

1. In your own words, define the Ethics for Decision Making Paradigm.

The Ethics for Decision Making Paradigm is a model that establishes the ethics that individuals use to make decisions throughout their lives. It is not simply a few beliefs but is an entire system of values that serve as a basis for individuals in their decision-making process. (Warner, 1984, 3) This paradigm helps individuals conduct themselves in society. Individuals who lack such an ethical paradigm, or who possess a depraved sense of ethics, will lead misguided lives, or at worst, will harm others and themselves. Understanding and maintaining a personal paradigm for ethical decision-making is essential for leading a good life. If an individual is raised in a loving and nurturing home that teaches a strong set of ethics, then this individual has a set of tools to deal with life's obstacles. However, this set of ethics may not be enough to deal with the idiosyncrasies of life. It is the hope of parents that these individuals are able to use their set of ethics to reason through the challenges before them. Individuals will continue to mold their own ethical decision-making paradigm as they go through life. Each experience serves as a lesson for future opportunities.

2. Identify and discuss the sources of one's values and beliefs.

The sources of one's values and beliefs come from folkways, customs and traditions, social norms, law, and religion. (Warner, 1984, 5) Folkways are really unique characteristics of a group of people, perhaps family, that an individual acquires through living with or around the group. These characteristics might be acknowledged or such

a habit that they are no longer recognizable. Indeed, folkways are often so habitual that they become automatic. Folkways are arguably inherited through living just as traits are inherited through genes. Customs and traditions are another source of an individual's values and beliefs. (Warner, 1984, 5) Similar to folkways, customs and traditions are gained during an individual's period of growing up. Many people identify family events as traditions, especially if they have happened every year for decades. These family events help shape their values and beliefs, especially if the events are religious in nature. Another custom that an individual might have learned while growing up is a strong work ethic. If their parents exemplified hard work, then they are likely to consider it among their customs and values. Outside the more traditional values and beliefs are the social norms. Society, or culture, espouses the values and beliefs that individuals are to adhere to on this level. Social norms are different depending on where an individual lives. In the United States, a social norm would be to pursue education beyond high school, get a good job, and save for retirement. In Europe, a social norm might be to have lunch that lasts for hours and finish the work day at night as opposed to the afternoon. Among the values and beliefs is the law, or explicit rules, laws and regulations set forth for individuals to obey in order to make society function. Some rules are considered values, while others are not. The law prohibits the casual use of marijuana. This prohibition would be considered a value by many people, as they consider marijuana a drug and an evil. Organizations set their own rules that apply within their own walls. When individuals work at a place long enough, the rules at work become part of their values and beliefs. Values and beliefs are also derived from religion, which plays an important role for many individuals. The standards set by a religion are incorporated into the

values and beliefs to which individuals subscribe. If individuals cannot find answers to concerns among the first four sources of values and beliefs, they often turn to religion for guidance. Religion contains its own set of ethics, philosophy, and rules for living that can serve almost by themselves as the core values and beliefs for people to live by.

3. Discuss the structure of values/beliefs as they relate to primary and secondary conditions.

In relation to primary and secondary conditions, an individual must establish his or her own structure of values and beliefs. Doing so will help the individual to make decisions based on what they believe are their most important values and beliefs. Accordingly, an individual will organize values and beliefs in a manner that makes them either primary or secondary. Primary values and beliefs are fundamental to an individual's life. They are fundamental, because they represent the individual's view of nature and how he fits within it. Religion and family values are among the primary values. The structural organization of primary values contains subdivisions, including super, general, and selective categories. (Warner, 1984, 8)

The secondary conditions of values and beliefs are actually extensions of the primary values. Once primary values are identified, secondary values provide support for the primary values. Values and beliefs that are primary and fundamental are ones that cannot be changed easily. (Warner, 1984, 8)

In contrast, secondary values and beliefs are more open to change. Sometimes in order to change the secondary value, however, the primary value must be changed first. Such a choice will make it more palatable to modify the secondary value or belief. Once a

primary value is changed, the effect can cascade down into large segments of the secondary values.

4. What is a super primary belief? Discuss the implications of such beliefs.

Among the primary values and beliefs are categories that include super, general, and selective. A super primary belief is so fundamental that other people would be unsuccessful in attempting to change it, especially because of its basis in scientific proof or faith. (Warner, 1984, 8) The implications of super primary beliefs are that they serve as the foundation of individuals' value systems. If an individual has a decision to make and any of the choices violates her super primary beliefs, then she will most likely not compromise those beliefs. She would choose the alternative that does not violate those beliefs. If no clear choice is available, then she might wait until a better choice becomes apparent. Super primary beliefs guide a person through life and the many choices that they will face.

5. Using the paradigm as your theory, explain the motivations for a person to have a "mid-life crisis".

Before discussing the motivations for a mid-life crisis, it is important to define what a mid-life crisis is. When the term mid-life crisis comes to mind, immediately it presents a negative connotation. Mid-life crisis is commonly associated with one person cheating on their marital partner by having an affair with someone else. It is also commonly associated with an individual making an extraordinary purchase, such as a sports car. A mid-life crisis involves an individual in their mid-forties to mid-fifties thinking that they have

missed out on something so far in their lives. They might become intimately involved with someone much younger than they are. They might change careers drastically, because they realize they are unhappy with their current employment. Basically, a mid-life crisis involves an individual pursuing something before they grow older.

In terms of the Ethical Conduct Paradigm, the motivation for a person to have a mid-life crisis is their idea of ethics and relationship to it. An individual who has a mid-life crisis may not even think about ethics. They may not even have a strong sense of ethics. If a person does have a sense of ethics, he or she may think that it is okay to violate their own values and beliefs just this once. (Warner, 1984, 3) They reason that they've been good most of their lives and deserve to pursue what fancies them. If the midlife crisis does not compromise primary beliefs or super primary beliefs, then the individual might reason that it's not harmful to go after what they want. They might reclassify what they want as something that they need. In doing so, the individual reckons that it is worthwhile to compromise their ethics to obtain the thing they need. It solves a "problem" that they needed to resolve. A mid-life crisis can be detrimental to an individual's relationships with those around him. (Warner, 1984, 13) Although he may be married to his wife, the relationship may not be fulfilling to him, and he reasons that it is okay to violate the trust in his marriage. In other words, his relationship with his wife is not the same as it was in the past. In addition, a mid-life crisis can damage an individual's group relationship with their family. (Warner, 1984, 15) Children and extended family can suffer from the choices that an individual having a mid-life crisis makes. By going through with his mid-life crisis, he

breaks the rules of conformity that the group relationship demands. Further motivation for a mid-life crisis has to do with the individual thinking that they can intelligently pursue what they want in secrecy. (Warner, 1984, 17) In maintaining this false confidence, he may leave evidence behind that can easily hold him accountable and responsible for his choices. Such evidence points to the notion that the individual was not being completely intelligent in his decision-making. Finally, in considering mid-life crisis choices, an individual demonstrates the amount of discipline that he has by the choices he makes. (Warner, 1984, 19) He may decide to pursue what feels good at the moment rather than taking control of his emotions and exhibiting discipline. This part of the ethical paradigm can allow an individual to avoid making disastrous mistakes.

6. Identify 100 of your beliefs in one-sentence statements. (This number is not negotiable.) These should be ethical beliefs as opposed to say physical beliefs "I believe the earth is round".
  1. I believe individuals should behave ethically as often as possible.
  2. I believe individuals are responsible for the choices they make.
  3. I believe individuals have the right to pursue their happiness.
  4. I believe in the notion of hard work.
  5. I believe in the idea of free will and independence.
  6. I believe in independent thinking rather than going along with the crowd.
  7. I believe in individuals being honest under normal circumstances.
  8. I believe in taking the initiative to pursue formal education.
  9. I believe in individuals taking the responsibility to learn independently of formal education.
  10. I believe in being a part of family.
  11. I believe in helping out family members when they are in trouble, unless it comprises core values.

12. I believe in maintaining friendships as long as both parties are committed to the relationship.
13. I believe in being faithful to your significant other.
14. I believe in being realistic about life.
15. I believe in being optimistic when it is necessary or pessimistic when it is necessary.
16. I believe in setting goals for achievement.
17. I believe in prioritizing steps to achieve goals.
18. I believe in living a purposeful life.
19. I believe in obeying the law.
20. I believe in the possibility of the existence of God.
21. I believe in myself, because I am committed to a better life.
22. I believe in consciously acknowledging goals.
23. I believe in my son.
24. I believe in the values that were the founding principles for the United States of America.
25. I believe that I am entitled to what I have earned.
26. I believe that others are entitled to what they have earned.
27. I believe that success is when a person prepares to meet future possible opportunities.
28. I believe that luck happens when a person is prepared for it.
29. I believe in living a healthy life.
30. I believe in avoiding harmful drugs and smoking.
31. I believe in limiting alcohol consumption.
32. I believe in stopping others from drinking and driving.
33. I believe in driving responsibly and defensively at all time, which is also ethical.
34. I believe in thinking through important decisions before making them.
35. I believe in treating people as I would want to be treated.
36. I believe that murder and rape are evil.
37. I believe that theft is evil.
38. I believe that taxes are too high.

39. I believe that taxes should be paid.
40. I believe in remaining debt free or striving to eliminate personal debt.
41. I believe in each person taking responsibility for their own financial situations.
42. I believe in being self-reliant.
43. I believe in fairness.
44. I believe in being creative and innovative.
45. I believe in freedom.
46. I believe that freedom comes with responsibility.
47. I believe in the companionship that dogs offer.
48. I believe in treating dogs and cats like members of the family.
49. I believe it is foolish to keep wild animals as pets.
50. I believe the divorce rate is too high.
51. I believe that marriage and divorce are too easy.
52. I believe many people should remain single rather get married.
53. I believe many people take their children for granted.
54. I believe many people take their health for granted.
55. I believe many people take their freedom for granted.
56. I believe many people are selfish but don't realize it.
57. I believe many people are selfish, realize it, and are fine with it.
58. I believe selfishness and self-interest are different concepts.
59. I believe in judging someone by their actions.
60. I believe in evaluating someone based on performance.
61. I believe in identifying and managing or eliminating prejudices.
62. I believe both mothers and fathers play important roles in children's lives.
63. I believe technology opportunities to be ethical or unethical.
64. I believe in research that is used to save people's lives.
65. I believe in saving children around the world.
66. I believe charities sometimes do poor jobs of helping children around the world.



67. I believe in honoring military veterans.
68. I believe in honoring those who died during war.
69. I believe in helping widows and children of those who died in war.
70. I believe Independence Day is the most underrated and overlooked holiday.
71. I believe people can be easily persuaded.
72. I believe, given a choice, family tends to support unethical family members.
73. I believe in justice for every individual.
74. I believe there are basic moral principles that apply to any situation.
75. I believe some situations warrant further considerations beyond basic principles.
76. I believe in karma.
77. I believe that the good or bad a person does will come back to them.
78. I believe in being a problem solver.
79. I believe public education is unethical.
80. I believe politicians lie to improve their public approval.
81. I believe politicians and lawyers are unethical.
82. I believe history repeat itself, because people allow it to happen.
83. I believe that people kill people, not guns.
84. I believe the death penalty is warranted for some criminals.
85. I believe the two-party political system is faulty.
86. I believe the two-party political system does not completely represent many viewpoints.
87. I believe in helping people.
88. I believe in not being forced to help people.
89. I believe some organizations are established to control people.
90. I believe some people are happier being ignorant than learning the truth.
91. I believe in living according to values.

92. I believe the Founding Father don't get the respect they deserve from many Americans today.
93. I believe in having money work for me rather than me working for money.
94. I believe in loyalty, depending on the situation.
95. I believe that I need to continue to improve myself throughout life.
96. I believe in living a simple, yet very productive life.
97. I believe in limiting and carefully managing interaction with individuals who do not share the same values.
98. I believe experience and knowledge are both important.
99. I believe in knowing who you are and where you are going in life.
100. I believe in maintaining a personal life and a professional life.

7. Upon completion of your list of beliefs, discuss what you have learned from the process.

In the process of identifying many beliefs, I have learned that it is possible to have many more beliefs. By identifying my own beliefs, I understand that others may not share them. They are personal beliefs and help guide me through life. I have also learned to keep beliefs relevant to all important decisions that are made. By putting beliefs into writing, I am more compelled to abide by them in times of weakness. Much like religious beliefs, these beliefs provide strength during times of chaos. By having beliefs in writing, they are available to be referred to in the future. In addition, some beliefs were not clearly identified prior to the process. They might have been in my mind in a more opaque manner.

8. Currently, if you go into the hospital for treatments that could involve surgery or some possibly life-threatening tests, the hospital will ask if you have a living will. In the event that you do not have one and would like one, the hospital will provide one for you. Discuss

in a 2-4K (1-2 page) response the definition of living wills and discuss the implications for living wills on relationships-----between family members, with hospital personnel, and possibly with the legal system. Include in your discussion whether you would be able to honor a living will.

A living will is an individual's declaration of their wishes about what is to be done with them should they become incapable of taking care of themselves due to illness or other poor physical conditions. (Wikipedia) Related to healthcare, a living will provides explicit instructions for an individual while they are alive in regard to being supported by medical devices and other means of support. It is also common that living wills provide instructions regarding medication. (Wikipedia)

Living wills have profound implications on the relationships of people around an individual. Family members are especially affected by living wills. They may see a living will as a threat, especially if the person is their spouse or parent. If the living will is written to allow an individual to die peacefully, then the family that is very attached to them may have a difficult time coping with the loss. Some family members may see it as the individual giving up on life. Depending on the length of an individual's hospital stay, he or she may develop friendships with hospital personnel. It may be difficult for hospital personnel to see patients who they have gotten to know decide on living wills. These relationships could cause someone to be depressed. It has to be emotionally draining for some hospital personnel to see patients they know pass away and especially beforehand with setting up living wills. These relationships can also be affected by living wills. The legal system is impacted by living wills as well. If an individual wants something added to their living will that has never happened before, it may have legal ramifications. Living wills

can also set new precedents with the legal system. Certain family members may be opposed to the living will and want to see what they can do legally to make it void.

I would be able to honor a living will, as my own personal ethics grant respect to an individual's right to willpower with regard to their own life. With free will being one of my most important values, it also means honoring the free will of others to respect their wishes, even if they are family or friends. Despite how painful it might be to let a loved one go, I am realistic about life and death. It would be selfish of me to want someone to live through pain and suffering. If they would rather die on their own terms, I would have to respect that.

9. In James Clavell's, *THE CHILDREN'S STORY* the teacher was able to illicit cooperation from the students because of the relationship she built with them.
  - a. Explain how the teacher as a complete stranger gained the children's trust.

As a complete stranger, the teacher was able to gain the children's trust through a number of actions. She was pleasant and also young, a contrast to the former teacher. The teacher was honest with classmates about what fear really is and got them to understand that they can manage their own fears. (Clavell, 1981) By taking the time to learn everyone's name before the first class, she impressed them with her interest in them. During the class, the teacher encouraged her new students to be inquisitive and to ask her questions. (Clavell, 1981) By interrupting the class during their recital of The Pledge of Allegiance, she helped them to understand what the words meant rather than simply

doing what they were told. By destroying the flag and throwing the staff out the window, the teacher demonstrated that she had authority that the children could trust. (Clavell, 1981) Instead of doing the same old routine, the teacher led the class through different lessons. The teacher was going to give the students the choice of whether or not they would wear a school uniform. Initially, the new teacher sat on the floor, which showed the students that she could get on their level and speak to them thoughtfully. (Clavell, 1981) By giving the children candy, the teacher was able to gain their trust. Finally, the teacher gave the lone dissenting child, Johnny, the job of being monitor for a week, thereby gaining his approval.

- b. Following September 11, Americans became very aware of terrorism and also acts of patriotism. Describe a true account of patriotism (for any nation) that has gone bad and consequently had negative effects.

The Smoot-Hawley Tariff Act of 1930 contained patriotic appeal for the United States as it entered into the Great Depression. (Wikipedia) The intent of the act was to assist farmers, who were distressed from poor economic conditions. The promise of tariffs caused many Americans to vote for those politicians who supported tariffs. The Act's passage by Congress increased tariffs on many imported goods to the highest levels ever at the time. Many Americans considered tariffs the patriotic thing to do, as it supported the idea of buying American products, as well as supporting and promoting jobs within America's borders. It ended up causing other nations to impose stiff tariffs on imported American goods. As a result, trade between nations fell greatly in the following years due to

the increased costs. According to some economic historians, discussions about the tariff contributed to the stock market crash in October 1929. The Smoot-Hawley Tariff Act might have been considered patriotic by many Americans, but it helped to cause economic decline for the United States and its trading partners. The ramifications of the tariff led the United States to greatly reduce the level of burden on trading partners. In a highly globalized economy, tariffs put wedges between buyers and sellers, just as any tax does. Not necessarily patriotic, it prevents the market from working efficiently.

10. Defend the following statement. According to the Warner ethical conduct paradigm, with all other components being equal, the amount of discipline a person has will determine how well s/he will conform to his/her ethical conduct. (In essence you are describing the importance of discipline to the paradigm.)

It is absolutely true that the amount of an individual's discipline is a major factor in determining how well they will conform to ethical conduct. Discipline is willpower being exercised. It is the individual showing how much control they have over their emotions, behavior, and actions. A well-disciplined individual is more capable of conducting themselves in an ethical manner than a less disciplined individual. Discipline is also conditioning or the habits that an individual possesses. An undisciplined person may lack strong morals that would hold them accountable in situations that involve ethics. If an individual is raised in a nurturing, yet disciplined environment, they are likely to develop good habits that lead to a disciplined nature. In the presence of an ethical dilemma, a person with a great amount of discipline will, more often than not, follow through with

their convictions, or the choice that they know is right. For example, an executive at a large corporation is offered the opportunity to participate in lucrative insider trading with fellow executives. Faced with this opportunity, the executive could participate and make a lot of money or he could decline the offer. If the executive takes the offer, he could be caught and prosecuted in a court of law. If the executive declines the offer, his cohorts will distrust him. This option could lead to the executive resigning from the firm. It would be the more ethical choice. But, to be even more ethical, the executive would become a whistleblower and inform the federal government about the insider trading. Making these latter choices would show that the executive has true discipline. Instead of choosing large illegal profits, he would be making the ethical choices.

## References

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