



Before You Begin



CENTER FOR ETHICS IN GOVERNMENT
NATIONAL CONFERENCE *of* STATE LEGISLATURES



HOW TO USE THIS MANUAL

This Facilitator's Guide is designed to provide you, the trainer, with all the information and materials you will need to present a workshop on ethics. Included in the guide is the 9:28-minute video, tips for facilitators, specific instructions for each portion of the video, suggestions on how to generate discussion, summaries of the video segments, questions for audience discussion, transcripts of the three case studies discussed in the video, optional materials, and resources for additional information.

Ideally, each segment should take about 10 minutes. This includes showing the video and discussion by the group. This adds up to 110 minutes. To shorten the workshop you can eliminate the *Red Light/Green Light* exercise, ask fewer questions and limit the discussion. See *Workshop at a Glance*, page xx, to block the time.

One section may generate more discussion from your participants than another one. You will be able to judge the group's interest.

Here is a brief description of each of the tabbed sections of the manual:

- **Tab 1: Introduction.** This section gives you a general overview of the workshop, NCSL's Center for Ethics in Government, and how the center defines ethics.
- **Tab 2: Before You Begin.** This section discusses the purpose of the workshop, how people learn, your role as a facilitator and tips for new facilitators.
- **Tab 3: Getting Started.** This section contains specific instructions on what you will need to run the workshop, how to use the DVD, and an overview of the video sections.
- **Tab 4: The Workshop.** This section describes each section of the video, and contains the materials and instructions you will need to facilitate a discussion on each segment.
- **Tab 5: Addition Materials.** This tab includes the transcripts of the three case studies, a checklist for ethical decision making, an optional warm-up exercise, and resources for further information, including books, articles, and web sites.



ABOUT THE WORKSHOP

What This Workshop Is Not

Most ethics training courses focus on ethics laws and codes of ethics. Ethics laws tend to specify certain things that a public official may or may not do, for example, not being able to accept gifts over a certain limit or to accept honorariums, and being required to file financial disclosure statements. Laws provide a minimal framework for ethical standards.

Ethics codes, often the preamble to ethics laws, tend to describe things that a public official should do, such as “work on behalf of the public interest.”

Both are important in establishing and maintaining an ethical institution. Yet, ethics represents much more than this.

What This Workshop Is

The goal of the workshop is to encourage a discussion and a reflection about ethics, beyond laws and rules.

Ethics involves the standards of how we act and what we ought to do. Our ethical standards are based on our values and the principles that guide us, such as love of our family, honesty, integrity, fairness and truthfulness.

Many of the decisions legislators make have ethical overtones the way they treat their constituents, staff, and colleagues; how they go about their legislative business; votes they make; and how they balance their public and private lives.

Your purpose and the purpose of the video is to guide participants as they consider ethics through this wider lens. The workshop won't make your attendees ethical. That is not our business or our job. But it should help them consider ethics in a new light and to develop a process to solve their dilemmas.

The workshop also allows participants to articulate and explain their way of thinking to other people. They will see that sometimes ethical decisions are not only personal, but can be collective choices. Finally, we hope participants gain a greater understanding and tolerance for the way other people approach ethical issues.



HOW PEOPLE LEARN

The workshop is set up to appeal to the ways people learn most effectively. A person may be more prominently a visual, auditory or sensory learner, or a combination of all three. For any training to be effective, most of us need to draw on our own experience, reflect on that experience, and apply these insights to our everyday lives. Keep this in mind while facilitating this workshop.

The video might resonate more clearly to a visual or auditory learner. Transcripts of the three case studies are included, and you can distribute those to participants who would rather see the words. Your use of a flip chart to record important points can help keep those participants engaged. The discussions between video segments and the optional opening *Red Light/Green Light* exercise will be most meaningful for those who enjoy being actively involved. Others may prefer more quiet reflection.

YOUR ROLE AS A FACILITATOR

- To provide an overview of the purpose of the video.
- To direct the flow of the discussion.
- To ask questions that probe how participants think and feel about each segment.
- To encourage participants to engage in the discussion and to feel comfortable disagreeing with each other.
- To remain neutral throughout the discussion, while encouraging participants to explore all facets of their own and others' opinions.
- To identify the tension or conflict points among the participants, as the discussion progresses.
- To keep track of the time, so participants can move through the discussion of each major point and into an ending period of reflection.



If this is your first experience as a facilitator:

You don't have to be an expert on the subject.

Watch the video several times, review the discussion materials, and consider the questions that get to the heart of the issues. For the three in-depth ethical dilemmas, you will want to ponder the essence of each legislator's choice.

Stay focused on what the workshop is about ethics in the legislature.

You still can be open to personal examples from legislators' private lives, because they may be appropriate and add excellent discussion points.

Use your instincts.

Your natural curiosity and your interest in ethics are your best tools. Use them to ask questions that probe the underlying motivations of each choice in the three case studies, the tradeoffs each might require, and the willingness of participants to recognize them.

Keep the discussion moving.

No matter the level of experience, most facilitators find timekeeping a challenge. Sometimes it's hard to move on to another segment if the discussion is going well. In order to understand the issues in the video thoroughly, however, participants need to see the entire video. Keep in mind that a group that's talkative about one aspect of the program also is likely to have a lot to say about other aspects of it. We have guidelines to help you judge the time you will need.

There are no right or wrong answers.

Good people may disagree on how they define, approach and reflect on ethics. Since a person's values and the hierarchy of these values determine his or her ethical standards, participants may disagree on the resolution of the cases. Allow enough time for all points of view to be heard.

Reserve ample time for reflection.

Between discussing the video segments and the three case studies, it's easy to find yourself with little time left at the end of the workshop to reflect on what's been said. In many ways, however, this is the most important work the group will do. Explain clearly at the outset that it is important to reserve this time, then enlist participants' support in working with you to preserve it.



THIS IS A GUIDE

As the facilitator, you need an assortment of open-ended questions. We've provided you with questions for each section, but the list is not all-inclusive, and every question does not have to be asked. We have provided them as a guide to help you generate an interesting discussion. Your group may move through some sections faster than others, and you won't need to ask all the questions, or different questions may occur to you during the group's discussion. Focus on the objectives of each section and what you want to achieve, and follow the lead of participants.

Don't be alarmed if your discussion takes an unexpected turn. We do not all have ethics concerns around the same issues. If someone says, "That is not an ethical dilemma," you can reinforce that an ethical dilemma to one person may not be a problem for another. An important part of working with others is to recognize and respect when people have ethical dilemmas.



WORKSHOP AT A GLANCE

	Time
Set the Stage Introduce the concepts <i>Red Light/Green Light</i> Exercise Lead a discussion about why ethics matters	
Introduction/Defining Ethics Play DVD segment, "Introduction" Lead a discussion on the definition of ethics and values	1:42
A Moral Dilemma Play DVD segment, "A Moral Dilemma" Lead a discussion about moral dilemmas and issues in Rep. Santos' story	1:15
A Moral Dilemma Resolution Play DVD segment, "A Moral Dilemma Resolution" Lead a discussion about resolving moral dilemmas	0:22
Making Ethical Decisions Play DVD segment, "Making Ethical Decisions" Lead a discussion on how participants make ethical decisions	0:57
A Difficult Dilemma Play DVD segment, "A Difficult Dilemma" Lead a discussion about the senator's options	0:40
A Difficult Dilemma Resolution Play DVD segment, "A Difficult Dilemma" Lead a discussion about the senator's decisions and the "third way"	0:22
Forging a Consensus Play DVD segment, "Forging a Consensus" Lead a discussion about compromise	1:05
A Conflict of Interest Play DVD segment, "A Conflict of Interest" Lead a discussion about conflicts of interest	0:46
A Conflict of Interest Resolution Play DVD segment, "A Conflict of Interest Resolution" Lead a discussion about the senator's decision	0:50
The Journey Play DVD segment, "The Journey" Lead a discussion on what participants learned	0:50
Credits	0:39