

How Personal Values Impact Decision-making

SUBMITTED BY: Knowledge@Wharton Summer Educator

SUBJECT(S): Management

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

This lesson will engage students in examining their own beliefs and values and where they come from. Further, they will explore how those personal values might impact decision-making using a case study approach.

≡ NBEA STANDARD(S):

- Management, V. Ethics And Social Responsibility

≡ RELATED ARTICLES:

- [“It’s Tempting, but Is It Ethical?”](#)
- [“Career Insight: Author Collin Williams Jr. on What It Takes To Be a Collegiate Athlete”](#)

Common Core Standard(s):

- CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR Standard for Reading: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Objectives/Purposes: To engage students in examining their own values and beliefs and to demonstrate how values and beliefs influence decision-making on the job.

Knowledge@Wharton Article: [“Linking Strong Moral Principles to Business Success”](#)

Other Resources/Materials:

Case studies to use for Discussion (this link has many options to choose from):

<http://www.scu.edu/ethics/practicing/focusareas/cases.cfm>

*Suggested case study: “Easy on the Wallet or Easy on the Earth: A Case about Ethics in Sourcing”

Activity:

- 1) Have students read the article: “Linking Strong Moral Principles to Business Success.” (10-12 mins)
 - The article is a bit long and might need to be divided into segments.
- 2) Recap with students some of the main points of the article (e.g., emotional intelligence vs. moral intelligence). (5 mins)
- 3) Have students reflect on instances where they have exercised moral intelligence, and share out several examples. (5 mins)
- 4) Distribute the case study scenarios among small groups of students to discuss how they might handle these issues. Students should spend time discussing what influenced their choices (e.g., religious beliefs, parental influence and similar personal experiences). (A number of case studies can be selected from <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm>. Consider using the one titled: “Easy on the Wallet or Easy on the Earth.” (15 mins)
- 5) Have students share their case study responses.

Tying It All Together: Have students reflect on this exercise in terms of what they learned from the “Just Do It — But Ethically, Please” article, which suggested that the millennial generation is less morally conscientious. What inconsistencies emerge between how they view themselves and

how their generation is described by others? How might these inconsistencies be explained (e.g., class, race, gender)?

Practice Outside of the Classroom: Suggest that students carefully think about their response to a future situation. Suggest that they zero in on exactly what influences their decision-making.

What Worked and What I Would Do Differently: The students found the article interesting, but it wasn't an easy read for them. Make sure you spend time summarizing the key takeaways presented in the article. A few students expressed an interest in reading more about emotional intelligence. Perhaps you can create an extension activity to engage students further with this topic.

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