

Ethics (eth'iks)

for REALTOR[®] Association Staff and Volunteer Leaders

Not always a black/white issue

Classroom Edition
Sponsor Guide

INTRODUCTION

Thank you for sponsoring the classroom edition of the “Ethics for REALTOR® Association Staff and Volunteer Leaders” course. The purpose of this Sponsor Guide is to help you plan and offer a successful program.

The first thing to do after reading this guide is preview the Facilitator Guide. This will not only familiarize you with the course materials that the participants will receive but will also allow you to see additional facilitation notes and a teaching schedule.

The main goal of this course is to help REALTOR® association staff and volunteer leaders conduct their business practices in accordance with the NATIONAL ASSOCIATION OF REALTORS® Standards of Conduct for Associations. This course features interactive, quality instruction and case studies.

Audience

This “Ethics” course has been designed for everyone in a REALTOR® association ranging from the president to the receptionist answering the phone. Ethical standards transcends all job functions.

Designed to be flexible, depending on the needs and interests of the participants and the sponsoring organization, this course may be presented as a 2 ½- 3 hour program.

FACILITATION INFORMATION

Selecting a Facilitator

Regardless of the facilitator's experience with this subject matter, it is vital that he or she read the Facilitator's Guide thoroughly and work through the exercises before teaching the course.

Below is a list of criteria/guidelines that can be used for associations to choose an appropriate instructor to facilitate this Ethics course. It is strongly suggested that the facilitator is an Association Executive (AE) or association legal counsel knowledgeable in all of the areas listed.

The Source Book for REALTOR® Association Management (second edition) can provide additional information and/or on the “required knowledge” topics. To order a copy of the Source Book, call NAR’s Information Central, 800/874-5000 and ask for item number 138-150.

Required Knowledge

- Professional Standards
- MLS Policy
- REALTOR® membership policy
- Bylaws
- Anti-trust as applied to real estate associations

Source Book Reference

- Chapter 17
- Chapter 18
- Chapter 14
- Chapter 1
- Chapters 2 and 12

Such persons with an RCE Designation are usually qualified.

Teaching Schedule

The last two pages of this guide provide a timed breakdown of the course materials.

COURSE PREPARATION

As soon as a facilitator agrees to lead the course, give that person the Facilitator's Guide.

Your State's Law pertaining to Conflict of Interest

When preparing for the course, make sure that you have copies of your state law pertaining to the Conflict of Interest. There is a section in the participant's and facilitator's guide to insert your state's law as well as a class exercise which feeds off of your specific state's law.

Meeting Room

When selecting a site for the class, be sure there are at least six tables to accommodate group activities and discussions. Ideally, participants will be broken up into six groups for case analysis and roundtable discussions.

Audio-visual Equipment

Since this course has been designed specifically around group discussions, there are no overhead transparencies. Therefore, no specific equipment is required to conduct this course. However, dependent upon the facilitator's preference, a flip chart may be used to write down main points as well as to tract student questions.

Facilitator Materials

The only materials that the facilitator needs are:

- Your State's Law pertaining to Conflict of Interest
- Facilitator Guide – This guide contains the Participant Guide with all facilitator notes

Duplication of Materials

All materials for this course have been designed for duplicating from a copy machine. You need to make sure that you have extra copies of your state's law pertaining to Conflict of Interest.

The following is a list of materials that need to be copied:

- Your State's Law pertaining to Conflict of Interest
- Participant Guide
- Course Evaluation Form

Evaluation Form

Course evaluations are part of our continuing commitment to the improvement of our course materials. Once the participants have completed the course evaluation form, please send them to the following address:

National Association of REALTORS
Attn: Ana Medina – Leadership Development
430 N. Michigan Avenue
Chicago, IL 60611

Teaching Schedule at a Glance

Section	Timing	Topics
Course Introduction	5 minutes	Course goals, history, objective summary
Introduction to Unit 1	5 minutes	Optional scenario, 4 UBPs
Group assignments	1 minute	<i>See notes on Set-up sheet attached</i>
Round 1	16 minutes	Review and debrief cases 1, 2, and 3
Round 2	19 minutes	Review and debrief cases 4, 5, 6, and 7
Round 3	16 minutes	Review and debrief cases 8, 9, and 10
Round 4	16 minutes	Review and debrief cases 11, 12, and 13 (Case 13 is segue into Unit 2)
	<u>73 minutes</u>	<i>TOTAL</i>
Introduction to Unit 2	3 minutes	Importance of disclosure, it happens
Your State's Conflict of Interest Law	5 minutes	Review and discuss
Case 1	10 minutes	Class discussion, intimidation factors
Case 2	16 minutes	Review and debrief case 2 from perspectives
Sample Policies	<u>5 minutes</u>	Review NARs sample policies.
	<i>39 minutes</i>	<i>TOTAL</i>
Introduction to Unit 3		
List worst things for unethical	4 minutes	List on flip chart
List worst things for ethical	4 minutes	List on flip chart
Compare lists	2 minutes	Compare and conclude that ethical is best
Mediation Process	<u>5 minutes</u>	Provide current status of mediation process
	<i>15 minutes</i>	<i>TOTAL</i>
Introduction to Guidelines		
Conflict of interest checkpoint	3 minutes	Review 2 questions and decision box
Standards of conduct Checklist	5 minutes	Review and debrief all 14 points
Conclusion/wrap-up	<u>5 minutes</u>	
	<i>13 minutes</i>	<i>TOTAL</i>
5 minute buffer		

Classroom Set-up for the Competitive Challenge Scenarios

- Break the class into 6 groups.
- Assign the case studies according to table below.
- Allow 7 minutes per round for class to read cases and answer questions Allow 3 minutes per case to debrief (average)

Round	Group	Assignment	Timing	
UBPs				
1	1,2	Case 1	7 minutes	Cases 1, 2, 3 reviewed by all groups.
	3,4	Case 2	3 minutes	Case 1 debriefed by groups 1, 2 to class.
	5,6	Case 3	3 minutes	Case 2 debriefed by groups 3, 4 to class.
				3 minutes
			<u>16 minutes</u>	Total for Round 1
2	1,2	Case 4	7 minutes	Cases 4, 5, 6, 7 reviewed by all groups.
	3	Case 5	3 minutes	Case 4 debriefed by groups 1,2 to class.
	4,5	Case 6	3 minutes	Case 5 debriefed by group 3 to class.
	6	Case 7	3 minutes	Case 6 debriefed by groups 4, 5 to class.
				3 minutes
			<u>19 minutes</u>	Total for Round 2
3	1,2	Case 8	7 minutes	Cases 8, 9, 10 reviewed by all groups.
	3,4	Case 9	3 minutes	Case 8 debriefed by groups 1,2 to class.
	5,6	Case 10	3 minutes	Case 9 debriefed by groups 3,4 to class.
				3 minutes
			<u>16 minutes</u>	Total for Round 3
4	1,2	Case 11	7 minutes	Cases 11, 12, 13 reviewed by all groups
	3,4	Case 12	3 minutes	Case 11 debriefed by groups 1,2 to class.
	5,6	Case 13	3 minutes	Case 12 debriefed by groups 3,4 to class.
				3 minutes
			<u>16 minutes</u>	Total for Round 4
Conflict of Interest				
5	ALL	Case 1	5 minutes	Entire class reads Case 1 and debriefs
6	ALL	Case 2	7 minutes	Case 2 reviewed by all groups.
	1,2	Chris Brown	3 minutes	Debriefed from perspective of Chris Brown by groups 1, 2 to class.
	3,4	Assistant	3 minutes	Debriefed from perspective of the Assistant by groups 3, 4 to class.
	5,6	Board member	3 minutes	Debriefed from perspective of Board Member by groups 5, 6 to class.
			<u>16 minutes</u>	Total for Round 6