

TEACHING NOTE:

Giving Voice to Values Cases and In-class Exercise¹

The Giving Voice to Values (GVV) Cases and In-class Exercise provide journalism students opportunities to create scripts and practice giving voice to their values in situations that pose ethical issues they might encounter in newsrooms. The GVV approach and these cases and in-class exercise are based on the premise that if students prepare scripts to give voice to their values in response to ethical issues and rehearse those scripts, they will be more likely to recognize ethical issues when they encounter them in newsrooms and give voice to their values in ethical and effective ways. In keeping with the GVV approach, the cases and exercise assume a “post-decision perspective.”² That is, they assume that the protagonist knows what the right thing to do is. As such, the short cases pose the question, “Once we know *what* we think is right, *how* do we get it done.”³ The cases and the in-class exercise give students opportunity to benefit from peer coaching and feedback as well as from coaching from the instructor.

Students can be assigned to read each of the scenarios before class and come to class prepared to discuss the five study questions. In tandem, they also can be assigned to read several short readings from Dr. Mary C. Gentile’s GVV curriculum that explain the GVV approach and framework. These readings are available at no charge through the University of Virginia’s Darden Business Publishing:⁴

- “Giving Voice to Values: A Brief Introduction”
- “Starting Assumptions for Giving Voice to Values”
- “An Action Framework for Giving Voice to Values: ‘The To-Do List’”

As they read each of the scenarios, students should be assigned to consider their responses to each of the five study questions:

1. What are the reasons and rationalizations that could prevent the protagonist from giving voice to their values?

This question prompts students to draw on behavioral ethics to identify cognitive errors, social and organizational pressures, or situational factors that could prevent the protagonist from giving voice to their values. [Ethics Unwrapped](#) provides short videos ([Concepts Unwrapped](#)) and [glossary definitions](#) illustrating behavioral ethics factors, which instructors could show in class. The following are the behavioral ethics factors discussed below that have Ethics Unwrapped videos: the [self-serving bias](#), the [conformity bias](#), the [framing bias](#), the [obedience to authority bias](#), and the [tangible and abstract](#) bias. Students could discuss other biases, many of which are described in short Concepts Unwrapped videos. These factors can create “[moral myopia](#),”⁵ a situation in which ethical issues do not come clearly into focus, and “[moral muteness](#),”⁶ a condition in which people do not talk about ethical issues. Moral myopia and moral muteness reinforce each other.

2. Who are the stakeholders, and what is at stake for each party, including those who disagree with the protagonist?

Stakeholders are anyone or any group that could be affected by whether the protagonist gives voice to his or her values. An important question to ask in identifying stakeholders is, “Who could be harmed?” Students must be prompted not only to identify the immediate stakeholders involved in the specific values conflict, but also to consider less immediate stakeholders (e.g., the journalism profession, future journalists.) In many situations, news consumers are also stakeholders. Focusing on the various stakeholders can help students gain perspective and understand why making a decision and giving voice to values matters.

3. What levers could the protagonist use to influence those who disagree?

Levers serve to increase the power of protagonists in influencing others to accept their perspective regarding the unethical behavior. For example, protagonists could frame the ethical issues in the long term rather than the short term because a long-term perspective often exposes the negative aspects of unethical behavior. Likewise, the protagonist can point out the costs to various parties — costs that might be obscured by a short-term perspective. Considering the problematic behavior in the context of the wider purpose of the news organization or of the profession of journalism often highlights the problematic dimensions of the unethical behavior. Finding allies and approaching authority figures as a group rather than as an individual can increase influence because authority figures often have more difficulty disregarding the concerns of a group of people than of an individual. Rather than coming across as critical and scolding, people who give voice to their values can increase their influence by presenting themselves as individuals who are looking out for the best interests of the news leaders, the newsroom, and the news organization. Finally, often people's concerns are more likely to be heard if they can suggest alternative approaches to address the issues of concern in ways that are both ethical and effective. This approach typically involves using "[moral imagination](#),"⁷ the ability to think outside the box to imagine alternatives that are both ethical and effective.

4. What are the most powerful responses to the reasons and rationalizations? To whom should the arguments be made? When and in what context?

In response to this question, students should provide an action plan in which they specify and practice the actual arguments that they would make, to whom, and in what context. This question provides an excellent opportunity for students to role play.

5. What could newsroom leaders say or do to address the issues when the protagonist gives voice to their values?

For each scenario, students should assume the role of a leader in the newsroom in which the scenario occurs and recommend things that leaders could say or do to address the problem in the short term and the long term.

In-class Discussion

Instructors can lead discussions of the cases with the entire class and ask individual students to role play how they would give voice to their values to the appropriate party. The class can then react and observe what worked and what did not work. Students can be encouraged to suggest approaches that might be more effective. Alternatively, instructors can divide students into small groups of at least three people and assign the groups individual cases for discussion. Students can be asked to discuss the first three questions as a group and then select two students to role play how the protagonist could give voice to their values to the appropriate party and what the news leader should say or do. The students who observe the role play can provide suggestions and report back to the large group about what worked or did not work. A large group discussion of the cases then would follow the small group discussion.

The following are some notes regarding potential responses to the questions for each of the cases.

Online Harassment

1. What are the reasons and rationalizations that could prevent Cassie from giving voice to her values?

- Cassie could assume that she has to put up with the online harassment because everyone in journalism has to put up with this type of behavior, so she must conform to the existing norms. As one experienced reporter told her, "All journalists experience things like this." This reasoning is evidence of the conformity bias.
- Cassie could conclude that she has to endure online harassment because the boss told her that she needs to have tougher skin, which is evidence of the obedience to authority bias.
- Cassie could succumb to the framing bias in that she could frame or view the uncivil and abusive online behavior as inconvenient and aggravating but not serious or dangerous.

2. Who are the stakeholders, and what is at stake for each party, including those who disagree with Cassie?

- Cassie herself is a stakeholder. The quality of her daily work life is certainly diminished by the constant harassment, which takes a psychological toll, and now she could also be in physical danger because she has received threats of rape and death and her home address has been published on Reddit.
- Cassie's roommate is a stakeholder. Because she lives with Cassie, her home address has been published on Reddit, and her Twitter account has been shared on social media. These events probably are taking a psychological toll on her, and she, too, may be in physical danger.
- Cassie's mother and brother are stakeholders as well. Their Twitter accounts have been shared on social media, and they no doubt are concerned about the wellbeing and safety of Cassie and her roommate and perhaps of themselves as well.
- Other reporters in Cassie's newsroom are also subject to online harassment, and even if their harassment is not as severe as Cassie's, the quality of their daily work life is likely decreased.
- Cassie's newsroom bosses are stakeholders. Cassie has told them of her concerns, and they have not taken her concerns seriously. If Cassie is harmed physically, they could be sanctioned by their superiors for not addressing Cassie's concerns, and they could potentially face legal problems.
- The newsroom and news organization that Cassie works for could face various types of negative repercussions. It is likely that Cassie cannot do her best work on a daily basis if she is mentally and emotionally distressed because of the online harassment. Moreover, they will lose a talented young journalist if Cassie leaves to go to another news organization to distance herself from the current online harassment or if she decides to leave journalism completely. If Cassie is harmed physically, the news organization could face legal problems because its leaders knew about Cassie's concerns and did not address them.
- News consumers are stakeholders because they are disadvantaged if journalists like Cassie cannot do their best work.
- Future journalists are stakeholders because if online harassment becomes entrenched as a norm in newsrooms, they will be subjected to mental, emotional and perhaps even physical distress.
- The profession of journalism is a stakeholder because if mental, emotional and physical harassment characterize the profession, talented young people will avoid employment in journalism and opt for other professions.

- Society itself is a stakeholder in that if uncivil and abusive discourse becomes the norm in online communities, society certainly suffers.

3. *What levers could Cassie use to influence those who disagree with her?*

- Cassie could find other reporters who have experienced online harassment and ask them to go with her to approach her newsroom bosses to express their mutual concerns.
- Cassie and her allies could frame online harassment as just as serious and potentially detrimental as in-person harassment, which news organizations have traditionally taken more seriously than online harassment.
- Cassie and her allies could point out how online harassment interferes with the wider purpose of the news organization for its online activities — to foster informed and civil discourse and debate of important matters of public interest through online technology.
- Cassie and her allies could highlight the negative, long-term repercussions of online harassment for this news organization — e.g., increased job dissatisfaction among reporters, lower productivity, increased turnover of reporters, increased difficulty in recruiting the best and the brightest young journalists.
- Cassie could highlight some vivid examples of situations in which news leaders did not address concerns of journalists regarding newsroom safety and experienced negative repercussions. One example is that of Emily Wilder, an Associated Press sports reporter, who was severely harassed online after covering a noose found in the Alabama garage stall of NACAR's only Black driver.⁸ Wilder was later fired because of her tweets on the Israeli-Palestinian debate that the company said violated its social media policy after a conservative group launched an online campaign against her for her views, which ultimately reflected poorly on the AP.
- Cassie could draw on the research of journalism scholars, such as Dr. Gina Masullo,⁹ who have studied the detrimental effects of incivility in discourse. They could also draw on resources such as [“Attacks and Harassment: The Impact on Female Journalists and their Reporting”](#) by Dr. Michelle Ferrier of Trollbusters.com and edited by Elisa Lees Munoz of the International Women's Media Foundation.¹⁰

4. *What are the most powerful responses to the reasons and rationalizations? To whom should the arguments be made? When and in what context?*

- Cassie and her allies could approach the newsroom bosses themselves about their concerns, or if they do not feel comfortable doing so, they could approach human resources or others with power and influence who could help them bring their concerns to the newsroom bosses and attempt to persuade them to take action. If one of the bosses seems likely to be more sympathetic than the others, approaching that boss first to try to gain another ally before going to others might be wise.
- Cassie and her allies would want to position themselves as reporters who are concerned about the long-term success of the news organization and its online presence and who are eager to help solve problems of online harassment before they escalate and cause significant and lasting harm to the news organization.
- An appeal to the self-interest of Cassie's bosses might be effective. For example, they could be viewed as leaders in creating policies and approaches that will mitigate a serious problem that plagues the news profession if they respond appropriately to issues related to online harassment. Conversely, if they fail to act in timely ways, online harassment problems such as Cassie's could escalate and potentially receive national attention, which could position them as poor newsroom leaders. As another example, reporters at Cassie's news organization will be unlikely to produce their best work if they do not feel safe, and recruiting the best and brightest young talent will be difficult if the newsroom is not a

place where journalists feel that their concerns are taken seriously and proactive efforts to keep them safe are not taken.

- Cassie and her allies could research and present evidence of the negative effects of harassment in general and online harassment in particular on reporters, newsrooms and news organizations. For example, a Poynter Institute article highlights how female journalists and journalists of color are disproportionately targeted by uncivil and abusive tweets and experience negative repercussions.¹¹

5. *What could newsroom leaders say or do to address the issues when Cassie gives voice to her values about online harassment?*

- Cassie's bosses should express genuine concern and compassion for her and support her with the resources that she needs (e.g., doing a digital sweep of her presence online, providing access to securing experts who can advise her, providing therapy or counseling, initiating an investigation, and bringing in the police.) As an example, Reuters established a peer-support network that connects reporters with its Global Trauma Program, which enables reporters to access 24/7 counseling services from professional therapists.¹²
- Cassie's bosses should immediately implement a clear policy and procedure for how journalists should conduct themselves online and who to contact if online harassment occurs. See Jacob L. Nelson's report "[A Twitter Tightrope Without a Net: Journalists' Reactions to Social Media](#)"¹³ for a helpful discussion and recommendations.
- Cassie's bosses may want to make a distinction between the use of social media by journalists to support their reporting (e.g., contacting sources) and the requirement that journalists build the news organization's reputation and following through social media. The latter activity involves responsibilities that should be assumed by the news organization's corporate social media accounts.
- Cassie's bosses should provide training for journalists so that they take their digital privacy seriously and set up the appropriate precautions to protect themselves.

Overworked Reporter

1. *What are the reasons and rationalizations that could prevent Tim from giving voice to his values?*

- The self-serving bias could come into play and prevent Tim from speaking up. He does not want to risk hurting his relationship with his boss by expressing his concerns again or by escalating them. Also, he feels fortunate to have his job, especially since many news organizations are shrinking in size and laying off reporters, and he would not want to say or do anything that would hurt his professional prospects in terms of job security or future advancement.
- The conformity bias could come into play in that Tim could rationalize that other reporters and editors also are dealing with increased work and are juggling to create stories, social media, videos and more.
- Tim's editor, Suzanne, has told him that he needs to help out by assuming extra responsibilities, so the obedience to authority bias might come into play and cause him to stay silent to appease his boss.
- The tangible vs. abstract bias might come into play in that the short-term costs to Tim of raising his concerns to his boss could appear much more tangible and vivid to him than the longer-term, more abstract effects of burnout on his wellbeing.

2. Who are the stakeholders, and what is at stake for each party, including those who disagree with Tim?

- Tim himself is stakeholder. He wants to please his boss by accommodating her requests, but if he does, he could be over his head in terms of having the skills that he needs to be a competent editor. Also, his mental and physical health would suffer if he experiences burnout.
- Other reporters and editors in Tim's newsroom are stakeholders in that they, too, appear to be stretched thin because they have assumed additional responsibilities, and they are running the risk of burnout.
- Tim's editor, Suzanne, is a stakeholder. She needs to make sure that the sports beat is covered in a competent and timely manner, and she also has a vested interest in making sure that the reporters and assistant editors working for her do not burn out on the job.
- Tim's news organization is a stakeholder because if its reporters and editors burn out, it will bear the consequences of subpar reporting and editing, job dissatisfaction among its workers and increased turnover.
- News consumers are stakeholders because if Tim and his fellow reporters are burned out, overworked and unable to do their best work, news coverage will suffer in quality.
- One could argue that the profession of journalism is a stakeholder because if excessive job demands become the norm for reporters and editors, talented journalists will leave the profession, and students who could opt for professions in journalism will choose other professions such as public relations.

3. What levers could Tim use to influence those who disagree?

- Tim could network with others who have also assumed additional responsibilities and might share his concerns. He should see if he can find allies who will approach newsroom leaders with him.
- Tim and his allies could point out the costs to Suzanne as a leader and to the news organization if the reporters and assistant editors are overworked: 1) dilution of the quality of reporting and editing because journalists are stretched too thin, experience burnout, or are underprepared for the work they are asked to do, 2) job dissatisfaction among reporters and editors who are overworked, 3) turnover among reporters and editors and 4) difficulty recruiting talent if the newsroom develops a reputation as a sweatshop. Suzanne will not appear to be a competent leader if her team is unable to do their best work, and the news organization will not thrive.

4. What are the most powerful responses to the reasons and rationalizations? To whom should the arguments be made? When and in what context?

- Tim and his allies would want a chance to discuss issues related to the effects of overworking and burnout with Suzanne at a time and in a context in which she is not stressed or under time pressure so that she will have the capacity to listen to their concerns.
- As a starting point, arguments appealing directly to Suzanne's self-interest are likely to play better than arguments related to the rights or wellbeing of Tim and the others working for Suzanne. As such, Tim should emphasize the costs to Suzanne and her reputation if her team is unable to do their best work because they are continually stressed and overworked. He could also allude to the potential benefits to Suzanne of being seen as a leader in addressing these issues in effective and ethical ways.
- Tim could present action alternatives for responding to some of the concerns. For example, perhaps he could proactively propose a system for prioritizing which of the high school games and minor league baseball games will be

covered and which will be ignored given the staffing shortage so that he will not be subjected to “decisions on a case-by-case basis.” As another example, if he would like to become an editor, perhaps he could devise a plan to acquire the skills that he would need (e.g., proposing that one of the experienced editors serve as a mentor to him, or that he attend a training program).

5. As a newsroom leader, what should Suzanne say or do to address the issues when Tim gives voice to his values about being overworked and running the risk of burnout?

- Suzanne should listen to Tim and his coworkers and express genuine concern and compassion for them. She should then engage proactively in problem solving with them related to prioritizing work and decide what can be eliminated.
- Suzanne should devise a plan to make work assignments and compensation more equitable. For example, perhaps reporters such as Tim who take on editing assignments can receive extra compensation or benefits such as more flexible work hours or compensatory time off.
- Suzanne could talk with Tim about his long-term career goals and try to prioritize his work and provide him assignments that will assure that he has the opportunities that he needs to develop the skills that will be crucial to his advancement. For example, if Tim wants to learn to be an editor, Suzanne could mobilize newsroom resources to enable him to gain the skills that he needs to begin editing the work of freelancers. She may be able to help Tim find an appropriate mentor, and perhaps she can enable Tim to attend training sessions on editing.

Woman in Sports Journalism

This case encompasses multiple types of problematic behavior: inappropriate online comments by fans, derogatory comments by an athlete, inappropriate comments by coworkers and sexual harassment by a source that creates a hostile workplace environment. Below we focus on the most serious of these issues — sexual harassment by a source — but the other issues should be noted in the classroom discussion as well.

1. What are the reasons and rationalizations that could prevent the sports reporter from giving voice to her values?

- The self-serving bias could prompt her to put up with her source’s bad behavior because she needs his connections and the access that he can provide to players, coaches and other sources for her stories.
- The conformity bias could prompt her to assume that she has to put up with the inappropriate behavior from her source because all women sports reporters have to put up with similar behavior.
- The obedience to authority bias could encourage her to put up with her source’s bad behavior because her bosses have told her that she needs to do so.
- The framing bias could prompt her to view tolerating her source’s bad behavior as normal and unavoidable for female sports reporters.

2. Who are the stakeholders, and what is at stake for each party, including those who disagree with the reporter?

- The reporter is a stakeholder. She has a right to do her job free of sexual harassment. Students must understand that the source’s persistent bad behavior — continual texting about personal issues related to sex, repeated invitations for dates, and persistent requests that she sleep with him — likely qualify as sexual harassment under the hostile

workplace environment provision. This type of behavior is illegal under Title VII of the Civil Rights Act of 1964, which is the primary U.S. law prohibiting sexual harassment in the workplace. Hostile work environment harassment is behavior that “has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive work environment.”¹⁴ In addition, the female sports reporter is unlikely to be able to do her best work if she is dealing with sexual harassment.

- News consumers are stakeholders who will suffer if the female sports reporter cannot do her best work.
- Other female reporters at the news organization are stakeholders because they also are likely being told that they must put up with inappropriate behavior from important sources.
- Female sports reporters everywhere are stakeholders. When sources are permitted to persist in bad behavior, it perpetuates a toxic culture for female sports reporters more generally.
- The source is a stakeholder. His inappropriate and illegal behavior would likely cost him his job if it is exposed.
- The football team that the source works for will suffer reputational damage if it comes out that its communications director has been sexually harassing a reporter.
- The reporter’s editors are stakeholders whose reputations would suffer if it comes to light that they knew about the source’s bad behavior and instructed the reporter to disregard it.
- The reporter’s news organization will suffer reputational damage if its leaders are exposed as encouraging a young female sports reporter to put up with sexual harassment and failing to intervene to stop the bad behavior. The news organization’s organizational culture likely is damaged as well if reporters feel that they must put up with abusive, toxic behavior.
- The news profession is a stakeholder because if female sports reporters must continually put up with abusive behavior from sources, then talented young women will be discouraged from pursuing careers in sports journalism.

3. *What levers could the sports reporter use to influence others, including those who disagree with her?*

- Probably the sports reporter’s most compelling argument is that the source’s behavior is illegal as sexual harassment that creates a hostile work environment.
- The sports reporter could provide some past examples of consequences that news organizations faced when it came to light that they were not protecting their reporters from bad behavior (e.g., Charlie Rose, Matt Lauer, Mark Halperin).
- She could look for allies among other female reporters who also are subject to bad behavior from sources.
- The source’s behavior likely prevents the reporter from doing her best work, which compromises the quality of the news organization’s coverage.
- All journalists have a right to feel safe as they do their work.

4. *What are the most powerful responses to the reasons and rationalizations? To whom should the arguments be made? When and in what context?*

- The sports reporter needs to talk with her newsroom leaders and explain the extent of her source's behavior. They need to know that the behavior likely qualifies as sexual harassment that creates a hostile workplace environment.
- In collaboration with the newsroom leaders, the sports reporter could try one more time to give voice to her values directly to the source. She could tell him that his repeated sexual advances have made it difficult for her to do her job and if his advances do not stop immediately, she will need to involve others.
- If the source does not change his ways immediately, the reporter should notify the newsroom leaders and ask them to intervene by contacting the source's boss to report his bad behavior.

5. *What should a newsroom leader say or do to address the problems that the reporter is having with the team source?*

- Newsroom leaders should assure the reporter of her right to work in an environment that is safe and free of harassment.
- Newsroom leaders should collaborate with her in finding a way to stop the source's bad behavior so that she can do her best work unencumbered by fear.
- Newsroom leaders should be willing to intervene on her behalf with the source and/or his superiors as necessary. Their goals should be to ensure the sports reporter's safety and to try to minimize any harm to her professionally.
- Newsroom leaders should make sure that the reporter has appropriate support and mentoring from experienced reporters who can help her develop professionally and will be empathetic with the challenges that she faces.

Senior Broadcast Producer Tirade

1. *What are the reasons and rationalizations that could prevent Courtney from giving voice to her values?*

- Courtney could fall prey to the framing bias and view Victor's tirade as normal behavior in a rough and tumble newsroom atmosphere in which reporters are expected to be tough.
- The obedience to authority bias could lead Courtney to assume that she must tolerate uncivil and abusive behavior such as Victor's because he is her boss.
- Courtney could be influenced by the conformity bias and assume that her coworkers also view this behavior as something that young reporters must put up with since they observed Victor's tirade and watched Courtney return to her desk without saying anything.
- The self-serving bias could discourage Courtney from giving voice to her values because she does not want to do anything that might damage her relationship with Victor or provoke him further.
- Time pressure may be a situational factor exacerbating this situation. Both Courtney and Victor appear to be under time pressure, and research has shown that people often act less ethically in such situations.

2. Who are the stakeholders, and what is at stake for each party, including those who disagree with Courtney?

- Courtney is a stakeholder. She has been subjected to uncivil and abusive behavior, and she has been humiliated in front of her coworkers. She may suffer mentally and emotionally. Research on employees in organizations with uncivil behavior has documented significant harm to employees including lower satisfaction with work, supervision, coworkers, and the job in general; reduced organizational commitment; declines in a sense of distributive justice; poorer psychological well-being (e.g., post-traumatic stress symptoms and panic attacks); higher levels of anxiety and depression; declines in physical health (e.g., headaches, disrupted eating habits); early retirement; and lower morale.¹⁵
- Courtney's coworkers are stakeholders as well. They observed Victor's uncivil and abusive behavior toward Courtney, and they, too, might be subjected to it if they displease Victor. Bystanders as well as victims of uncivil behavior in work organizations experience harm.¹⁶
- Victor is a stakeholder. He has modeled unethical behavior, which is highly likely to have a negative effect not only on Courtney but also on others. If the people working for Victor feel unsafe and fearful that they will be subjected to uncivil or abusive behavior, they are unlikely to be able to do their best work for Victor.
- The news organization is a stakeholder. Organizational harm arising from incivility includes the creation of unpleasant office environments, increases in aggression and retaliation against the organization, greater absenteeism, and heightened intention to leave the organization. These negative outcomes, in turn, impact company performance and profitability, reputation and image.¹⁷
- News consumers are stakeholders in that incivility can negatively affect news organization performance and result in poorer news coverage.
- The profession of journalism is a stakeholder because if uncivil and abusive behavior is considered the norm, talented people will opt for careers in other professions.

3. What levers could Courtney use to influence those who disagree with her?

- Courtney could point to the compelling research findings on the negative effects of uncivil behavior on individuals — both victims and bystanders — and organizations, which are cited above.¹⁸
- Courtney would benefit from finding allies, perhaps some of the individuals who witnessed Victor's tirade, who object to Victor's uncivil and abusive behavior.

4. What are the most powerful responses to the reasons and rationalizations? To whom should the arguments be made? When and in what context?

- Courtney and her allies should not approach Victor in the immediate aftermath of his tirade while he is angry, but perhaps they could approach him the next day after his anger has subsided.
- When they approach Victor, Courtney and her allies should not focus on him as a person but on the negative effects of his behavior on things that he cares about — e.g., newsroom productivity, newsroom morale and newsroom culture.
- If Courtney and her allies do not feel safe approaching Victor, an alternative would be to go to a human resources manager to explain the negative effects of Victor's uncivil and abusive behavior not only on Courtney but also on others in the newsroom and on the entire news organization. They can draw on the research on the effects of uncivil behavior on organizations.¹⁹

5. What could Courtney's coworkers who observed Victor's uncivil and abusive behavior say or do?

- Because Courtney's coworkers observed the incident and watched her without saying anything as she passed by on her way back to her desk, Courtney could assume that they did not object to Victor's uncivil and abusive behavior. Courtney's coworkers could reach out to her and offer their emotional support.
- Since Victor was reacting to Courtney's first attempt to write a script, more experienced coworkers could offer to help Courtney rewrite the script and serve as mentors to her on an ongoing basis.

6. What could a newsroom leader say or do to address the issues related to Victor's uncivil and abusive behavior?

- A newsroom leader who learns of Victor's uncivil and abusive behavior should talk with Victor about the negative effects of his behavior on his reputation as a leader, on Courtney and others, and on the news organization more generally.
- The leader should make it clear to Victor that uncivil and abusive behavior is unacceptable and will not be tolerated.
- The leader should talk with Victor about what an appropriate response to a young journalist who needs to improve her script writing would be — e.g., coaching and mentoring on script writing.
- The leader should help Courtney network with more experienced journalists who will coach and mentor her on script writing.
- If or when the leader observes or hears of more uncivil or abusive behavior on Victor's part, they should immediately pull Victor aside to talk with him about the negative effects of his behavior and coach him on what an effective and ethical response to the situation would entail.

Shut Out from Coverage

1. What are the reasons and rationalizations that could prevent Robert from giving voice to his values?

- Robert could succumb to the obedience to authority bias and assume that because his superiors have declined his offer to cover the story, he has no alternative but to accept their decision.
- The tangible vs. abstract bias could lead Robert to focus on the short-term and salient discomfort that he will feel when he addresses his bosses about his desire to cover the story vs. his long-term and more abstract rights to participate in covering a story that he feels is important.

2. Who are the stakeholders, and what is at stake for each party, including those who disagree with Robert?

- Robert is a stakeholder because he wants to cover the story, and he has invested time to develop and submit a number of ideas about how to cover it. Also, he has been retraumatized by sharing his and his family's personal experience and only receiving a vague response from newsroom leaders.
- Robert's newsroom bosses are stakeholders. They want their reporters to be motivated to create the best coverage of the issues related to eviction.
- Other reporters in the newsroom, particularly those covering the eviction story, are stakeholders. They want to create the best content that they can. Robert has had unique experiences with eviction, and he could likely enhance the

coverage. In addition, one of the other reporters might need to be reassigned if Robert is added to the team.

- The news organization is a stakeholder and has an interest in both having the best possible coverage of important societal issues such as evictions and also in developing the skills and capabilities of young reporters such as Robert.
- Likewise, the news profession has a vested interest in attracting, retaining and developing talented young people such as Robert. If young journalists do not get opportunities that are compelling to them, they could leave.
- People who have been evicted are stakeholders in that they have a vested interest in having societal issues related to injustice that undergird many evictions covered in a compelling, complete and empathetic way. From their perspective, Robert would likely be an asset to the team.
- Consumers of news would likely benefit from the perspective that Robert would bring to the story because of his unique experiences and empathy for those affected.

3. *What levers could Robert use to influence others, including those who disagree with him?*

- Robert could explain how and why his personal experience and the empathy that he has for people who have been evicted would be an asset to the team.
- Robert could highlight his previous work that demonstrates why he would be an appropriate and productive team member.

4. *What are the most powerful responses to the reasons and rationalizations? To whom should the arguments be made? When and in what context?*

- Robert could go to the assignment editor and respectfully make the point that he has a unique perspective based on his personal experience that could add to the coverage on evictions and ask that he be reconsidered as a team member.
- Robert could explain the advantage that his prior experience, empathy and previous work provide in enriching the human side of the coverage.
- Robert could discuss objectivity in a sophisticated and nuanced way and explain why his personal experience with eviction would not be at odds with issues related to objectivity.
- If the assignment editor declines his request for reassignment, Robert should ask what skills he would need to develop to be assigned to such a story.
- After hearing the assignment editor's response regarding the skills he needs to develop, Robert would want to create a plan for acquiring the necessary skills, and after drafting such a plan, Robert should ask his assignment editor for input and help accessing the resources he needs for skill development (e.g., training, mentoring).

5. *What should a newsroom leader say or do to address Robert's concerns?*

- Ideally, a newsroom leader would try to add Robert to the team covering evictions, perhaps as another set of eyes to ensure the series' authenticity.
- If it is not possible to add Robert to the team, the leader should explain to Robert why he was not selected and what skills and capabilities he would need to develop to be assigned to such a story. The news leader should then collaborate with Robert to come up with a plan for Robert to develop the necessary skills.
- Even if Robert is assigned to the story, the leader would want to make sure that a young journalist like Robert is well

networked with others in the newsroom whom he can learn from and from whom he can gain a sense of community.

¹This teaching note was written by Dr. Minette E. Drumwright for the purpose of class discussion.

²Mary C. Gentile, "Giving Voice to Values: How to Speak your Mind When You Know What Is Right." New Haven, Connecticut: Yale University Press, 2010.

³Gentile, "Giving Voice to Values," 191.

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