

# ETHICAL DECISION MAKING

Facilitator: Director of Member Development, Guide, or Chapter Advisor

Supplies:

(1 per member) – values inventory

(10 copies) – moral dilemma

(1 per member) – slip of paper

(1 per member) – pen or pencil

Time Needed: 70 minutes

WELCOME		
FACILITATOR TALKING POINTS	<ul style="list-style-type: none"> <li>• Start with a warm-up activity to get the group connected and energized.</li> <li>• Set up any ground rules (i.e. no cell phones) and expectations (i.e. everyone joins in the discussion).</li> <li>• Review the schedule or timeline with the group.</li> <li>• Review the course descriptions and learning outcomes with the group found in the guide.</li> <li>• Start with a personal story that links this topic to your audience.</li> </ul>	TIME: 10/10
TRANSITION	<ul style="list-style-type: none"> <li>• Now that we are familiar with one another and understand what we'll be covering today, let's get started.</li> </ul>	1/11
OPENING SECTION		
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> <li>• Fraternities and sororities are often faced with difficult decisions to make. If you look at the news headlines today across the country, we are faced with many examples of men and women who are not making decisions that case fraternities and sororities in a positive light.</li> <li>• What do we have as an organization that should guide the decisions we make as individuals or as an organization? (Ask questions here to guide the participants towards the concept of values).</li> <li>• We have both personal and organizational values.</li> <li>• It's important to identify and talk about what those values are and how they are connected to our decision-making processes.</li> </ul>	TIME: 4/15

<p>ACTIVITY INSTRUCTIONS</p> <p>-use values inventory worksheet -everyone will need a pen/pencil</p>	<ul style="list-style-type: none"> <li>• Examine the list of values. They are all values that we probably see as important or “good.” Narrow the list down to the 10 that are the most important to you. Circle the values that you have chosen. (5 minutes)</li> <li>• Now, just looking at the 10 values you have selected as the most important and representative of you, narrow that list down to 3. (5 minutes)</li> <li>• Now that you have selected your top 3 values, turn to the person sitting next to you and tell them why.</li> <li>• Is it because a parent, a mentor, or a friend instilled these values?</li> <li>• Is it because you have had negative experiences that have helped to shape these values? (5 minutes)</li> </ul>	<p>TIME: 15/30</p> <p>GUIDE MATCH: Identifying our personal values.</p>
<p>DEBRIEF</p>	<ul style="list-style-type: none"> <li>• Example: Why is it so important to start with why?</li> <li>• Why is this topic important to the work we are doing?</li> <li>• How does knowing our personal values connect to ethical decision making?</li> <li>• How does that impact our organization on campus?</li> <li>• How does that impact Delta Tau Delta nationally?</li> </ul>	<p>TIME: 5/35</p>
<p>TRANSITION</p>	<ul style="list-style-type: none"> <li>• Example: Next, let’s be clear about the terms we are using today.</li> </ul>	<p>TIME: 1/36</p>
<p>FACILITATOR TALKING POINTS</p>	<ul style="list-style-type: none"> <li>• NOTE: Define the term you are facilitating or teaching. Have the group help define these terms first.</li> <li>• Values –</li> <li>• Ethics –</li> <li>• Morals –</li> <li>• Dilemma -</li> </ul> <p>It’s important that we have an understanding of the different meanings of these words, but also how they are all connected.</p>	<p>TIME: 9/45</p>
<p>ACTIVITY INSTRUCTIONS</p> <p>-moral dilemma worksheet</p>	<ul style="list-style-type: none"> <li>• Have the chapter or members break up into groups of 4 or 5. The group should read the provided moral dilemma together.</li> <li>• Once they have read the moral dilemma, have them come up with a decision as a group along with rationale for why.</li> <li>• Have each group share their rationale out loud with the whole group.</li> <li>• Once all groups have shared with one another, ask the following questions: <ul style="list-style-type: none"> <li>• Were any of the individuals in the group against the decision of the group? Why or why not?</li> <li>• Did anyone find that the group decision was in conflict of their personal values?</li> <li>• What do we do when we have a difficult decision to make within the chapter?</li> <li>• How do we consider our chapter and personal values when we have to make difficult decisions?</li> </ul> </li> </ul>	<p>TIME: 20/55</p> <p><b>GUIDE MATCH:</b> Moral Dilemma</p>

CLOSING ACTIVITY	<ul style="list-style-type: none"><li>• Have each member of the chapter take a slip of paper and ask them to write down one time that either they, or someone they witnessed, made a decision that was against the chapter values.</li><li>• Have each person crumple them up and throw them in the middle of a circle.</li><li>• Ask everyone to pick up one of the crumpled pieces of paper and read it out loud.</li><li>• Then, ask each participant to flip the crumpled piece of paper over and to write a different way that they situation/example could have been handled when using chapter values as a guide. Ask those who are willing to share their alternative solutions out loud.</li><li>• Close with the following questions:<ul style="list-style-type: none"><li>• What is your biggest take-a-way from the course, today?</li><li>• What are you going to start or stop doing as a result of thinking about this session?</li><li>• What are your final thoughts?</li></ul></li></ul>	15/70
------------------	--	-------