



A *Willing Change* Course Written by Jane Collins CPA, CA
FOR FINANCIAL MANAGERS

THE F.A.C.E. OF ETHICAL CHARACTER

IN THE WORKPLACE

MODULE 1: F. IS FOR FAIRNESS

Consider ethical issues and develop the beliefs and rules that create
the ethical character of professionals.

ABOUT THE AUTHOR

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Jane is the author of *Willing Change*, an accompanying workbook, *Self-Employment Success*, and two fiction novels, *Perspectives* and *Perceptions*, the first two books of the Inward Trilogy (Jane Vlasblom).

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The F.A.C.E. of Ethical Character in the Workplace

FAIRNESS • ACCOUNTABILITY • COURAGE • EFFORT

For FINANCIAL MANAGERS

ABOUT WILLING CHANGE COURSES

WELCOME!

Thank you for taking a *Willing Change* course. The book *Willing Change* is the source of many of the concepts and ideas throughout all *Willing Change* courses.

PERMISSIONS

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REQUIREMENTS & INSTRUCTIONS

1. The book *Willing Change* is required for this course. A print copy is available on the website.

PURCHASE THE E-BOOK: [AMAZON KINDLE](#) [KOBO](#) [eBOOKS](#)

2. This Word file serves as your evaluation form. Record your answers in the spaces provided using Word.
3. Record your course goals, name and professional association (if required).
4. Read *Willing Change* as required and record your answers/thoughts/comments where indicated.
5. Return the file via email to: janevlasblomcollins@gmail.com for your Certificate of Verification.

PREMISES

1. The first premise of this course is from *Willing Change*: **Thoughts > Actions > Results**. Otherwise stated as: **Results** are determined by **Actions** which are directed by **Thoughts**.
2. The use of case studies is helpful in recognizing personal beliefs, rules and their results because it is easier to notice what others do right or wrong (in your opinion) than to have complete self-awareness.
3. Ethical decision-making is enhanced by case studies which offer mental preparation for unexpected or new situations and circumstances.
4. Clarifying your ethical code of behaviour is beneficial to all concerned.

ESTIMATED TIME: 10 hours

PREREQUISITE COURSES: None

The F.A.C.E. of Management Ethical Character in the Workplace (F.A.C.E.) OUTLINE

MODULE 1 – F. is for FAIRNESS

1. Fairness in the workplace
2. *Willing Change* insights – Read the Introduction and Chapters 1 to 7 of the book *Willing Change* with the purpose of thinking in new and ethical ways in order to gain more control over your behaviours and results.
3. Case Studies address ethical workplace fairness in subjects including: preferential treatment, unreasonable expectations, undue pressure, bias, taking advantage of power
4. Changing

MODULE 2 – A. is for ACCOUNTABILITY

1. Accountability in the workplace
2. *Willing Change* insights – Read the Introduction and Chapters 1 to 7 of the book *Willing Change* with the purpose of thinking in new and ethical ways in order to gain more control over your behaviours and results.
3. Case Studies address workplace accountability in subjects including: unreasonable promises, declining to speak up, false claims, hiding incompetence, undermining the profession
4. Changing

MODULE 3 – C. is for COURAGE

1. Ethical courage in the workplace
2. *Willing Change* insights – Read the Introduction and Chapters 1 to 7 of the book *Willing Change* with the purpose of thinking in new and ethical ways in order to gain more control over your behaviours and results.
3. Case Studies address ethical workplace courage in subjects including: willingness to make changes, confidence, declining to speak up, keeping cool, bullying behaviours
4. Changing

MODULE 4 – E. is for EFFORT

1. Effort in the workplace
2. *Willing Change* insights – Read the Introduction and Chapters 1 to 7 of the book *Willing Change* with the purpose of thinking in new and ethical ways in order to gain more control over your behaviours and results.
3. Case Studies address ethical workplace effort in subjects including: respect for others' work ethic, perfectionism, pulling your weight, doing the work of others, offering input
4. Changing

ETHICAL BEHAVIOUR VS. ETHICAL CHARACTER

Your personal code of ethics for the workplace is a set of guiding beliefs and rules by which you choose to behave. You have beliefs and rules for behaving in the workplace now, but probably give them little thought unless there is a specific issue or conflict. You may notice them when you have a strong reaction to an incident at work, but you might not recognize beliefs and rules as the source of your discomfort or more intense feelings. You could feel a strong desire to take a certain action but not define what holds you back. Your work beliefs and rules are always present, affecting everything that you do or don't do in the workplace.

Ethical character includes:

- FAIRNESS - *respecting* others and treating them the way you would like to be treated;
- ACCOUNTABILITY - *having a vision* of what is right or wrong, good or bad and honouring that vision through your actions;
- COURAGE – *moving forward* with worthy goals of fairness, accountability, best effort and ethical management;
- EFFORT - *striving* to do your best work, give your best effort, and strive to constantly improve.

Ethical behaviour is what others see. It is true that if required to, you can behave according to a code of conduct and—also have no desire to be ethical. To behave ethically consistently, more is required than reading a manual that gives instructions for how to handle most of the anticipated situations in a particular workplace. The person with ethical *character* has the intention of doing what is right and strives to do so, regardless of workplace mandates. Ethical character ensures ethical behaviour more than any code of conduct.

As with all *Willing Change* courses, the primary purpose of “The F.A.C.E. of Ethical Character in the Workplace” is to provide inspiration to think in new ways, to open your mind and stretch your self-concept, all in the pursuit of *purposeful* change. This course presents each learner with the opportunity to set personal goals for improved ethical behaviour in the workplace and, correspondingly, all other areas of life. To do this, it is vital to understand that changes in behaviour require changes in the beliefs and the rules used to direct character.

Consider these potential gains as you set three goals for this course:

- recognize personal beliefs about how to function ethically as a manager in the workplace
- recognize hidden fears that prevent ethical behaviour – your own and others’
- recognize and exhibit ethical behaviour
- see the workplace from more than one perspective
- create or revise your personal work rules
- develop a personalized code of conduct for the workplace based on character
- think more ethically

Many influencers have taught us what we should believe, how we should behave and what we should want; a strong character takes note of the ideas of others but will not be influenced against his or her will. She is above small states of mind, and filters information by asking: Is that *true*? Is that *right*? Is that *fair*?

If reading the company's code of conduct could make every employee ethical, there would be no need for contemplation or discussion about ethics. But that isn't the case; you could behave ethically because of threats or fear (of punishment, loss of employment or reduction of status). And all codes of conduct are subject to interpretation; they could make more sense to some and less to others, use language that can be misconstrued, and generally ignore the level of current ethical thinking of each employee. As a finance professional, society has greater expectations from you; clients, government departments and the public expect a high level of competence and a high level of ethical behaviour.

In the real world, when it comes to matters requiring ethical decisions in the workplace, we sometimes hope they won't happen; we plan to figure out how to deal with them when, and if, they ever arise. But ethical matters appear regularly, and you *have been* dealing with them, but not necessarily the way you would if you gave them the consideration they deserve. Have you contemplated if it is more difficult to behave ethically in certain situations? Consider these:

- A friend or family member is involved in a dispute with your firm, staff member or another client.
- You have a conflict between your personal code and the code used in your workplace.
- You have knowledge of legal wrongdoing by your employee or an important client.

As you take this course remember that what you determine to be true, right or wrong, good or bad, may not be precisely the same for others in your workplace. We are each solely responsible for our ethical character.

The purpose of this course, *The F.A.C.E. of Ethical Character* (F.A.C.E.), is not to advance a particular viewpoint or to offer pronouncements of right and wrong, or good and bad; differing life experiences, situations and circumstances affect every learner's belief systems and lead to differing opinions. Although those differences are to be respected, the rules of professional conduct do not change.

LEARNER COURSE GOALS:

Having clear goals in mind as you go through the materials helps to guide and enhance your learning experience—giving it more purpose. Take a few moments to record your goals for this course. Ask: *What is in this for me? How can I be a more ethical manager?*

1	
2	
3	

MODULE 1: F. is for FAIRNESS

Truth is always true, but *fairness* is an idea that can be different for everyone. Attempts to define fairness usually include using the term *equal*: equal treatment; equal priority; equal opportunity; equal importance. But the application of equality in the workplace is complex. For instance, any physical concessions that are made for disabled employees or elderly clients could be construed to be either special treatment (unfair), or as courtesy (fair). When it comes to promotions, there are decisions made about weighing the determining factors such as education, experience and suitable personality. In one promotion, education may be the most important factor, and in another promotion, the least. As well, the big picture of gender or racial balance can make decisions seem unfair in the short-term.

One difficulty in achieving fairness is the belief that you *already know* what is fair, perhaps more than other parties involved and you don't need to give it any thought. Read this old Zen story.

A farmer had a mare that broke through the fence and ran away. When his neighbours learned of it, they came to the farmer and said, "What bad luck this is. You don't have a horse during planting season." A few days later, the mare returned with two stallions. When the neighbours learned of it, they visited the farmer. "You are now a rich man. What good fortune this is," they said. Later that day, the farmer's only son was thrown from one of the stallions and broke his leg. When the neighbours heard about it, they came to the farmer. "It is planting season and now there is no one to help you," they said. "This is truly bad luck." The very next day, the emperor's army rode into the town and conscripted the eldest son in every family. Only the farmer's son with his broken leg remained behind. Soon the neighbours arrived. Tearfully, they said, "Yours is the only son who was not taken from his family and sent to war. What good fortune this is."

No one knew which events were good or bad, lucky or unlucky, because they could never know their meaning or their implications for the future. We have subconscious beliefs that tell us that we *do* understand, but without *all* the facts, we can't understand what is relevant, or if the information we do have is complete or accurate. As a result, we make assumptions, fill in the blanks for missing information and rely on our own beliefs to tell us. It may be necessary to decide or form an opinion under less than perfect conditions, but it is important to remember that we don't really know the full story, and assuming that you are always right—is closed thinking. How can anyone always be sure of what is fair?

Perceiving is the continuous process of analyzing, choosing, assuming, rejecting or accepting, organizing, changing, and judging. Any information blanks are filled in automatically by the subconscious mindsets, and assumptions are made as necessary. Willing Change

What you see as fair is largely dependent on your perspective. *Willing Change*, Chapter 5 discusses the concept of perception vs. *reality*.

Look at the following picture; two people can view it and see something different.



- Can you see both—an elderly woman and a young one?
- Who did you see at first?
- Is one perspective right and the other wrong?

Lack of bias is another often named component of fairness. No one is without bias, recognized or *unrecognized*. We notice how people dress and groom, stand, express themselves verbally and physically and we are inclined to feel acceptance, aversion or something in between, based on personal past experiences or lessons learned. Sometimes people just remind you of someone that you like or dislike. Neutrality may be your goal, but the best you can do is to be aware of your bias and attempt to remove it from your decision-making. Do you favour any of these people? Record a yes, no, or blank.

young		happy/fun		bold	
athletic		remind you of a loved one		funny	
attractive		celebrity/well-known		quiet	
intelligent/intellectual		neighbours		fellow group members	
from same town		same ethnicity		same religion	

Rather than thinking of fairness as an absolute, think of it as a perception. Perhaps you can recognize it from its effects, such as these:

- all parties were provided the same information
- all parties involved were heard and offered their perspectives honestly
- if compromises were made, they were accepted as reasonable
- there is harmony (no anger, arguments, etc.)
- all parties are satisfied with the outcome

The above criteria don't necessarily prove fairness, but they reflect a desire and willingness to be fair. In the treatment of clients and staff fairness is more about your self-awareness of your perceptions. Consider these questions and answer yes or no:

Do you ever jump to conclusions without attempting to get the complete information?	
Do you see only black or white and ignore the levels or nuances in between?	
Does one negative aspect of a person/thing define your opinion of a group?	
Do you magnify the importance of some qualities and minimize others?	
Do you easily apply labels to groups of people?	

WILLING CHANGE INSIGHTS

Read through *Willing Change* with fairness in the workplace in mind. Questions and exercises are provided to guide you.

READ: *WILLING CHANGE* "INTRODUCTION"

Keep in mind as you go through *Willing Change* that you can create any mindset that you want. This course is not about getting you to agree with any particular beliefs or develop any specific rules—on the contrary, it is to point out to you that you are in control of your thinking, and you are responsible for it. All of it.

Yes, your parents taught you their beliefs and rules, so did your teachers, coaches, mentors and other influential adults. You had friends that persuaded you, cajoled or bullied you into experiences that helped to shape your ideas. The media - through shows, movies and commercials - has shaped your preferences more than you may realize. Social media has greatly influenced, convinced, and misled many. But here you are, now. You can choose to change what you believe and the rules that govern your behaviour.

You already know the basics of ethical behaviour:

- Follow the company/firm and the profession's rules.
- Obey the law.
- Treat others fairly.
- Do your best.
- Be honest.

Other than the basics, what do you consider to be part of thinking ethically as a manager?

You may see yourself as ethical now, but you can always develop and improve your ethical character. All that is required is that you recognize the beliefs and rules about the workplace that you hold now and opening your mind. So the questions must be asked:

What do you *want to* develop in your character to become more ethical in terms of fairness as a manager?

What benefits or advantages *for you* do you see by thinking more ethically?

READ: WILLING CHANGE CHAPTER 1, “Living through Change”

This chapter takes the reader on a metaphorical ride down the river of life, but for the purposes of F.A.C.E., think of the river as your workplace. The regular flow represents the everyday work experience, and the rapids represent the difficult ethical issues that you may face in the workplace.

George didn’t expect any rapids; he wasn’t ready for them and felt angry that they existed. His first reaction was to avoid them by turning around. When that didn’t work, he gave his best effort to fighting them, but eventually, he had to acknowledge they existed—and that he was *unprepared*. Ray was also surprised by the rapids but felt he could navigate through the troubled waters and rocks safely. He did his best to prepare and trusted his skills to get through them.

George had a rigid set of beliefs and rules that he expected *should* and *would be* followed:

- *Ignore it and it should go away.*
- *Life isn’t supposed to throw you curveballs.*

He also had an expectation that when things go wrong—life gets difficult, and his rule for handling trouble was to fight. Ray’s rules were more relaxed, allowing for some changes; he anticipated good situations but knew there could be unplanned surprises, good or bad. He calmly searched for a way to handle the rapids he encountered. He believed:

- *Expect the unexpected.*
- *When things go wrong, I need to adjust.*
- *I can always find a way to handle new situations.*

How do George and Ray view the fairness of approaching the rapids?

George:

Ray:

The fair response isn’t always easy. Consider this work situation of deciding who to promote to a higher position. There are four candidates from within the company and three from outside. As manager you may have a long-standing rule: *Promote the most qualified—always*. There can be many good reasons to follow that rule—it seems logical—and it may have served you well in the past.

In your opinion, which exemplifies *most qualified* in a job promotion: most educated; most experienced; the smartest; or something else or does it differ in every situation?

Can you think of examples in management in which being fair in the long-term is unfair in the short-term, or vice versa?

READ: WILLING CHANGE CHAPTER 2, “The Importance of Thoughts”

When you were very young, you were curious and learned quickly how to navigate the world. At first it was easy—you cried and had your needs met. You also learned what pleased your parents, and that had positive rewards. But along the way, you learned that not everything you tried or wanted was acceptable to them. You developed some doubts about getting everything because it didn’t always happen as you expected. As you grew, you stored all your thoughts, about easy or difficult, certainties and doubts, and your mind organized them for you.

Sorted and organized collections of thoughts are called mindsets. . . They interpret and give meaning to whatever we encounter . . . They tell us what to expect from ourselves, from other people in our lives, strangers, and the world. We have mindsets about how to behave in each situation in which we expect to find ourselves . . . In your core mindset, you hold beliefs about yourself, others, the world, and how they fit together and interact. The importance of this core mindset of beliefs (what is true for you) and values (what is important to you) is very significant. Willing Change

Examine some of your core mindsets about your workplace. Record your agreement with each statement on a scale of 1 to 5, with 5 indicating the highest agreement.

I feel safe at work.		Good management opportunities abound.	
People are basically good.		I enjoy work challenges.	
Most people behave fairly.		I trust my staff.	
As a manager being fair is easy.		The workplace can be fair to everyone.	
Managing is a privilege.		I expect and give fair treatment.	

As part of our subconscious core mindset, our beliefs and values have been organized into a set of unwritten rules that we use to guide how we live our lives daily. Willing Change

What are 3 rules you have for being a fair manager?

1	
2	
3	

*Every result was created through action, and every action was preceded by a thought. It is true for anything you have achieved, purchased, or done . . . Thoughts >> Actions >> Results
 Willing Change*

It follows from the quote above that: FAIR Thoughts >> FAIR Actions >> FAIR Results

READ: WILLING CHANGE CHAPTER 3, "The Thought Process"

Your subconscious mind functions in the same way as the computer's operating system. You pay little attention to your subconscious mind, but your thoughts are constantly interfacing with your subconscious, and any thoughts that are not compatible have little or no chance of being of use to you.
 Willing Change

Many beliefs about work were first instilled by your early influencers—your parents, teachers, and friends. As you grew, new experiences and knowledge caused you to challenge many of those beliefs and you changed them. Your beliefs have been fine-tuned, adjusted, or dropped as you've grown.

Can you identify 3 rules your parents gave you regarding the workplace?

What did your influencers teach you about ethics as a manager?

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What did early influencers teach you about work and the workplace that you now consider to be:

false?
outdated?
not true in your current workplace?

Can you identify 3 rules about work that you learned on the job that your parents didn't have or would not agree with?

The source of your personal power is in controlling what you think about, consciously and subconsciously, creating mindsets that help you to achieve the actions and results you want to see.
 Willing Change

READ: WILLING CHANGE CHAPTER 4, “The Introduction of Doubt”

Just as easily as you have created mindsets that help you to be productive, you have created other mindsets that slow you down or even stop you from taking any action. *Willing Change* refers to these mindsets as *doubts*.

Within each mindset you have thoughts of doubt and certainty, each with varying strengths. When the doubts are stronger than the certainties, the mindset has an overall balance of doubt. Each added doubtful thought reinforces it and the doubtful mindset grows in strength. When a mindset about a particular subject or a goal has become predominantly doubtful, its purpose is to slow you down or stop you from achieving or developing. Willing Change

Change is a constant, and yet—we often believe that it can never happen. Doubts can make a lot of sense and come in many forms. You may believe that a negative aspect of a situation, or of your life, can never change or that you can never learn how to accomplish a particular goal. You may think that the differences between two or more groups of people—old/young, new/experienced, professional/non-professional—will always deter unity in the workplace. Thoughts of *always*, *never* or *impossible* suggest change cannot happen, casting doubts on anything you want to accomplish.

Identify any doubts you have regarding fairness in your current workplace. Consider pay, promotion opportunities, management, decision-making etc.

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How does this affect your ability to manage fairly?

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Willing Change identifies specific doubtful mindsets that affect everyday life. Each has an ego advantage and disadvantage. How would each of these mindsets affect your development of ethical character?

Victim (I am helpless.)
Pessimist (Things will never get better.)
Blamer (I will make someone else responsible.)
Perfectionist (I must always be right.)

READ: WILLING CHANGE CHAPTER 5, "Perception"

As *Willing Change* explains, the reason we can all have differing versions of reality is that we each see through our unique lens of perception.

When we do not know what the truth is, our minds get busy deciding what the truth is. We theorize, form concepts, imagine, or guess at the facts to understand when we do not know . . . Any information blanks are filled in automatically by the subconscious mindsets, and assumptions are made as necessary. Willing Change

Can you recall a time when you were very sure of a fact and later learned it was untrue?

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Ideally, we would all be open-minded and willing to see different perspectives and viewpoints. However, we continuously select what we want to see. Whenever we are presented with something that our mindsets cannot accept, we ignore it or dismiss it as wrong and look for proof to support our belief. Our minds are very efficient in following these two rules:

1. *We do not see what we do not believe.*
2. *We see what we expect to see. Willing Change*

Assumptions are a part of daily living. We usually assume that what happened in the past will be repeated. It is not unusual to feel very strongly that we know what someone else is thinking—even though we know that it is not possible. We often predict how others will react, even though the number of possibilities is enormous. We assume what was true yesterday is true today. But assumptions have a great use. Without assumptions we would need to continuously question everything around us.

Take notice of your assumptions about your workplace. Complete these sentences with your first thought:

My staff are always
When things go wrong at work
When I meet with clients, they
When I represent my profession, people see me as
When I offer advice, I expect others to

Assumptions can be very helpful, but we often forget we are making assumptions and accept them as the truth. How can this affect your workplace fairness ethics?

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We also limit our perceptions of reality by choosing what to notice and what to ignore and thus never have the complete information. How could this affect your fairness ethics in the workplace?

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READ: WILLING CHANGE CHAPTER 6, "Self-concept is a Perception"

Self-awareness is the beginning point for willing the changes that you want to see in your character.

Perception is not limited to interpreting the situations and circumstances in which you find yourself. You have formed perceptions about other people, the world, and most important, about yourself . . . Your self-concept, a mindset formed as a perception of yourself, affects everything you do. It is your gauge for success, telling you about your personality and characteristics, what you are capable of, and generally, how well you will do in any situation. Willing Change

Do you see yourself as ethically fair in the workplace now?

Y / N	Explain:
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Do you think that your staff sees you as fair now?

Y / N	Explain:
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Should your personal ethics of fairness change when you become a manager?

Y / N	Explain:
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Do you have any traits that could prevent you from behaving fairly in certain workplace situations?

Y / N	Explain:
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READ: WILLING CHANGE CHAPTER 7, "Model for Changing and Developing Mindsets"

Your current mindsets are determining the actions you are taking now, and those actions are determining your current results. Willing Change

Willing Change provides a 5-step model to facilitate the changing of mindsets. You can purposefully choose to believe whatever you want to believe. Here are the steps one follows to bring about deliberate change.

Step 1 of the model is to know what you really want. Define the person you want to be in terms of an ethically fair manager in the workplace.

For steps 2 and 3 of the *Willing Change* model, you need to understand how to think in terms of *already* having or being what you want. How does a fair manager think? If you know someone you believe to hold the qualities and characteristics you want to develop, ask some questions to get insights into his/her mindsets.

Here are some potential beliefs and rules that may or may not be part of your fairness in the workplace mindset. Record whether you consider the statement to be positive (P) or negative (N) and rate your agreement with each of the beliefs and rules on a scale of 1 to 5, with 5 indicating the highest agreement. (Leave it blank if you cannot agree.)

#	P/N	Agreement 1 to 5	BELIEFS, & RULES in the Workplace
1			I always know what is fair.
2			I strive to keep an open mind.
3			The important clients come first.
4			Be transparent.
5			Everyone in my workplace is vital to my success.
6			Always agree with the boss to get along.
7			My intentions are good.
8			There is no such thing as a completely fair workplace.

Step 4 is about directing your thinking from doubtful to certain. If you choose to improve the level of fairness you give at work, make the goal statement: *I always strive to be a fair manager*. What thoughts arise after you make that statement? You may think, *I want to try, but it can be difficult with certain people*. *Willing Change* provides 4 methods for transforming doubts into either less doubtful or statements of certainty. Here are some possible transformed statements that are more positive (and believable).

- I *often* give my best effort to be fair.
- When I think about the effects of my decisions on others, I open my mind to fair solutions.
- I may not *always* be fair, but I listen when others question my fairness.

When you create your new mindsets, keep a few things in mind:

- **Keep it simple.** Use language you use regularly, and it will register easily with your subconscious.

- **Keep your language positive.** The subconscious mind recognizes the key words and feelings you attach to them and not the negations you apply. Just as you can't stop yourself from picturing a pink elephant when told not to, resolving to *not fail* causes the idea of failure to come forward. It is better to say *I treat my staff fairly*.
- **Attach feelings to your words.** The stronger the impression your thoughts make on your subconscious, the more quickly they are assimilated and grow in strength. Rather than I
- **State your new thought in the present tense** to convince your subconscious it is true now, rather than waiting for some unspecified future date. Rather than *I want to be fair* (in the future) or *I try to be fair*, state: *I am fair-minded*.

For each of these statements, record a doubt and transform it into a new certainty (or less doubtful) statement. Use the *Willing Change* model and techniques to lessen doubts that you identify regarding your ethics in the workplace.

AFFIRMATION	ORIGINAL DOUBT / REDUCED DOUBT
I easily see the perspectives of my staff.	Doubt:
	New:
I see all staff as equally important.	Doubt:
	New:
Any bias I have does not affect any decisions as a manager.	Doubt:
	New:

Step 5 in the *Willing Change* model is the reinforcement of your new and improved beliefs; have your new and improved thought ready to repeat and affirm. It is best to focus on a few that will make the biggest difference for you. Here are some ideas for reinforcement:

- Write and repeat them 5 times before you start your workday.
- Develop a reminder system to repeat them regularly throughout the day.
- Focus on any expected rewards or benefits.

Willing Change continues in chapters 8 & 9 with accepting & embracing change as well as developing strategies to handle changes that arise in life. It is easy to say that you have no control over your workplace or that there is nothing you can do to make your workplace more fair—you are just one person. But consider that just as one thought can change how you live your life, one person in the workplace can change how it functions. You don't know how much one act of fairness can affect everyone who witnesses it or hears about it. You don't know how influential you can be. One idea can give your workplace a more ethical culture that everyone can thrive in. **Why couldn't that idea come from you?**

Describe in general terms how your increased fairness in the workplace could affect your:

Staff
Other managers/Employer
Clients
Profession
Community/Society

CASE STUDIES

When you are clear on what you want to do, be and have, *before* an opportunity or situation is presented, you can quickly *respond*, rather than react without due consideration. Think of it as mental preparation—just as athletes do to be at their best when it matters. Case studies are provided in this course to give you the opportunity to consider the responses you prefer to have when an ethical issue arises.

There are many aspects of ethical character that apply to every workplace. The ethical issues that prevail in your workplace can correspondingly occur in others and some of the following case studies are set in differing workplaces to take your thinking away from your familiar reactions and mindsets.

To get the most out of each of the case studies:

1. Read the case study with an open mind.
2. Try to identify the beliefs and rules that you have now and how they would apply in the case situation. You can refer to the list near the end of this course for assistance.
3. Record your answers to the case study questions in the spaces provided.
4. Record your answers regarding application to your workplace in the spaces provided.

CASE STUDY 1 - OLIVIA

Olivia was the senior employee in a hair salon that employed 15 people, mostly young and part-time. One day she was cutting a customer's hair when a well-dressed woman walked in hurriedly, looked at Olivia to get her attention and headed to a chair at the back of the salon.

Here are some possible scenarios that could result:

1. Without a word, Olivia immediately left Janna, with wet and half-cut hair, to follow the well-dressed woman and returned 20 minutes later.
2. Olivia excused herself to let the well-dressed woman know she would be another 15 minutes.
3. She ignored the well-dressed woman until she finished serving Janna.
4. Olivia excused herself to Janna, explaining she had to take care of the woman who walked in.

In a few words, define the key ethical fairness issue(s) in this case study.

Record a belief or rule that supports the behaviour of Olivia in each scenario.

1	
2	
3	
4	

Which behaviour do you consider to be the fairest and why?

APPLICATION TO YOUR WORKPLACE

As a manager, how would you want Olivia to handle this situation?

Does your written workplace code of conduct include fairness to all clients and should it?

Y / N	Explain:
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CASE STUDY F2 - COURTNEY

Courtney was a medallist the year she passed her CPA exams. She was in great hiring demand and landed a job with an international accounting firm in a large city. She had great expectations of working with the best and the brightest in the profession, but soon realized that only a few had the same competence and capabilities that she possessed. Working with others was at times tedious for her; she felt that she spent more time training others than doing the job she was hired to perform. There were two members of her team in particular that she could not tolerate due to what she referred to as their *inability to complete their work at a satisfactory level*.

Here are some possible scenarios that could result:

1. Courtney decided to offer the team members some mentoring help on her own time.
2. She asked to be assigned to a new team.
3. Courtney met with the partners and insisted the team members be fired.
4. She asked some clients what they thought of them, hoping the clients would complain and the team members would be re-assigned or fired.

In a few words, define the key ethical fairness issue(s) in this case study.

Record a belief or rule that supports the behaviour of Courtney in each scenario.

1	
2	
3	
4	

Which behaviour do you consider to be the fairest and why?

If the team members were known to be incompetent, would it change your answer?

Y / N	Explain:
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APPLICATION TO YOUR WORKPLACE

As a manager, how would you want Courtney to handle this situation?

Is it ethically fair for anyone to insist a co-worker be fired?

Y / N	Explain:
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CASE STUDY F3 - ANDREA

Andrea was on the hiring committee for her firm and sat in on interviews for all positions. She was surprised to see her neighbour come in for an interview and surprised that he presented very well. She knew him to be the neighbourhood troublemaker; he called by-law officers for any possible infringements of his neighbours on a selective basis.

Here are some possible scenarios that could result:

1. Andrea kept quiet about her neighbour's behaviour but voted against his hire.
2. Andrea posed questions about his behaviour in the neighbourhood; she tried to inform the committee without directly voicing her opinion.
3. She waited until after the interview to inform the rest of the committee about his behaviour.
4. Andrea decided to keep an open mind about his job suitability.

Briefly define the key ethical fairness issue(s) in this case study.

Record a belief or rule that supports the behaviour of Andrea in each scenario.

1	
2	
3	
4	

Which behaviour do you consider to be the fairest and why?

--

Is Andrea being fair to the firm if she keeps quiet?

Y / N	Explain:
-------	----------

Is Andrea responsible for a negative outcome if she keeps quiet?

Explain:

APPLICATION TO YOUR WORKPLACE

Is it fair to expect employees to reveal information about the personal lives of others in the workplace if they do not directly affect their work performance?

Y / N	Explain:
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CASE STUDY F5 - CALVIN

Calvin owned a small printing business and was pleased when he received a buy-out offer from a larger business. It meant his entire staff would be out of employment, but he intended to give fair compensation packages. His chief accountant, Brad had been a loyal employee, having stayed throughout many difficult times over the past 22 years. They had developed a strong friendship. He knew that Brad would not want the sale to take place and that he needed time to transition to another job but, Calvin needed Brad's help to make the sale transition go smoothly; without it, the sale would be in jeopardy. Because he knew Brad would want a recommendation from him, he fully expected Brad to comply. Here are some possible scenarios that could result:

1. Calvin asked Brad to keep it quiet, knowing their friendship and Brad's loyalty would prevail.
2. Calvin told his employees about the sale and promised them ongoing employment—with no authority.
3. Calvin was fully transparent with his staff and ready to accept the consequences.
4. Calvin asked Brad to help him and promised financial compensation to keep quiet.

Briefly define the key ethical fairness issue(s) in this case study.

--

Record a belief or rule that supports the behaviour of Calvin in each scenario.

1	
2	
3	
4	

Which behaviour do you consider to be the fairest and why?

--

Does friendship in the workplace have a negative impact on fairness?

Y / N	Explain:
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Should friendship in the workplace between management and staff be discouraged?

Y / N	Explain:
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CHANGING

When you relive the past, your present is consumed with what was, and there is no room for what could be. Willing Change

Record how a personal change in your fairness could improve your fair treatment of the following:

clients:
staff:
profession:

When you read the *Willing Change* 5-step model (Chapter 7) along with the accomplishment formula (Thoughts >>Actions >>Results) you will see that knowing the end result that you want indicates the desired behaviour you need to accomplish it, and the behaviour needed indicates the necessary thinking (beliefs and rules). In other words, change your thinking to get different results; first know what you really

CHANGES IN THINKING: Are your beliefs and rules less rigid? Do you think more or less in terms of right and wrong, black and white or grey? Do you have more compassion, sympathy or empathy? Are you more, or less, critical? Do you have a different idea of what is important? How do you feel about your work, your workplace and yourself?

Record whether you consider the statement to be positive (P) or negative (N) and rate your agreement with each of the beliefs and rules for fairness in the workplace on a scale of 1 to 5, with 5 indicating the highest agreement. (Leave it blank if you cannot agree at all.)

#	P/N	Agreement 1 to 5	BELIEFS & RULES in the Workplace
1			I always consider the perspectives of my staff.
2			I strive to keep an open mind.
3			I am the only judge of what is fair in my workplace.
4			I strive to be aware of my bias.
5			I set standards for myself and allow others to set their own.
6			Always agree with the boss and do as you are told.
7			First come, first served.
8			I try to see the bigger picture of each situation.
9			There is no such thing as a fair workplace.
10			Be transparent.
11			I deserve to be treated well and so does my staff.
12			I encourage my staff to stand up for themselves.
13			I have my own strong convictions and expect others to respect them.
14			The best customers get the best treatment.
15			Everyone in my workplace is vital to our success.

Now consider what new thoughts, beliefs and rules support the desired changes you identified throughout this course. Use the exercises and case studies to define your code for fairness in the workplace in terms of character. Use phrases such as: *I strive, I am accountable for, I believe, I value* etc.:

APPENDIX A CERTIFICATE OF COMPLETION

Your employer or association may require verification for your hours of training. A Certificate of Completion is available on request with payment of a processing fee. Credits will be allocated as:

- ...Without the reading of *Willing Change*: 5 hours - ETHICS category
- ...With the reading of *Willing Change* – 10 hours - ETHICS 5 plus Professional Development 5

INSTRUCTIONS:

1. After completing the course, complete the REQUEST form below and contact Jane by email. Include this form and your completed course materials to: jane@willingchangecourses.com
2. Indicate if you read the book *Willing Change* as you used the materials.
3. You will be contacted by email if your completion qualifies and an invoice will be forwarded.
4. On payment your Certificate of Completion will be emailed in a .pdf format within two business days.

.....

REQUEST FOR CERTIFICATION

I am requesting a Certificate of Completion for the course: *F is for Fairness; for Financial Managers*

The Certificate will state I have completed a reasonable portion of the course and provided my work. I understand a fee of \$25.00 plus HST (unless otherwise agreed), and that I will be invoiced. Payment must be provided before the Certificate will be issued.

NAME:

EMPLOYER OR ASSOCIATION:

CATEGORY (Circle one): Professional Development, Personal Development, Wellness, ETHICS

EMAIL:

Which statement applies to you? Circle a. or b.

- a. I have read the book *Willing Change* and spent 10 hours on the completion of this course.
- b. I have not read the book *Willing Change* and spent 5 hours on the completion of this course.