

**TOPIC: ETHICS, POLITICS, AND DIVERSITY****SUMMARY:**

Business is based on competition which sometimes clouds an individual's judgment. Therefore, employees need to recognize how personal values and morals impact ethical behavior at work. Power and politics are used in workplace relationships. Personal ethics govern the outcome of how you deal with power and politics. While workplace power and politics are inevitable, it is important that these control mechanisms be used appropriately. This chapter focuses on the link between ethics and power, then leads into a discussion of diversity and the influences diversity has in the workplace. Diversity comes in many forms, all of which must be respected and ideally harnessed into a competitive advantage.

**OTHER RESOURCES:****POTENTIAL GUEST SPEAKERS**

- Invite a **LAWYER** to discuss ethics, discrimination, harassment, and the law.
- Invite a **HUMAN RESOURCE MANAGER** to speak with the class about the importance of eliminating discrimination and harassment from the workplace.

**POTENTIAL FIELD TRIPS**

- Visit your **LOCAL CITY HALL** and have an elected official share with students all the areas in which city employees are accountable to city residents. Have the elected official share his or her perspective on ethics.
- Visit **ANOTHER CAMPUS** in another area. Have students identify differences in the population.
- Visit a **COMPANY'S HUMAN RESOURCES DEPARTMENT** to learn about diversity, discrimination, and harassment policies it has and how it conveys these policies to its employees.

**LEARNING OUTCOMES: *After studying these topics, you benefit by:***

- Summarizing how ethics influence personal and professional behavior
- Defending the importance of maintaining confidentiality
- Applying ethical decision-making and how to respond to unethical behavior
- Classifying the various forms of workplace power and its appropriate use
- Explaining the appropriate use of workplace politics and reciprocity
- Considering the various elements of workplace diversity and its influence on performance
- Stating basic employee rights and legal protections available for workplace diversity issues
- Recognizing the dangers of stereotyping, prejudice, and not respecting cultural differences

***You are a successful student if you can:***

1. Explain how consistently making ethical choices creates a foundation for professional success toward the goals you established in your life plan.
2. Name and define the advantages and appropriate use for each power base.
3. State basic rights and legal protection employees have from workplace discrimination.

**OVERVIEW OF EXERCISES AND ACTIVITIES**

The following chart provides a quick overview of the activities for Ethics, Politics, and Diversity. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.
- WEB SEARCHES are for added resources if computers are available.

<b>Activity #</b>	<b>Description</b>	<b>Related Skill and/or Learning Outcome</b>	<b>Can be used Online or in Hybrid Course</b>
<b>Talk It Out</b>	Begin identifying unethical behaviors. Students connect topic with current events. Identify when it is appropriate to conduct personal business at work	Influence of ethical behavior, Workplace power, ethical behavior	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Topic Situation</b>	Apply unethical behavior to workplace scenario. A colleague asks a co-worker to do something unethical. Determine how to respond when others are unethical at work. Being open and sharing differences among coworkers. How to handle discrimination at work.	Ethical decision-making Forms of workplace power and reciprocity Power Diversity Legal protection	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Think Like A Boss</b>	Critical thinking for students to apply to management scenario	ethical decision-making; stereotyping prejudice, cultural differences	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #1 Receiving Gifts At Work</b>	Apply concepts of ethics and conflict of interest to situation	Ethical decision-making	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #2 Legal Behavior</b>	Determine if temporarily borrowing company funds is unethical	Ethical decision-making	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #3 Honesty</b>	Apply ethical behavior to personal dilemma	Ethical decision-making	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #4 Honesty With Additional Info</b>	Apply ethical behavior to personal dilemma including the impact on others	Ethical decision-making	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #5 Identify What Power Can Do</b>	Identify how to increase personal power	Forms of workplace power	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #6 Look for Prejudice</b>	Students identify areas of prejudice on campus/school setting and in general public	cultural differences	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #7 Integrity</b>	Writing assignment: research integrity and apply to power and politics	power and politics	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #8 Confidentiality</b>	Handling confidential information	confidentiality	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #9 Maintaining Confidentiality</b>	Identifying confidential topics and temptations at work	confidentiality	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

<b>Text Activity #10 Company Confidentiality</b>	Information that is appropriate or inappropriate to share	confidentiality	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #11 Global Workplace Practices</b>	Global differences in workplace protocol	cultural differences	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #12 Handling Prejudice</b>	Prejudice – share a time student was personally affected by prejudice	prejudice	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Writing Exercises</b>	Further research and reporting on workplace ethics, politics, and harassment	Ethical decision-making power and politics workplace diversity	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Additional Activity #1 Class Ethics</b>	Create an ethics statement about behavior in class	Ethical behavior	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended
<b>Additional Activity #2: Discussion Questions</b>	Ideas for further discussion	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Web Search: Workplace Ethics Quiz</b>	Conduct web search to ID and take ethics quiz	Ethical decision-making	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Self-Quiz</b>	Key terms	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

**MyStudentSuccessLab ASSESSMENTS and ACTIVITIES**

MyStudentSuccessLab ([www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com)) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience

**TALK IT OUT*****1. What unethical behaviors do students display during class?***

Responses may include cheating, phones ringing, or talking related back to the rules of ethics and how these may affect others in the class.

***2. Discuss recent corporate ethics related scandals***

The purpose of this discussion is to get students to relate the concepts of this chapter to current events. Unfortunately, news headlines will prove ample examples within both government and the private (corporate) sector.

***3. When is it appropriate to make personal calls at work?***

It is unethical to make personal calls at work during work hours. If the company allows telephone use during breaks, then that would be an appropriate time. However, making long-distance or international calls would be considered unethical at any time since the company would have to pay these extra expenses

**TOPIC SITUATION RESPONSE*****1. Name several actions Nancy can take to determine if this is a conflict of interest.***

This situation helps students apply the concept of conflict of interest and personal behavior. Several actions Nancy can take to determine if it is a conflict of interest is to first determine if she would personally gain from the situation. If the answer is yes, it is an obvious conflict of interest. If the answer is no, she should consult her boss. Some companies may have explicit policies, but in most cases, this would not be a conflict of interest. For an extra challenge, ask students if the situation would change if the flower vendor was Nancy's son or spouse. In that situation, it would most likely be a conflict.

***2. Question: What may happen if Ryan does lie for his coworker?***

This situation involves one coworker asking another to lie. Ask students what Ryan has to lose by covering up for his coworker? What does he have to gain? The situation also involves the concept of reciprocity (i.e., "you owe me"). Is Ryan's coworker appropriately using the concept of reciprocity? No. This is an abuse of workplace power/politics. If Ryan lies for his coworker, it could become habit. Ryan also loses credibility if his behavior is discovered by management and others.

***3. Do you believe it was fair for the coworker to keep the smartphone? Why or why not?***

Tony is upset because a coworker received a gift from a vendor. Tony felt it was a violation of company policy and checks with management, who states keeping the gift and using it for personal benefit is acceptable. The topic response question asks if keeping the gift is fair. Frequently, workplace situations are not fair. As students apply the ethics test, the action is legal but certainly not fair to those who are not in a position to receive gifts. Ask students if they were the recipients of the gift, would their response change? Even if it were acceptable to receive vendor gifts, would they receive them? What options exist? Could the gift be given away or shared (perhaps with HR to give as employee awards)?

***4. Is it appropriate for Dianne to ask her coworker about a cultural difference? If no, why? If yes, how should she phrase her question?***

Dianne is interested in learning more about her coworker who practices a different religion. She wants to learn more but does not want to offend the coworker. The response asks students if it is appropriate to ask and how best to phrase. Simply ask. Few if any are embarrassed to share their cultural and religious practices. Ask students why and in what environment this conversation should take place.

**5. *What are Gurbinder's options in handling this situation? What is the best option? Why?***

Gurbinder faces a situation where another colleague is making fun of someone with a disability. Everyone laughs at the punch line, but some are offended. Gurbinder has several options. One is to do nothing. Another is to confront the joke teller in front of everyone, and the third is to confidentially mention that some could be offended. Depending on the relationship, a fourth option is to ask the supervisor to conduct diversity training for the department. There are advantages and disadvantages to the fourth option, which would make an excellent class discussion.

**THINK LIKE A BOSS*****1. What is the best method of dealing with an ethical decision regarding the performance of an employee?***

Most companies have an ethics statement that must be communicated. Bosses and employees have an ethical obligation to give their best to their employer. If employees are not performing appropriately according to the ethics statement, they must be mentored and disciplined if necessary. The boss's behavior has a tremendous influence on employees and employee ethics. Bosses must always behave in a fair and ethical manner. It is not unethical to discipline an employee. In fact, it may be considered unethical to avoid discipline.

***2. What would you do if you noticed an employee treating another employee in a discriminatory manner?***

Remembering good human relations skills, you have an obligation to defend those who are experiencing discrimination. Gently, but with determination, ask the employee who is experiencing the discrimination if he or she needs assistance. Carefully watch the employee's verbal and nonverbal response (body language). Defuse the situation and speak with the other employee in private. Tell the employee that he or she may not realize it, but his or her behavior could be construed as discriminatory, and he or she should consider apologizing to the other employee. Remind the employee that discrimination is illegal and, therefore, if the discriminating behavior continues, the employee could be fired. Make sure to document the incident.

***3. What can you do to minimize workplace discrimination and harassment?***

Know the laws of the Equal Employment Opportunity Commission (EEOC) and follow them. Prohibit and discrimination based on sex, religion, race or color, national origin, age, disabilities, sexual orientation, pregnancy, or military. Make sure employees know these laws and follow them. Post the laws and inform employees what to do if discrimination and/or harassment occur in the workplace.

**Text Activity #1: Receiving a Gift at Work (Exercise 5-1)**

***Receiving a Gift at Work - Your company has a strict policy on not accepting gifts valued over \$15. A key vendor for your company sends you flowers on your birthday. The arrangement is quite large, so you know it clearly exceeds the \$15 limit. What do you do?***

As an employee, you should immediately call the sender and thank her for her gift. During the conversation, inform her of your company policy and explain that you will be sharing the flowers with all company employees by placing them in a centralized area such as the employee lobby. Finally, it is important that the employee inform his or her boss of the situation and share the solution to the problem.

**Text Activity #2: Legal Behavior (Exercise 5-2)**

*Based on Autumn's dilemma, answer the three levels of ethical behavior questions.*

1. Is Autumn borrowing money from the petty cash box legal? **Yes**  **No**

(This is the company's money. It would be similar to borrowing money out of someone else's wallet.)

2. Is this behavior fair? **Yes**  **No**  (This money belongs to the company and is needed for company small expenses.)

3. Would you feel bad about taking the money, why? **Yes**  **No**

The student should say yes. It could harm the company, because if an employee needs a small amount of supplies and the money is not there, there may be a delay in production. It could also harm Autumn, because this money belongs to the company, and if Autumn is caught borrowing the money, Autumn may be fired and arrested for stealing. It also opens doors for larger temptations.

**Text Activity #3: Honesty, Part I (Exercise 5-3)**

***Honesty – It is 9:00 p.m., it is raining, and you are hungry. You are on your way home from a long workday. You only have \$5 in your wallet, so you decide to go to a fast-food drive-through to get dinner. You order carefully so as not to exceed your \$5 limit. You hand the drive-through employee your \$5, and he gives you change and your meal. You place it all in the passenger’s seat and drive home. When you get home, you discover that the fast-food employee gave you change for \$20. What would you do?***

Answers will vary. The ethical answer would be to return the money.

Review the scenario; and apply the three levels of ethical decision making to the following questions.

Is it legal to keep the money?

Yes  No

Is it fair to keep the money?

Yes  No

Do you feel bad about keeping the money?

Yes  No

Although answers may vary, remind students that this is illegal (stealing) and unfair, and they should feel bad if they keep the money.

**Text Activity #4: Honesty, Part II (Exercise 5-4)**

*Typically, in the fast-food business, employees whose cash boxes are short or over more than once are at risk of being fired. If you initially were going to keep the money, but now you know the employee who gave you too much cash could get fired because you decided to keep the money, would you still keep it?*

Again, answers will vary, but this is a good time to reiterate how important is to be ethical in all choices, both personally and in business.

**Text Activity #5: Identify What Power Can Do (Exercise 5-5)**

*Identify three ways employees without legitimate power can reward others.*

1. Saying thank you; employees are gaining the respect of others
2. Complimenting other's good work
3. Assisting others
4. Increasing knowledge in a specialized area
5. Attending meetings
6. Demonstrating consistent, professional behavior; employees are earning trust

1
2
3

**Text Activity #6: Look for Prejudice (*Exercise 5-6*)**

***What areas of prejudice do you see on campus? What areas of prejudice do you see in your community?***

Students will realize how deeply and emotionally prejudice impacts people. Some may be amazed at where and how some experience prejudice.



**Text Activity #7: Integrity (Activity 5-1)**

***The term integrity is derived from the root word integer. Research both terms and write a brief summary of how these terms relate to the appropriate use of workplace power and politics.***

Students will share in their research and should identify that integrity is a consistent behavior and defines behavior that should be demonstrated no matter the situation, as integer is derived from the Latin word for “whole.”


**Text Activity #8: Confidentiality (Activity 5-2)**

*Identify a time when you overheard confidential information that should not have been shared—for example, sitting in a physician's office or overhearing a private conversation while shopping. How could this situation have been better handled?*

Answers will vary, but remind students that they should keep the information to themselves. They should not gossip about what they overheard. For the second part of this question, answers will vary on how they could have better handled the situation. Many students may state that they should have told the employees to quit talking so loud. Remind students to utilize their human relations skills when correcting others' poor or inappropriate behavior. If employees must speak about others, the best solution is to have the discussion in a private area.



**Text Activity #9: Maintaining Confidentiality (Activity 5-3)**

***Identify at least three potential areas where workers might be tempted to be dishonest or breach confidentiality.***

Answers will vary; some are listed here: putting your name on or taking credit for others' work, taking any small supplies, using company time for personal reasons, and taking extra break time. Additional responses may include stealing product, stealing money (embezzlement), and stealing equipment, knowingly breaking or challenging the company's ethics policy, and using company equipment to make money for personal use.


**Text Activity #10: Company Confidentiality (Activity 5-4)**

*Is it appropriate to discuss the following company information with individuals outside of the company? Why or why not?*

<b>Information</b>	<b>Appropriate Yes or No</b>	<b>Why or Why Not?</b>
<b>1. Key clients/customers</b>	no	This is confidential (proprietary) company information
<b>2. Financial information</b>	no	This is confidential (proprietary) company information
<b>3. Boss's work style</b>	yes	As long as it is not placing the boss or company in a negative light.
<b>4. Company mission statement</b>	yes	Public information
<b>5. Names of members of the company board of directors</b>	yes	Public information

<b>Information</b>	<b>Appropriate (Yes or No)</b>	<b>Why or Why Not?</b>

**Text Activity #11: Global Workplace Practices (Activity 5-5)**

***Research a country and identify common workplace practices (e.g., gender, religion, attire, gift giving, and meetings). Report your findings.***

This is a fun and enlightening activity. Be sure to take time for students to share their research findings. Try to avoid duplicate research by assigning various countries.

**Text Activity #12: Handling Prejudice (Activity 5-6)**

*Identify a recent experience where you observed act of prejudice. How could you have handled the situation differently?*

Because prejudice is such an emotional issue, it will be easy for students to wish their responses would have been aggressive (vs. assertive). Remind students that they can tactfully right a wrong simply through proper choice of words.

## **WRITING EXERCISES**

1. Have students choose a company and research the company culture through the company website and recent articles. Have students include ethics, power bases, and any other areas of interest that may reflect on ethics and workplace politics.
2. Have students research and write about a specific type of discrimination in the workplace (i.e., age, pregnancy, race, religion).
3. Have students research and write about harassment in the workplace and what can be done to prevent it.

**Additional Activity #1: Class Ethics**

1. Have students come up with an ethics statement pertaining to class.
2. Discuss some ethics involved in the classroom, such as being on time, cell phone interruptions, and cheating.

**Additional Activity #2: Discussion Questions**

1. Discuss a time at work or while in college you saw someone doing something unethical. Why do you feel it was unethical? Please do not identify names or places.
2. During work or college, what power base or bases have you used? Discuss how you used that power.
3. Discuss ethics and reciprocity and your experience either at work or while in college.
4. Do you feel workplace reciprocity is a positive or negative activity? Why?
5. How would you respond if your boss was doing something unethical?

**WEB SEARCH**

***Test your business ethics by conducting a web search to find and take an online quiz on workplace ethics.***

Students are to find a quiz online that tests their workplace ethics. While this won't be difficult to accomplish, challenge students to find quality quizzes and have them share the quizzes and results.

**Chapter 5 Self-Quiz**

*In the blank column match the definition to the key term using the identifying letter.*

<b>Key Terms</b>	<b>Answer</b>	<b>Definitions</b>
Character		1. Personal power that makes people attracted to you.
Charismatic power		2. Power that is earned by one's knowledge, experience or expertise
Coercive power		3. When an individual believes his or her culture is superior to other cultures
Confidential		4. Society's moral standard of right and wrong
Conflict of interest		5. Power based on an individual's ability to obtain and share information
Connection power		6. Important beliefs that guide an individual's behavior
Culture		7. Three questions to help an individual make an ethical decision
Diversity statements		8. The unique qualities of an individual
Ethics		9. Using someone else's legitimate power
Ethics statement		10. Obtaining and using power
Ethnocentric		11. When debts and obligations are created for doing something
Expert power		12. Personal standard of right and wrong
Glass ceiling		13. Describing an individual or group of individuals based on past actions
Glass wall		14. The power that is given to you by the company
Implied confidentiality		15. One's understanding or interpretation of reality
Information power		16. Statements that remind employees that diversity in the workplace is an asset and not to engage in prejudice and stereotyping
Integrity		17. Negative power that uses threats and punishment
Labeling		18. Different behavior patterns of people
Legitimate power		19. The ability to influence someone with something of value
Levels of ethical decisions		20. A favorable or unfavorable judgment or opinion toward an individual or group based on one's perception.
Morals		21. Matters that are private
Perception		22. Groups of individuals who are protected from discrimination based upon civil rights legislation
Politics		23. Differences among coworkers
Power		24. An employee's obligation to not share information with individuals for whom the business is of no concern
Prejudice		25. Making a generalized image of a particular group or situation

Protected class		26. When someone consistently behaves in an ethical manner
Race		27. Acting against someone who is a member of a protected class
Reciprocity		28. A position to influence a decision from which you can benefit directly or indirectly
Reward power		29. One's ability to influence another's behavior
Stereotyping		30. Invisible barriers that frequently make executive positions off limits to those in a protected class
Values		31. Invisible barriers that frequently make certain work areas or work-related places off limits to those in a protected class
Workplace discrimination		32. A formal corporate policy that addresses the issues of ethical behavior
Workplace diversity		33. People having certain physical traits

**Self-Quiz Answer Key**

<b>Key Terms</b>	<b>Answer</b>	<b>Definitions</b>
Character	8	1. Personal power that makes people attracted to you.
Charismatic power	1	2. Power that is earned by one's knowledge, experience or expertise
Coercive power	17	3. When an individual believes his or her culture is superior to other cultures
Confidential	12	4. Society's moral standard of right and wrong
Conflict of interest	28	5. Power based on an individual's ability to obtain and share information
Connection power	9	6. Important beliefs that guide an individual's behavior
Culture	18	7. Three questions to help an individual make an ethical decision
Diversity statements	16	8. The unique qualities of an individual
Ethics	4	9. Using someone else's legitimate power
Ethics statement	32	10. Obtaining and using power
Ethnocentric	3	11. When debts and obligations are created for doing something
Expert power	2	12. Personal standard of right and wrong
Glass ceiling	30	13. Describing an individual or group of individuals based on past actions
Glass wall	31	14. The power that is given to you by the company
Implied confidentiality	24	15. One's understanding or interpretation of reality
Information power	5	16. Statements that remind employees that diversity in the workplace is an asset and not to engage in prejudice and stereotyping
Integrity	26	17. Negative power that uses threats and punishment
Labeling	13	18. Different behavior patterns of people
Legitimate power	14	19. The ability to influence someone with something of value
Levels of ethical decisions	7	20. A favorable or unfavorable judgment or opinion toward an individual or group based on one's perception.
Morals	12	21. Matters that are private
Perception	15	22. Groups of individuals who are protected from discrimination based upon civil rights legislation
Politics	10	23. Differences among coworkers
Power	29	24. An employee's obligation to not share information with individuals for whom the business is of no concern
Prejudice	20	25. Making a generalized image of a particular group or situation
Protected class	22	26. When someone consistently behaves in an ethical manner

Race	33	27. Acting against someone who is a member of a protected class
Reciprocity	10	28. A position to influence a decision from which you can benefit directly or indirectly
Reward power	19	29. One's ability to influence another's behavior
Stereotyping	25	30. Invisible barriers that frequently make executive positions off limits to those in a protected class
Values	6	31. Invisible barriers that frequently make certain work areas or work-related places off limits to those in a protected class
Workplace discrimination	27	32. A formal corporate policy that addresses the issues of ethical behavior
Workplace diversity	23	33. People having certain physical traits

## ETHICS AND POLITICS ASSIGNMENT SHEET

Assignment	Points	Notes
Read Chapter		
Exercise 5-1		
Exercise 5-2		
Exercise 5-3		
Exercise 5-4		
Exercise 5-5		
Exercise 5-6		
Topic Situation: Conflict of Interest		
Topic Situation: Lie for a coworker		
Topic Situation: Gift giving		
Topic Situation: Cultural differences		
Topic Situation: Offensive talk		
Self-Quiz		
Think Like A Boss #1		
Think Like A Boss #2		
Activity 5-1		
Activity 5-2		
Activity 5-3		
Activity 5-4		
Activity 5-5		
Activity 5-6		