that he knew the names of all the store managers as well as the name of their spouses.

**Integrity** – Integrity is doing the right thing even when nobody is watching. This is a faithful adherence to a strict personal ethical code. It means sticking to the truth and one's principles no matter what the consequences. Pressures from peers, coworkers to take the easier path can be very strong. But people of integrity have the strength of character to stand up for what is right.

Industriousness – To be industrious is to consistently demonstrate perseverance and hard work. These types of workers do more than is expected of them and look for opportunities to do more.

Loyalty – This means being faithful to a supervisor, to a job, to tasks assigned. Keep in mind that this is not a blind loyalty that ignores or covers up wrong doing.

## Slide 12 Activity – Honesty Quiz

Have the participants turn to pages 6-8 in their participant guide and take the Honesty quiz. When finished, pass out score sheet.

### HONESTY QUIZ SCORE SHEET

## Score Guide:

## How Honest Are You?

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Here's how to interpret your score:

15 - 24

**Honest Abe** - You tell the whole truth and nothing but, even if it's inconvenient. Every once in a while, you might be so blunt you hurt someone you love. Don't throw your truth-telling tendencies out the window, just remember you can be honest in a way that's a little less painful. Overall, though, your dedication to the truth makes you a reliable spouse, neighbor and employee.

26 - 36

**Even Stephen** - You judge what's right according to your internal moral compass, but your compass takes in more than the immediate situation. You'll often wait to see if others notice a problem before you offer up the truth, and if an immediate confession becomes a bother, you'll look for an easier alternative. You've got good intentions, but make sure you don't go down a slippery slope.

37 - 45

**Hard Knock Lifer** - Your guideline for truth-telling is what's best for you. You'll tell it like it is to save yourself from certain punishment; otherwise, you assume everybody's looking out for themselves, so why not put yourself first? But the more lies you tell, the harder the habit is to break. Lying doesn't exactly inspire trust, so people are more likely to withhold information or lie to protect themselves from you. Think long-term and break the cycle. If you want other people to be honest with you, start by being honest with them.

### Slide 13 Red Flags to Indicate Possible Unethical Behavior

If you as a supervisor hear someone say any of these, you can expect something unethical is about to happen.

- “Well, maybe just this once.”
- “No one will ever know.”
- It doesn’t matter how it gets done as long as it gets done.”
- “Everyone does it.”
- “We didn’t have this conversation.”

### Slide 14-15 Five Principles of Ethics

Review the five principles of ethics:

1. Egoism – the belief that one ought to do what is one’s own self-interest
2. Utility – the right action to take is the one that produces the best consequences for everyone involved, not just for one individual.
3. Rights – an action is considered moral when it respects the rights of others and is considered immoral when it violates another’s rights.
4. Duties – People should do the right thing because it’s the right thing to do.
5. Virtues – Ethics is based on being a good person. Ethical people incorporate ideal character traits into their life.

### Slide 16 A Code of Conduct for Public Servants: The WV Ethics Act

Have participants turn in the participant guide to page six. Display Slide #15 to show what areas are covered by The WV Ethics Act. There will be insufficient time to review everything in the act, so highlight the areas that come up most often. These include private gain, gifts, and dual compensation.

Supervisors can use this guide to review in further detail on their own as well as have the capability to share the information with their employees.

**Private Gain** – those in public service must use their positions for the benefit of the public and not for their own private gain or for the gain of another.

For example:

- Public Servants may not use their agency’s supplies or equipment for personal projects or activities.
- Public employees may not work on personal projects or activities during work paid work time.
- Public employees may not use subordinates to work on personal projects during work hours or compel them to do so on their own time.

**Gifts** - Public employees may not solicit a gift unless it is for a charitable purpose from which he or his immediate family members derive no direct personal benefit.

- Public employees may not accept unsolicited gifts of more than \$25.00, gifts/awards, speaking engagement fees, free tickets from lobbyists or those persons who seek to do business with, are regulated by or have financial interest in the public employee’s governmental agency.

**Dual Compensation** – No public employee may receive compensation from two sources in state, county or municipal government for working the same hours except under certain limited circumstances.



**Conflict of Interest: Employment** – Full-time public servants may not take personal regulatory action on matters affecting a person by whom they are secondarily employed or with whom they are seeking employment or have an agreement concerning future employment.

### *Slide 17 Activity Slide – Santa in Summer*

#### ACTIVITY SLIDE – Santa in the Summer

After highlighting The Ethics Act, have participants turn to pages 11-12 of their participant guide and read the “Santa in the Summer” case study and answer the question on the back of the activity anonymously. After participants have had time to complete the activity collects the responses and begins reading some of the responses for group discussion. Stress the fact that when making ethical decisions, the answers are not always back and white.

After reviewing their answers, share the top 3 responses received from the National Institute for Engineering Ethics survey.

45% of respondents agreed that Rod should contact his faculty advisor, R.E. Serchur, over the weekend and ask for his advice about the most appropriate course of action, if any, he should take.

22% felt that Rod should ask Upwright directly about what has transpired with the contractors’ foremen and explain that while nothing wrong may be occurring, the appearance of impropriety exists to the casual observer.

14% felt that Rod should approach one of the bridge contractor foremen to try to clarify the facts of the situation through them, before confronting Upwright (perhaps the items in the pickup truck were intended for charity or they may be purchasing items that Upwright wants at a discount and Upwright is reimbursing them for the cost of each item).

#### **The Case:**

Rod Traverse is a civil engineering student at a well-known university in the mid-west. Because he did well in his surveying course during his junior year, he is working for the summer before his senior year for the state Department of Transportation (DOT) on a road construction project 140 miles from his hometown. His duties include working closely with the state's on-site resident engineer, Jim Upwright and several other state highway construction engineers for the project. Ethel Hicks (known to her friends as “Eth”) is Upwright’s supervisor at the DOT headquarters and visits the site every couple of weeks to see how the project is progressing.

Every Friday afternoon about 4:00 p.m., Rod and the DOT engineers get into their cars or trucks to drive home for the weekend. Since he works a good bit of the time reducing survey data and keeping records in the state's construction trailer, Rod has noticed individual foremen for the three separate bridge contractors working on the project putting a box or other article in the back of the resident engineer's pickup truck about 3:30 p.m. on most Fridays. These boxes and articles have included a

new set of tires, a mountain bike, a case of Duggan's Dew o' Kirkintilloch Scotch whiskey, and a shotgun.

There are several more bridge structures to be designed and built under another contract for the project. Upwright will be asked to make comments and give recommendations regarding the three bridge contractors presently on the project, if they show interest in obtaining the additional work.

Since Rod's work is part of a summer credit course program at the university, Upwright will also be required to communicate with Rod's advisor at school (Dr. R. E. Serchur) and recommend an appropriate grade for Rod's summer work course.

Under the circumstances, is Rod obligated to say anything about the gifts to anyone, and if so, to whom and when? Use the page below to write your response. Responses will be collected and read to the class for discussion. Do not write your name on this sheet. All responses will remain anonymous.

### **Slide 18 Common Ethical Violations by Employees - Theft**

The security director of a large retail store was explaining the new security system being installed there. He mentioned that the system cost over \$350,000. A listener commented on how much money the store must be losing to shoplifters for such an investment to be justified. The security director shook his head sadly and said, "Our customers are fine. It is our employees who are stealing us blind!"

Each year employee theft costs the average American retail store more money than shoplifting does. Employees have increased access to products. They know more about store security procedures and ways to evade them. Employees may frequently be left unsupervised in the store while customers rarely are. Recent U.S. Chamber of Commerce figures that employees steal approximately \$400 billion from businesses each year. In state government, obviously we are not a retail store, but we still have things stolen. Can you think of some? Ask for examples of theft that the supervisors have witnessed:

State workers have been known to steal office supplies, equipment's, cash, phones, computers, and company vehicles.

### **Slide 19 Lowes Theft Video**

Show Lowes theft video.

### **Slide 20 Wasted Time**

According to one survey, the typical American worker spends an average of 7 hours each workweek INTENTIONALLY doing nothing productive. IF this is true, that means that employees waste almost an entire

day each week essentially getting paid for nothing. Is this employee theft? Yes. How would you feel about wasted time if you owned a business?

Courts have ruled that phones, computers and emails belong to the company, not the employee, so more and more businesses are reading employee emails and monitoring what web sites workers access and phone logs. Some employee rights advocates have criticized some of these practices. The courts have ruled that the U.S. Constitution implies an individual's right to privacy. Do employees shed those rights when they go to work each day?

### **Slide 21 Seinfeld Clip**

Show the Seinfeld clip. Ask the participants, "Did you see any wasted time at work?"

### **Slide 22 Workers Compensation Theft**

Display title only and say Workers' compensation fraud can be committed by employees, employers, health care providers, and attorneys.

Display the rest of the slide and ask:

What does Workers Compensation theft involve? Ask supervisors if they have witnessed this and if they care to give an example without releasing any case specific confidential information. Fraud comes in many forms. It ranges from a business under-reporting worker hours to providers billing for services not performed, to an injured worker collecting time-loss compensation benefits while working at another job. There are signs that you as supervisors can look for to help you identify potential workers' compensation fraud.

Go over the 6 red flags.

### **Slide 23 Activity - Workers Compensation Theft**

ACTIVITY SLIDE – Workers' Compensation Newspaper Article

Then go into Workers Comp Activity. Pass out article on Workers Comp Theft and have participants read.

Summary of article: Ex. In August 2004, Betty Canoy died in a work related accident in her job with the Montana Department of Transportation and her husband, Robert Canoy began receiving workers compensation benefits of about \$786 from the Montana State Fund every two weeks which was about \$20,000 a year. The payments were to expire 10 years after his wife's death OR if Canoy remarried. From 2005-2010, Canoy returned an annual questionnaire from the State Fund confirming his marital status as single, widowed. He did not return the form in 2011 and 2012. State investigators searching the internet found a newspaper announcement announcing Canoy's remarriage in April 2011. Canoy told investigators he was excited to get married and didn't think about the payments until he received his next annual State Fund questionnaire and realized he was no longer entitled to benefits. However, he stated that he continue to collect the check in order to get himself in a financial position where he would no longer need them. Essentially, Canoy received \$29,118 in unwarranted benefits. He was scheduled for arraignment when the article was written but I do not know what his penalty was.

[http://billingsgazette.com/news/state-and-regional/montana/widower-charged-with-k-workers-comp-theft/article\\_964442e5-c95a-559c-a2b1-a5264be3f0e1.html](http://billingsgazette.com/news/state-and-regional/montana/widower-charged-with-k-workers-comp-theft/article_964442e5-c95a-559c-a2b1-a5264be3f0e1.html)

Then ask the following discussion questions:

1. Earlier we talked about the character traits of excellent employees. Robert Canoy defrauded Worker's Compensation of his deceased wife's employer, the Montana Department of Transportation. What character traits did he not possess? Honesty, Respect, Integrity, Industriousness, Loyalty. Honesty, Respect and Integrity would be correct answers.
2. Looking at the 5 principles of ethics; egoism, utility, rights, duties, virtues, which principle do you think Canoy's decision to continue receiving checks for workers compensation after he remarried falls under? Answer: Egoism because he did what was in his own self-interest.

#### **Slide 24 Misuse of Technology**

A problem in the workplace is the misuse of computers, copiers, and phones. This is one reason that companies monitor employee telephone calls. Some employees use the company phone to make lengthy personal calls.

Historically, the number one shopping day in the U.S. is the day after Thanksgiving, when many workers are on a holiday break. But the top online shopping day of the year in the United States is the Monday after Thanksgiving. This means that a large number of employees make a conscious decision to wait until they get back to work to do their Christmas shopping. Other types of misuse of company computers is visiting gambling sites and online pornography. Individuals that are addicted to this in their personal life tend to bring that addiction to work with them.

#### **Slide 25 Disclosure of Confidential Information PII**

Employees should not send or share confidential information for unauthorized purposes. Confidential, private, personally identifiable information (PII) must be encrypted or disassociated from any individual prior to transmission through any public data communications infrastructure, such as a network or the Internet. Employees must guard against access to files and take precautions to protect their computers when away from their workstation.

#### **Slide 26 Falsification of Documentation**

These are forms of falsifying documents that supervisors need to be aware of when reviewing data:

**Pencil Whip** – Involves using a pen or pencil to mark a line straight through data rather than completing the check list or evaluation step-by-step. Show example on the next slide.

**Fudging Numbers** - Rounding or increasing numerical data so that the results are passing. Show example on next two slides.

**The Magic Pencil** – Using an eraser or white out to erase data and correct a mistake or make a number what it should be. The appropriate way to correct a mistake is to draw a line through it and initial it.

**Back Dating** – Consists of falsifying data by taking data from a successful run or back dating the date on the results to a day when you know that the results were all passing.

#### **Slide 27 Falsification Documentation Example – The Pencil Whip**

These are examples of falsifying documents that supervisors need to be aware of when reviewing data:

In this pencil whip scenario, the inspector has just taken a pen and drawn through the data which could indicate that he or she did not take the time to conduct all inspection points on the forklift.

### **Slide 29-29 Sampling Falsification Documentation**

Let's take a look at a common scenario where falsification of documentation occurs in sampling. This is a test document with actual results. Here, the sand equivalent fails at 44 percent, unless... unless certain parts of the test can be altered to create a better result. That way...now it PASSES with a 45 average ?!?!? OR maybe we just use a little white out and make our problems go away. Some supervisor's rubber stamp documents. They have no personal knowledge of what they are signing or stamping.

### **Slide 30 Stakeholders**

Ask, "Who must companies consider when making ethical decisions?"

Every company has direct and indirect stakeholders that they must consider when facing an ethical dilemma. The direct stakeholders of Highways include all of the employees; the public; business partners; and communities served. Indirect stakeholders consists the environment and society.

### **Slide 31 The Ethics Model**

Not all decisions are black and white. Often there may be many choices that can be made. In difficult situations in which the outcome affects multiple stakeholders, you can use the 5-Step ETHICS Model to approach the situation and help you come to the best decision or course of action.

1. Evaluate the Problem – Look at the big picture and of the problem. Gather all of the details and complexities of the situation. Then begin analyzing the information, gradually narrowing down the scope unit you identify the central ethical decision you need to make. For example, if you assess the Maintenance Supervisor stealing tools from the garage, the central ethical decision may be what should you do about the scene that you witnessed?
2. Think through the Options – The next step is to consider what options are available to the decision maker.
  - Ignore the thefts
  - Join the thief in stealing merchandise
  - Report the coworker's actions to a District Manager?
  - Report the theft anonymously?
  - Confront the coworker privately with an ultimatum that the next theft will be reported?
  - Gather several other employees to confront the coworker as a group?
  - Ask a more experienced and honest coworker for advice?  
The more creative that you are in coming up with all potential responses, the stronger your final decision is likely to be.
3. Highlight the Stakeholder – Identify the people or groups of people who might be affected by a specific decision. Ex. The employee, coworkers, employee's family. The more stakeholders that you consider at this stage, the more balanced and fair your final decision will be.

### Slide 32 ACTIVITY SLIDE - The Ethics Model Continued

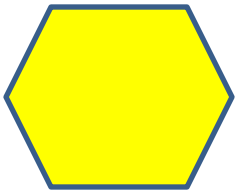
4. Identify & Apply Relevant Ethical Principles: This step is the heart of the ETHICS model. The goal is not just to make a decision, but to make an ethical decision. The universal ethical rules and the 5 basic ethical principles that we discussed earlier can help you by looking at the situation from each principles perspective.
  - Egoism Principle: the right thing for a person to do in any situation is the action that best serves that person's own long-term interests.
  - Utility Principle: The morally right action is the one that produces the best consequences for everyone involved, not just for one individual.
  - Principle of Rights: An action is considered moral when it respects the rights of others and is considered immoral when it violates another's rights.
  - Principle of Duties: People should do what is ethically right purely because people have a moral obligation to do what is ethically right. They should do the right think because it's the right thing to do.
  - Principle of Virtues: Ethics is based on being a good person, that is, on incorporating ideal character traits into your life.

Therefore, you look at the situation from each principal's perspective. What would each principle imply as the most ethical course of action? When most of the principles end up suggesting the same course of action, the decision maker can have some measure of confidence that a particular option is a good moral choice.

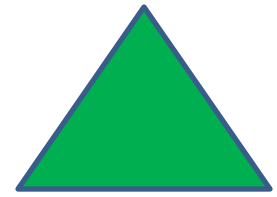
5. Choose the Wisest Option – There is where you put it all together and review the first 4 steps in the ETHICS model. Choose the option that seems to represent the wisest and most ethical course of action.

6. State your Justification – Identify your reasons and arguments that support a decision because ethical decisions are often controversial. It is likely that at least some other people will not agree with your decision, therefore you may need to explain and defend your decision. A strength of the ETHICS model is that you have already considered, and perhaps documented, much of the information that you need. A good rule of thumb is to be able to provide three – five strong reasons or arguments that support the decision made.

**ACTIVITY - (AT THE END OF THIS SLIDE USE “Use of Old DOT Signs CASE STUDY EXERCISE USING THIS MODEL) ACTIVITY:** Divide participants into groups of 3-4. Have participants read the “Use of Old DOT Signs” on pages 16 of Participant guide and then on page 17 answer the case questions. Using the ETHICS model on page 18, apply the ETHICS model in order to come up with a solution. Have them refer to the Universal Ethical Rules and 5 Ethical Principles found in their Participant Guide to help them apply the ETHICS Model. Once they are finished, discuss their answers.



## Case Study – Use of Old DOT Signs



Rick is an engineer in a rural area office which has provided tremendous service and benefit to the counties and rural communities it serves for many years. The public often looks to this area office for advice with engineering issues and depends upon the staff of the area office to look for opportunities to serve the greater public interest.

The State DOT maintenance section recently completed its annual sign replacement program and the county commissioner from one of the counties this area works in noticed a large bundle of old signs in the state DOT maintenance yard. These signs appeared to be in “fair shape” to the county commissioner, and he asked the maintenance supervisor what was going to be done with the signs. The maintenance supervisor told him they were being sent to the district office warehouse to be disposed of. The county commissioner asked if the State DOT would give them the county to replace signs on country roads that were in much worse condition, or to install at locations where there were no signs in place. The maintenance supervisor told the county commissioner he could not approve this and sent him to see Rick.

Rick has driven many of the country roads in question, and knows that most of the existing county road signs are in horrible condition and need to be replaced. There are also several locations where signs are needed and none exist. Rick also knows that this is an economically disadvantage county and funding to replace or install new signs is not likely to be available any time soon. The old State DOT signs that are going to be disposed of are in much better shape than any of the existing signs on the country roads, so giving them to the county would help improve the signage on these county roads, thus improving safety of these roads for the traveling public.

Rick visited with the area engineer, Sheryl, about this request. Sheryl contacted the District Traffic Engineer, Weldon, to see what documentation would be required to allow State DOT to give the signs to the county. Weldon seems puzzled by the request and asks Sheryl why state DOT is replacing signs that appear to be in “fair shape.” Sheryl tells him that the signs no longer meet the reflectivity requirements for signs and are being replaced with new, more reflective signs.

Weldon is concerned about the potential liability problems State DOT may face if it gives signs that do not meet State DOT’s reflectivity standards to the county for use on county roads. Sheryl disagrees with Weldon. She feels that using old signs that do not meet State DOT’s reflectivity standards to replace the signs on the county roads is better than leaving existing county road signs in place that are completely faded and non-reflective, or do not exist at all. Weldon disagrees with Sheryl and instructs her to send signs to the warehouse to be destroyed.

## Application of the ETHICS model

Directions: Using the ETHICS model given in your participant guide, analyze the case study presented. Once you have analyzed the case, select the best option from the options given. Be sure to record your justification.

Evaluate the problem:

Think through the options:

Highlight the stakeholders:

Identify and Apply relevant ethical principles:

Choose the Wisest Option: (Options 1, 2, 3 and 4 are listed below)

State your justification:

What should Sheryl do?

Options:

1. Do as Weldon instructed and forget about the matter?
2. Send a few of the worst signs to the warehouse to be disposed of and give the rest of the signs to the county?
3. Go over Weldon's head to see if someone else will give her the answer she really wants because it seems the right thing to do?
4. Quit her job?
5. Other option: \_\_\_\_\_

**INSTRUCTOR NOTES:** Sheryl should not quit her job. Sheryl also should not select only the worst signs to dispose of and give the rest of the signs to the county without permission.

In this case the best options would be either:

Option 1: Do as Weldon instructed and forget about the matter OR



Option 3: Go over Weldon's head to see if someone else will give her the answer she really wants because it seems like the right thing to do. Sheryl always tries to go the extra mile to help others. Under these circumstances in this situation, if Sheryl appeals to a higher authority, State DOT's Traffic Operations Division and the State DOT office of General Council would most likely decide that the signs could be given to the county as long as the county:

1. Officially requests them in writing;
2. Acknowledges that they know the signs do not meet the reflectivity requirements of the Department of Transportation.
3. Accepts full responsibility for their use.

### ***Slide 33 Video Clip - Closing***

End with this short clip. Life is too short not to care about others. A young college student tries to eat his lunch in peace, but is constantly disrupted by people needing his help. This is an entertaining glimpse of the golden rule in practice.