

DESIGNING A WEB SITE AS A RESOURCE TOOL FOR IMPLEMENTING ETHICS
IN THE BUSINESS EDUCATION CLASSROOM

by

Rebecca L. Skillette

Bachelor of Arts, 1999
Eastern Illinois University

A Research Paper Submitted in Partial Fulfillment
of the Requirements for the
Master of Science in Education Degree

Department of Workforce Education and Development
in the Graduate School
Southern Illinois University Carbondale
June 2004

TABLE OF CONTENTS

Chapter		Page
1	INTRODUCTION	
	Need for the Study	1
	Purpose of the Study	2
	Statement of the Problem.....	3
	Definition of Terms.....	3
2	REVIEW OF LITERATURE AND RESEARCH	
	Introduction.....	4
	Literature Review.....	5
	Teaching Ethics in the Business Education Classroom	5
	Development of Educational Websites	7
	Summary of Literature and Research	10
	RESEARCH METHODS	
	Description of Research Type.....	11
	Procedures.....	11
3	STRUCTURE AND FEEDBACK OF THE EDUCATIONAL WEB SITE	
	Introduction.....	13
	Microsoft FrontPage	13
	Evaluation	14
	Recommendations.....	15
	REFERENCES	16

APPENDICES

A. Web Site Pages in Browser View	18
B. Activities	25
C. Lesson Plans.....	33
D. Evaluation Model.....	37
VITA	39

CHAPTER 1

INTRODUCTION

Need for the Study

Business educators should realize that ethics education is a key fundamental for students to survive in the business arena. According to D'Aquila (1999), many teachers are hesitant about incorporating ethics content in their instruction for fear of detracting from basic fundamentals.

There has been increasing demand for students to be more prepared to handle ethically questionable situations. The importance of this has escalated since businesses are faced with rapid change in relation to technology, competition, and the need for continual growth (Hatton, 1996). There is also increased pressure to succeed in the business arena. Therefore, some businesspersons are more tempted to compromise their ethical values in order to gain success. Studies have shown that implementing ethics throughout a course helps students to analyze ethical situations more critically (Burke & Carlson, 1998).

It is desirable for ethics instruction to be introduced to students and reiterated throughout their education in a variety of courses. Students must be provided with a solid foundation for ethical decision-making. Without this foundation, students will enter the workforce without being properly prepared. Business educators are responsible for this preparation and hold the key to students having a successful and ethical future in business.

A study was conducted to characterize teachers who are more willing to incorporate ethics instruction into their classrooms (Arnold, Schmidt & Wells, 1996). The

study revealed that teachers who feel more prepared to teach ethics are more likely to do so. In addition, it was found that teachers who had less than ten years of teaching experience were more likely to include ethics education. If teachers who feel more prepared to teach ethics are incorporating this instruction, then it is crucial for educators to do whatever is necessary to become prepared in order to benefit the students.

Many educators do not feel comfortable incorporating the topic of ethics due to a lack of useful teaching materials. Many pedagogical tools exist to assist educators, but they are widely scattered. These tools will only be beneficial if teachers have the time and the ability to find these tools. Therefore, a Web site containing resources such as slideshow presentations, lesson plans, and various student activities directly related to ethics education would be very useful. The increased use of technology makes this particular vehicle an obvious choice. This method of delivery would save valuable time and would be available to a vast array of educators.

Purpose of the Study

The purpose of the study was to plan, develop, and disseminate a Web site to be used by business educators as a resource tool for implementing ethics education in business education classes. The results of the study were used to assist teachers in providing students with a foundation for making ethical decisions. The Web site aided teachers by giving them a collective resource that provided activities, lesson plans, and links to other Web sites pertaining to ethics in education. Administrators, educators, parents, and students benefit from such a resource.

Statement of the Problem

What are components of a Web site designed as a resource tool for business educators to implement ethics into the business education classroom?

Definition of Terms

Resource tool: A Web site that organizes useful and pertinent learning and teaching tools in an electronic format that is easily attainable by business educators on the topic of incorporating ethics in business education. Some of the tools included are a Web quest and group projects for student use, sharing of background information, sample syllabi, and lesson plans for teachers.

Ethics (implementation of): Including the topic of ethics in business education classes. Instructing students to identify ethical situations, determine the difference between right and wrong, and assist them in problem solving in order to formulate a solution.

CHAPTER 2

LITERATURE REVIEW AND RESEARCH PROCEDURE

Introduction

The problem addressed in this research was: What are components of a Web site designed as a resource tool for business educators to implement ethics into the business education classroom?

The literature review revealed the need for incorporating ethics education in the business education classroom for many reasons. The literature was consistent in identifying the need for the incorporation of ethics instruction and gave specific reasons as to why many teachers don't include ethical decision making in the curriculum. The Morris Library pages on the Southern Illinois University Carbondale's Web site served as the initial launch of the search. The majority of the literature was dated from 1997 to the present. EBSCO, ERIC, OVID, and ILLINET Online were the databases primarily used. The key words used in the searches of these databases were ethics, secondary education, business education, teaching ethics, designing Web sites, educational Web site design, ethics teaching resources, ethical decision making, and designing curriculum Web sites. An additional search was performed using the search engine Google. The same key words were used for both the database search and the search using Google. The most appropriate information resulting from these searches was reviewed and used for this project.

Literature Review

Teaching Ethics in the Business Education Classroom

Business educators today are facing extremely diverse classrooms. A variety of ethnic, religious, and socioeconomic backgrounds, varying learning styles, and generational gaps exist in today's classrooms. These differences should be embraced and realized in order to understand students and provide instruction most appropriate to their needs. Ethics instruction is no exception. Differences in ethical judgment exist among students with multicultural backgrounds. While studying Asian, Caucasian, and Hispanic students, Shafer and Park (1999) found the existence of cross-cultural differences pertaining to ethical decision making. In addition, differences in ethical judgment also exist between males and females. It is not assumed that one gender or ethnic group is more ethical than the other; it is only telling us that a difference exists regarding ethical decision-making. This difference should be understood and taken under consideration as teachers prepare students for business ethics. Another study found that people become more ethical with age (Borkowski & Ugras, 1998). This validates the importance of incorporating ethics at all age and grade levels so that an ethical foundation is established for the students.

Gender and ethnic differences are not the only examples of diversity teachers are facing. Classrooms are filled with students from Generation X and the Net Generation. These students have been raised and taught much differently than previous generations, including those of the teachers. The majority of these students have been raised by single parents or dual-income parents. In addition, these students have been brought up in a computer-oriented generation (Johnson & Orr, 1999). All of these factors are significant to student learning and teacher preparation.

Some teachers avoid teaching ethics in business classes for fear of taking instructional time from teaching the basic fundamentals (D'Aquila, 1999). D'Aquila recommended incorporating ethics in small increments, such as at the end of each segment, so that an entire unit of instruction is not substituted. Students will then be able to see how ethical values fit into certain aspects of business. D'Aquila also suggested including ethics instruction in the course syllabus so that teachers are more likely to follow through with its implementation.

Another concern educators have for implementing ethics education into the curriculum is the lack of useful teaching materials. Teachers are going to have to be resourceful in researching and finding information to benefit the students. Many pedagogical tools exist to assist educators in this manner, but these tools will only be beneficial if teachers take the initiative to find and use them.

The article "The Difficulty of Teaching Ethics", in the January 1997 issue of *Keying In*, highlights the idea that children are not always receiving an ethical foundation through parents and churches. It is left to the school system to prepare students for ethical situations they might encounter. Though many teachers fear getting involved with emotional issues and everyone not agreeing on the difference between right and wrong, it is important to realize that there are some values, like honesty, respect, and responsibility, which almost everyone agrees on. The article emphasized the importance of helping students to identify the ethical problem and to examine issues from both sides.

Studies have indicated that the effects of limited instruction of ethics education will deteriorate over time (Richards, 1999). Therefore, teachers should incorporate projects and activities over the course of a student's education and as frequently as possible.

According to the article “Do the Right Thing” in the January 1997 issue of *Keying In*, there have been many scandals in the recent past that have created a growing concern among citizens. Such topics include environmental pollution, insider trading, and the misuse of savings and loan money. This concern is encouraging businesses to place an emphasis on ethics. Business educators need to share the concern by helping students grasp the concept of ethics and dealing with questions of right and wrong.

Development of Educational Websites

Mitchell (1999) quoted Dr. Reiss, Director of Research, Planning and Technology for Camden Public Schools in New Jersey, as saying, “One of the most difficult tasks in the creation of twenty-first century classrooms may be training teachers how to appropriately incorporate computers in the classroom and make meaningful use of technology as an instructional tool” (p. 141).

Furthermore, Plous (2000) addressed the need for creating educational Web sites. In his article, he reasoned that the Internet is here to stay. He predicted that educational Web sites will become regular aspects of the classroom and emphasized the importance of incorporating the Internet in classroom instruction, even if it merely contains the syllabus for the course. The Internet is an ideal choice for student assignments for many reasons. Students enjoy using the Web, and they tend to be more enthused about online assignments. The Web can also be more convenient and save time. Students have 24-hour access to the assignments, and time can be saved by indicating frequently asked questions and helpful hints. The article indicated two commonly asked questions relating to the creation of an educational Web site: How long will it take? And what is the best software

to use? Answers to both of these questions depend on the creator's technical abilities and the educational objectives for the project.

Many tips were given that should be followed when building an effective educational Web site (Plous, 2000). It is important to research to see what is already available. Planning ahead is a crucial aspect of the design process. Proper planning initially helps with the future growth of the site. It is also important to make sound choices so that the loading time of pages is not overwhelming. Since visitors can easily become impatient with sites that take too long, it is important to keep the interest of the user. Though the content is the most important aspect of the site, it must also be attractive and exciting in appearance to initially peak the user's interest.

Wilkins (2002) also emphasized the importance of the predesign process. Many items must be considered before instructional sites are actually created. According to Wilkins, 30 minutes of time creating the site can be saved for every one minute spent in the predesign phase. This phase consists of first determining the goals of the Web site, identifying limitations, gauging audiences, and developing the course of action for the creation aspect of the process.

According to Curtin's (2001) Internet-based Learning Construction Kit, it is extremely important to have a well-organized site. In order to achieve this, one must develop an information architecture for the site in the planning phase to outline categories to be used in the Web site. It is important to identify what the Web site is, what it does, and what its purpose is in the planning phase.

In order for a site to be well organized, creators must use simple navigation, consistent use of color and graphics, and repeated key words and elements (Curtin University of Technology, 2001). This Web site recommended considering the four Cs of

educational Web site content: context, core, complements, and community. The Web site must incorporate information about the unit, information integral to the unit, information supplementary to learning, and information necessary for communication.

Mitchell (1999) indicated other elements that should be considered when developing an educational Web site. A curriculum page should be appealing and welcoming while avoiding the use of too many fonts or colors. The site should contain an appropriate title and useful links in order to be valuable. The front page should be given the most consideration since this is where one lays out the structure of the site (Hudson, 2000).

There has been a heavy emphasis on using technology in schools. However, there has been little focus on the need for quality information or to assist teachers in using the Internet resources effectively. If information is organized in a helpful manner, the Internet can serve as an excellent resource for educators. A curriculum Web site should be created for many reasons. Teachers should take advantage of the technology that is available. When developing a curriculum Web site, teachers are contributing to the development of teaching resources that are beneficial and accessible to other teachers. In addition, a teacher increases his or her own content knowledge when searching the Web for useful information that can be included in the curriculum (Mitchell, 1999).

According to Gary Staunch, Director of Education for Compaq Computer Corporation, "Ultimately, the success of technology in classrooms depends on the teacher. The more we can help teachers integrate and maximize the use of technology into their lessons, the more effectively they can facilitate student learning" (as cited by Mitchell, 1999, p. 143).

Summary of Literature and Research

1. Literature and research in the business education field demonstrate the need for incorporating ethics in the classroom.
2. Business education teachers lack the necessary teaching materials for ethics content.
3. Existing societal problems have increased the need for ethics instruction.
4. A need exists to assist teachers with using technology productively.
5. Many elements must be considered when designing a Web site for instructional purposes.

Research Methods

Description of Research Type

A descriptive research method utilizing research and development was used for this study. A research and development study primarily focuses on and describes present trends, current opinions that are held, and is concerned with existing relationships (Best & Kahn, 1998).

This research and development study was conducted to develop an educational product in the form of a Web site that serves as a resource tool to business education teachers for implementing ethics content in the instruction of their classes.

Procedures

This research and development study was planned by studying literature related to the topics of ethics in education and developing educational Web sites. A variety of sources were used to obtain a background of particular needs of business educators regarding these subjects.

Based on these findings and the analysis of these needs, a Web site was developed to serve as a resource tool to aid teachers in including the topic of ethics. The product was developed using Microsoft FrontPage, Web page design software, and it was edited using HTML source code. A variety of appropriate images, tables, and color choices were used to enhance the appearance of the Web site. These images were created using Microsoft PhotoDraw imaging software.

Upon completion of this product, it was distributed among peers for field testing. The Web site was saved to a disc and distributed to various business educators.

Accompanying the disc was a set of instructions on how to open the Web pages using Microsoft Internet Explorer as the browser. Once the Web site was opened by a browser, the educator could navigate through the site to review and evaluate information.

Also accompanying the disc was an evaluation form which included a Likert-type scale for the teachers to rank their opinions of the Web site in relation to its appearance, ease of use, relevance to the incorporation of ethics, and the likelihood of their using such a product. A self-addressed, stamped envelope was also included for the evaluations to be returned to the researcher. Once evaluations were returned, the Web site was edited according to the opinions and suggestions of those evaluating.

The finished product was then disseminated. It was posted on the Web server of Centralia High School. A link was activated from the researcher's home page of Centralia High School's Web site so users could conveniently gain access to the Web site via the World Wide Web and their choice of Web browser. Last, the Web site was registered with search engines to alert them of the availability of this site. Key words, such as ethics, business education, teaching ethics, ethics resource tools, and curriculum resources, were indicated when the site was registered so that it could easily be found by those interested.

CHAPTER 3

STRUCTURE AND FEEDBACK OF THE EDUCATIONAL WEB SITE

Introduction

Once the need for developing a Web site to serve as a resource tool for business education teachers was established, Microsoft FrontPage was used to develop and design the tool. This tool was used to organize and display lessons, activities, and other resources that could easily be obtained by business educators.

Microsoft FrontPage

FrontPage is a Microsoft Web page design software program. It works well with a Microsoft Windows operating system and most appropriately displays the pages with Internet Explorer as the browser.

Microsoft FrontPage is the software of choice when creating a Web site. It is user-friendly with many of the same features as other Microsoft products. It contains templates that will aid in the design of Web pages, a clip art gallery, and useful help features. The program allows for creation of the pages in a normal design view by using menus. Pages can also be created or edited using the programming language HTML (Hypertext Markup Language).

FrontPage allows for the addition of dynamic and interactive features to Web pages. It provides the ability for an amateur to create pages that are still professional in appearance.

Business educators at all skill levels were kept in mind as this Web site was developed. Since educators are typically pressed for time, the site was developed in a simplified way so that links, activities, and lesson plans would be easy to locate.

Activities were created in hopes of educators being able to print and hand them out to students without the need for further revision.

Evaluation

An evaluation form was developed by the researcher after reviewing examples of similar forms on the Internet. The final evaluation form was a compilation of many of the reviewed forms. The form included criteria by which the research project could be analyzed. The criteria included the following areas: ideas and content, organization, language and conventions, presentation, and technical concepts.

Once the evaluation form was completed, it was given to colleagues to be used with the accompanying disc that contained the research project. The colleagues were asked to review the project and complete the evaluation form using a Lykert-type scale. The evaluation form also offered an area where additional comments and suggestions could be made. The evaluation forms were anonymous and could be mailed using the self-addressed, stamped envelope, or placed in the researcher's faculty mailbox upon completion.

The feedback obtained from the evaluation forms was used to edit and improve the research project. The feedback included comments and suggestions for improvement in the areas of appearance, grammar and spelling, content and ease of use and navigation. Data formulation concluded that the mean for each category was a five on a five-point scale which represented "exceptional". Seventy-five percent of the evaluation forms were returned.

Recommendations

The researcher was pleased with the overall project. However, it is recommended for future studies similar to this one to have ample resources. In addition, researchers must have sufficient knowledge in software applications. Last, it was recommended to research and review other Web sites on different subjects for formatting and organization.

REFERENCES

- Arnold, V., Schmidt, B. J., Wells, R. L. (1996, Fall). Ethics instruction in the classrooms of business educators. *Delta Pi Epsilon Journal*, 38, 185-194.
- Best, J. W., & Kahn, J. V. (1998). Research in education (8th ed.). Boston: Allyn and Bacon.
- Borkowski, S. C., & Ugras, Y. J. (1998). Business students and ethics: A meta-analysis. *Journal of Business Ethics*, 17(11), 1117-1127.
- Burke, F., & Carlson, P. J. (1998). Lessons learned from ethics in the classroom: Exploring student growth in flexibility, complexity and comprehension. *Journal of Business Ethics*, 17(11), 1179-1187.
- Curtin University of Technology. (2001, December 19). Creating Internet-based learning Web sites. *What content can be included in an educational website?* Retrieved February 1, 2004, from <http://www.curtin.edu/au/home/allen/we3/igm/110207.html>
- D'Aquila, J. M. (1999). Teaching business ethics in accounting classes. *Business Education Forum*, 53,(3), 20-21.
- The difficulty of teaching ethics. (1997, January). *Keying In*, 7,2.
- Do the right thing. (1997, January). *Keying In*, 7, 1-2.
- Hatton, L. (1996). Integrating ethical awareness into the curriculum. *Journal of Education for Business*, 71(4), 237-240.
- Hudson, L. (2000). Radical usability. *Library Computing: Internet & Software Applications for Information Professionals*, 19,(1/2), 86-93.

- Johnson, C. A., & Orr, C. L. (1999). Promoting the work ethic among Generation X and N-Gen students. In Vilee (Ed.) *The 21st Century: Meeting the Challenges to Business Education*. (pp. 16-26). Reston, VA: National Business Education Association.
- Mitchell, D. (1999). Curriculum page development: Utilize and organize resources found on the World Wide Web. *Educational Media International*, 36(2), 141-145.
- Plous, S. (2000). Tips on creating and maintaining an educational World Wide Web site. *Teaching of Psychology*, 27(1), 63-71.
- Richards, C. (1999). The transient effects of limited ethics training. *Journal of Education for Business*, 74(6), 332-334.
- Shafer, W. E., & Park, L. J. (1999). An empirical investigation of cultural differences in ethical decision-making among U.S. accounting students. *Journal of Education for Business*, 75(4), 220-224.
- Wilkins, P. (2002). Predesign: Ten things you must do before you build an instructional Web site. Retrieved December 1, 2002, from <http://faculty.seattlecolleges.com/pwilkins/SI/predesign.html>

APPENDIX A




WEB SITE PAGES IN BROWSER VIEW

ETHICS IN BUSINESS EDUCATION







This site was designed to serve as a resource to business educators for incorporating ethics instruction in the business education classroom.

Why do we need to teach our business students about ethics?

-  Our global future promises increased complexity
-  Scale and power of technology must be preempted by ethical awareness
-  Trends in student violence and cynicism need to be reversed

Students need to:

-  See the world through the lens of ethics
-  Understand the difference between right and wrong
-  Learn how to tackle difficult, ethical dilemmas
-  Understand the importance of ethics in this world of technology

Created by Rebecca L. Skillette
Department of Workforce Education and Development
in the Graduate School
Southern Illinois University Carbondale
Spring 2004

Activities for Ethics in Education

Home	Activities	Lesson Plans	Links	Contact
------	------------	--------------	-------	---------

Where Do You stand	Ethical Decision Making . . . Case Studies
Classroom Code of Conduct	My Hero: Identifying Moral Characteristics
Ethical Role Playing	Picture Yourself
Public Image-Celebrity	Public Image-Athlete

It's not hard to make decisions when you know what your values are.

-Roy Disney

American Film Writer/Nephew of Walt Disney

Lesson Plans for Ethics in Education

Home	Activities	Lesson Plans	Links	Contact
------	------------	--------------	-------	---------

Lesson Plans	Corresponding PowerPoint Slide Shows
Business Ethics: Introduction	Business Ethics: Introduction
Ethical Decision Model	Ethical Decision Model
Ethics in Sports Marketing	Ethics in Sports Marketing

At this moment, America's highest economic need is
higher economical standards--standards enforced by
strict laws and upheld by responsible business leaders.

-George W. Bush

2002 Corporate Responsibility Speech

Useful Links for Ethics in Education

Home	Activities	Lesson Plans	Links	Contact
------	------------	--------------	-------	---------

<u>Business Education Lesson Plans and Resources</u>
<u>Career Activities and Vocational Lesson Plans</u>
<u>Centralia High School's Web Site</u>
<u>Google-Preferred Search Engine</u>
<u>Ethics Updates</u>
<u>Institute of Business Ethics</u>
<u>Southern Illinois University Carbondale</u>
<u>The Ten Commandments for Computer Ethics</u>
<u>University of Missouri St. Louis Microcomputer Classes</u>
<u>University of St. Thomas Center for Business Ethics</u>
<u>Create Your Own Corporate Code of Ethics</u>

Contact Information

[Home](#)[Activities](#)[Lesson Plans](#)[Links](#)[Contact](#)

Rebecca L. Skillette

Business Educator / Work-Based Learning Coordinator

Centralia High School

1000 East Third Street

Centralia, Illinois 62801

skilletr@marion.k12.il.us

APPENDIX B
ACTIVITIES

Classroom Code of Conduct

Objective:

To understand corporate codes of conduct through individual research and the development of own code for the classroom.

Teacher Instructions:

Working individually, students should research corporate codes of ethics/conduct/values, etc. by searching the Internet. While searching, students should note the elements that make up these corporate codes to determine what elements should be included in the Classroom Code of Conduct. Sample codes:

- <http://www.jnj.com/careers/ourcredo.html>
- http://www.boeing.com/corp_gov/conduct_employee.html
- <http://www.guess.com/GuessInc/help.asp>
- http://www.chevrontexaco.com/about/chevtex_way/
- http://h18000.www1.hp.com/inside/ethics/code_conduct.html
- <http://www.microsoft.com/mscorp/mission/>
- <http://www22.verizon.com/about/careers/codeofconduct/>
- <http://www.motorola.com/content/0,,75-107,00.html>

Student Directions:

Code of Conduct Research:

Individually, search the Internet to find 3 corporate codes of conduct you feel would be valuable to a business in order to run ethically. Detail your findings in a Microsoft Word document by responding to the following:

- ✓ List the 3 names of the companies whose codes of conduct you studied
- ✓ List the 3 URL's of where you found your information
- ✓ Indicate at least 3 similarities you found among the 3 codes of conduct
- ✓ Indicate at least 3 differences you found among the 3 codes of conduct
- ✓ For each of the 3 codes, write a detailed paragraph explaining why or why you don't feel this code would be valuable to a business in order to run ethically.
- ✓ Place your name, hour, and assignment title, "Code of Conduct Research", in a header and print.

Classroom Code of Conduct:

Working with no more than 2 other students, develop your own code of conduct for our classroom. Once completed, the class will vote on and "adopt" the code of choice to serve as the class's value system. The winning code will be posted on the bulletin board and will earn extra credit for its creators.

- ✓ Appropriately format your group's Classroom Code of Conduct in a new, Microsoft Word document.
- ✓ Place all group members' names, hour, and assignment title, "Classroom Code of Conduct", in a header and print.

Reflection:

Individually, respond to the following questions regarding the Classroom Code of Conduct development process in a Microsoft Word document.

- ✓ What was the most difficult aspect of developing the Classroom Code of Conduct?
- ✓ Do you feel students will take our newly adopted Classroom Code of Conduct more seriously since it was developed by the students? Why or why not?
- ✓ Should businesses allow input from employees on what should make up the Corporate Code of Conduct? Why or why not?
- ✓ Do you believe employees of companies with these codes behave more ethically because of the codes of conduct? Why or why not?
- ✓ Place your name, hour, and assignment title, "Reflection", in a header and print.

Turn in all printed materials to your instructor.

Ethical Decision-Making: Case Studies

Objective:

To evaluate ethical situations and make a decision based on the appropriate steps for ethical decision-making.

Teacher Instructions:

Students should be divided into groups of three or four. Assign each group a case study. Students should then evaluate their case studies using the six steps for making ethical decisions. Students need to be prepared to present their cases and decisions to the rest of the class upon completion.

Situations:

For each situation, assume you are working for Cross Computers, Inc., a large manufacturer employing over 2,000 people. Cross Computers, Inc. is located in St. Louis, MO.

CASE 1: Emma is an employee in the personnel department. Her cousin, Sean, is applying for an engineering job with the company, and he has listed Emma as a reference. As Sean was asking Emma for advice for his upcoming interview, he asked Emma to reveal to him what interview questions would be asked.

CASE 2: Logan is employed in the Quality Control Department at Cross Computers, Inc. Each year the company donates their old computers to area schools. No records are kept to record the transaction. Logan has a daughter who is in college and desperately needs a computer. Logan's supervisor asks him to transport 25 computers to a local grade school.

CASE 3: Braxton is the secretary in the Computer Technology Department. Braxton is excited about just receiving his new computer. He wants to try out his new computer software. His boss has a strict policy against the personal use of computers. In spite of this, he wants to learn the e-mail software more thoroughly than his training can provide. Braxton decides the best way to learn this software is to send e-mail messages to his friends and relatives until he becomes comfortable with the software. He is caught up on all his work and only has 30 minutes left to work today. His boss left early.

CASE 4: Lydia was recently hired as the administrative assistant to the vice president of the company. Lydia's daughter, Claire, comes in the office needing copies for a school project. She brought her own paper and needs 150 copies for her class. If she doesn't bring the copies with her, she will fail the project. The company copier does not require a security key nor does it keep track of copies made by individual departments.

Steps for Making Ethical Decisions

1. Identify the ethical issue or problem.
2. List the facts that have the most bearing on the decision.
3. Identify anyone who might be affected by your decision and how.
4. Explain what each affected person would want you to do about the issue.
5. List three alternative actions and identify the best and worst case scenario for each alternative, anyone who would be harmed by this choice (and how), any values that would be compromised by selecting this alternative, and any automatic reasons why this alternative should not be selected (legal issues, rules, etc.).
6. Determine a course of action.

Adapted from: <http://jcomm.oregon.edu/~tbivins/j495/Worksheet.html>



Ethical Role Playing

Objective:

To identify factors that affect ethical situations through role playing.

Teacher Instructions:

Choose 5 students to volunteer for this activity. Allow them to read the script ahead of time in order to give a more effective presentation. Three students will be the actors, one student will play the storyteller, and the fourth student will serve as the moderator.

Storyteller: (Read) Kaitlyn, Kobe, and Landon are all friends and work for Simply Sassy, a lip gloss manufacturer in Centralia, Illinois. Landon is also Kaitlyn and Kobe's supervisor. Kaitlyn and Kobe are engaged in a conversation in the company's break room during lunch when their supervisor, Landon, walks in.

Landon: Hey everybody, what's going on?

Kobe: (With a sigh) Not much.

Landon: Is there anything I can do to help out?

Kaitlyn: Well, maybe. We've been talking about something.

Kobe: We need some "inside" information.

Landon: I'll help you if I can. What's up?

Kaitlyn: (Whispering) We heard that one of the owners, Lydia, was caught stealing money from the company.

Kobe: Yeah, is it true?

Landon: I am in management, and I don't think it's right that I discuss this with you.

Kobe: Just tell us if it's true.

Kaitlyn: Please, you know we would tell you anything we knew.

Landon: I know that we're friends, and we hang out. But, it's not right for me to reveal private information. How would you like it if I spread information about either of you?

Kobe: (Looking at Kaitlyn) See! I told you he wouldn't tell.

Kaitlyn: (Pleading) Just tell us if it's true!

Landon: Well

Moderator now facilitates the discussion by asking the following questions:

1. Who in this situation is behaving unethically?
2. Who is affected in this situation if Landon reveals the truth?
3. Should Landon tell Kaitlyn and Kobe if the rumor is false and Lydia is NOT stealing from the company?
4. What is the ethical thing for Landon to do?
5. If you were Landon, what would you do and why?

Follow Up Activity:

Divide students in groups of four. Have each group devise their own script and follow up questions regarding an ethical situation. Have each group present its own situation to the class.

MY HERO: Moral Characteristics

Objective:

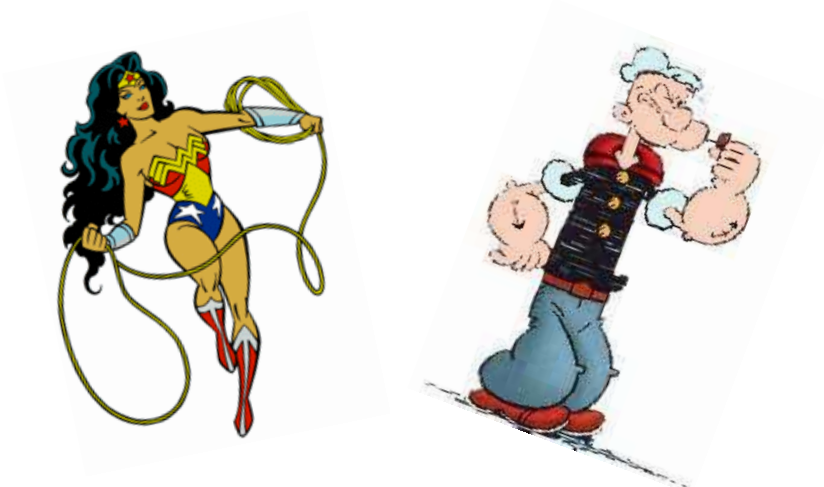
To identify qualities that demonstrate strong moral character.

Directions:

Choose an animated character you feel demonstrates strong moral character (e.g. Superman, Popeye, Clifford, etc.). You may use the Internet to research the character if necessary. Once the character is selected, organize your responses to the following in a Microsoft PowerPoint slideshow.

- ✓ Slide show must consist of at least 6 slides
- ✓ Slide 1: Title Slide
- ✓ Slide 2: Identify the character chosen. Include an image of that character
- ✓ Slide 3: List at least 3 qualities you admire in this character
- ✓ Slide 4: Identify at least 3 ways you can incorporate these qualities into your daily life
- ✓ Slide 5: Closing Slide
- ✓ Slide 6: Reference Information
- ✓ Use advanced animation and appropriate use of text and color
- ✓ Print the slide show as handouts with 6 slides per page

Be prepared to give a 2-minute presentation to the class on your chosen animated character.



Picture Yourself Marketing: Sports Emphasis



Directions:

Picture yourself ten years from now. Think about your current career goals and assume you will be successful in that field. You may be a successful athlete, pop star, model, business person, physician, etc. With this in mind, respond to/include the following for the assignment.

- ✓ Title Page
 - Student's Name
 - Instructor's Name
 - Successful Field

- ✓ Word or Publisher Document to explain:
 - Image you want to portray to the public
 - How people would describe you
 - Describe at least 3 steps you'll take to ensure the desired image is portrayed
 - At least 2 products you would like to endorse and why
 - At least 2 causes (community service/not-for-profit organizations) to represent and why

- ✓ Create a magazine cover using Microsoft Word or Publisher
 - Digital picture of self
 - Name of the magazine you would like to be on the cover of in 10 years
 - An article teaser indicating the story about yourself that can be found in the magazine
 - Format appropriately so that it looks like an actual magazine cover!

- ✓ Print the above 3 items, staple, and turn in to your instructor.

Good Luck!



Public Image-Athlete

Directions:

Read the case study indicated below. Discuss each question with your partner, and then thoroughly respond to each question in the area provided.

Case Study:

In April 1999, Darryl Strawberry, outfielder for the New York Yankees, was arrested for cocaine possession. In 1990, while with the New York Mets, Strawberry entered the Smithers Center for alcohol rehabilitation. In April 1994, while with the LA Dodgers, Strawberry entered the Betty Ford Center for treatment of substance abuse. Major League Baseball suspended him for 60 days in 1995 after he tested positive for cocaine. In August 1999, Strawberry's suspension for his latest drug incident was lifted, allowing him to return to the Yankees.

1. What kind of an impact does an event like this have on the celebrity's family?

2. What kind of a financial impact does this type of event have on the celebrity?

3. What kind of a financial impact does this type of event have on the celebrity?

4. What kind of an impact does an event like this have on impressionable kids and fans?

5. What impact does an event like this have on this particular sport?

6. What impact does this type of an event have on the company for which the athlete is endorsing?

7. If you were this athlete's agent, how would you try to "spin" this event?

8. If this athlete would have had a handler, would this event have taken place? Why?

Public Image-Celebrity

Directions:

Choose either an athlete or other celebrity in the entertainment industry who you feel has had “issues” with his or her public image. After choosing and researching this person using the Internet, use the following steps to complete the assignment.

Include all of the following regarding the celebrity:

- ✓ Name
- ✓ Picture
- ✓ Celebrity’s Profession
- ✓ Average Annual Income
- ✓ Agent’s Name
- ✓ Endorsements (If any)
- ✓ Biography of the Celebrity (Name, birthdate, education, family, etc.)
- ✓ Detailed Description of the “Issue” that Affected this Person’s Image
- ✓ Explanation, using your own opinion, of how this issue has affected this person’s career
- ✓ Explanation, using your own opinion, of how this issue has affected this person’s industry as a whole
- ✓ Explanation, using your own opinion, why it is becoming more common for celebrities to be caught in ethically questionable situations.
- ✓ In your opinion, does this celebrity need a handler? Why or why not?
- ✓ Include a title page with the assignment with your name, assignment, class, and instructor.

Using Microsoft Word or Publisher, format appropriately and professionally. The document should be free of spelling and grammatical errors.

Good Luck!



Where do YOU stand?

Objective: To have students think about issues dealing with school, community, family, country, health, and ethics.

Activity:

1. Have students stand up and move to one side of the room. Tell them that they will have to move to one side of the room or the other depending on their responses to the questions. The instructor determines which side of the room is designated for which response. (Example: Right side=YES, Left side=NO). If you have a small room or area not conducive to moving have them merely stand up or sit down.
2. Read each question and give the students time to chose one side of the room or the other based on their answer.
3. You may want to sometimes ask why someone chose one side or the other and let them defend their choice.
4. Feel free to add any of your own questions to the list.

Questions

YES or NO Responses

1. I like attending school at Name of School.
2. A high school diploma is necessary to be successful.
3. I know what profession I want to pursue when I finish with my education.
4. I have bullied someone at Name of School.
5. I believe the drinking age should be changed to 18 years of age.
6. Education is the number one priority at Name of School.
7. Community service should be required from every student as part of the requirements for graduation.
8. I think teenage moms have a greater responsibility to graduate than do those students who do not have children.
9. I have intentionally spread rumors about another student here at Name of School.
10. I lie to my parents on a regular basis.
11. I believe marijuana use (for other than medical purposes) should be legalized in the United States.
12. I think the majority of teachers at Name of School are concerned about my success.
13. Stealing is OK as long as you don't get caught.
14. School uniforms would help to alleviate problems with the present dress code.
15. Prayer should be allowed in schools.
16. More than 80% of all teenagers at Name of School have had sex by the time they graduate.
17. I do not believe cheating is a big deal.

APPENDIX C
LESSON PLANS

Business Ethics Introduction Lesson

Focus:

- ✓ Ask why business ethics should concern them.

Objectives:

- ✓ Define various terminologies regarding ethics
- ✓ Understand efforts made by businesses to prevent ethical dilemmas

Teach:

- ✓ General Rule for Ethics
 - Ask: Is this the right/wrong thing to do?
- ✓ Define Ethics
 - (Webster's Definition) The study of right and wrong actions.
- ✓ Define Business Ethics
 - Principles that define what is right or wrong conduct for an organization
- ✓ Point at: Not only are individuals accountable for actions, but businesses are as well.
- ✓ Define Stakeholder
 - Anyone affected by a businesses actions
 - Ask students for examples
 - Owners
 - Customers
 - Employees
 - Suppliers
 - Creditors
 - Government
 - Public
 - After students give examples of stakeholders, ask them to give specific examples of situations where any of these might be affected
- ✓ State the 10 Commandments for Computer Ethics
 - For drama, make students stand and "pledge" the commandments
 - For a few of the commandments, ask students for specific examples of situations the commandments might apply.
- ✓ Mention the best way to handle ethical dilemmas is to avoid their occurrence in the first place
 - Discuss business efforts to prevent ethically questionable situations.

Independent Practice:

- ✓ Students should complete the Classroom Code of Ethics activity

Closure:

- ✓ Review ethics terms
- ✓ Indicate the next lesson will enable students to use the Ethical Decision Model for making ethical decisions.

Business Ethics

Ethical Decision Model

Focus:

- ✓ Initiate discussion by asking if any of the students have ever been in a situation where they did not know what decision to make for fear they might get in trouble, offend someone, etc.
- ✓ Have students share their experiences
- ✓ Explain to students that many models have been developed to assist in making decisions. A condensed version of those models will be covered.

Objective:

- ✓ Use an ethical decision model to make morally correct decisions

Teach:

- ✓ List and explain the importance of each of the 5 steps of the ethical decision model
 - Identify the ethical dilemma
 - Identify alternative actions
 - Identify the affected parties
 - Identify the effects of each alternative on the parties
 - Select the best alternative
- ✓ Explain the difficulty in determining whether decisions are right or wrong.
- ✓ Indicate using a structured model will assist in making the most appropriate decision

Independent Practice:

- ✓ Students should complete the Case Studies activity in groups

Closure:

- ✓ A representative from each group should present their group's findings to the rest of the class
- ✓ Discuss why the model assisted in making the decisions

Agents, Managers, and Ethics: Sports Marketing

Focus:

- ✓ ASK: What celebrities or professional athletes have had problems with public image?
- ✓ ASK: What celebrities or professional athletes have had no problems with public image and would be an ideal candidate for endorsements?

Objectives:

- ✓ Understand the role of sports agents
- ✓ Explain ways professional sports organizations and their sponsors develop an athlete's character
- ✓ Understand advantages and disadvantages of endorsements
- ✓ Assess the importance of ethical behavior on an athlete's promotional value.

Teach:

- ✓ Define: Agent
 - The legal representative of a celebrity.
 - Paid to manage the celebrity's career
 - Typically accountants or lawyers
 - ASK: What are some of the specific responsibilities of a sports agent?
 - Represent players to management
 - Promote players to companies for endorsement opportunities
- ✓ Define: Endorsements
 - Advantages:
 - Consumers will buy products endorsed by celebrities more often than products that are not so endorsed.
 - Viewers, listeners, and fans are less likely to turn off a commercial featuring a celebrity than a fictitious character
 - Consumers tend to believe celebrities, especially those who are chosen for their good public image.
 - Disadvantages
 - Endorsements are extremely expensive
 - The endorser may not agree to only endorse one product
 - ASK: What products does Michael Jordan endorse? (McDonalds, Nike, Rayovac, Haynes, etc.)
 - ASK: What can be the harm in endorsing more than one product? (Sincerity)
 - Risk of negative publicity if the endorser commits a crime or a serious social blunder.
- ✓ Define: Handlers
 - Work closely with athletes who are unable or unwilling to police themselves.
 - Give Example:
 - Henry Gaskins serves as a "foster parent" to Allen Iverson
 - Full-time mentor, companion, and off-court coach
 - Gaskins has an MBA with focus in Marketing
 - David Falk (agent) values importance of positive image
 - ASK: Who pays for handlers?
- ✓ Define: Advisors
 - Financial and Business Counselors
 - Liaison between athlete and endorsing company.
 - Used by endorsing company to make athletes feel cared about
 - Nike's Howard White has maintained reputation
- ✓ ASK: Why would the NBA care about players' behavior outside of working hours?
- ✓ Define: Ethics
 - System of deciding what is right or wrong in a reasoned and impartial manner
 - Based on solid moral principles or high standards in both business and personal life.
 - ASK: In what ways does unethical behavior by sports stars affect the sport?

Independent Practice:

- ✓ Have students complete Public Image-Athlete activity
 - If they were the agent, what would they do to put the "spin" on
 - How has this person's negative publicity impacted their career and sport?

APPENDIX D
EVALUATION MODEL

Web Page Evaluation Criteria

Use the following evaluation model to critique the Web site found on the enclosed disk.
5=Exceptional, 4=Good, 3=Average, 2=Fair, 1=Poor

Ideas and Content					
Information is accurate and current	5	4	3	2	1
Author shows knowledge and insight	5	4	3	2	1
Effective use of technology demonstrated	5	4	3	2	1
All information relates to the overall purpose	5	4	3	2	1
Links are useful and easily identified	5	4	3	2	1
Contact information is sufficient and easily identified	5	4	3	2	1
Organization					
Inviting opening page draws the visitor inside	5	4	3	2	1
Details are logical and effective	5	4	3	2	1
Layout of pages provides good direction	5	4	3	2	1
Each page begins with a clear transition	5	4	3	2	1
Easy to navigate through the pages	5	4	3	2	1
Language and Conventions					
Organizational structure is clear and coherent	5	4	3	2	1
Grammar and usage is correct	5	4	3	2	1
Punctuation is accurate	5	4	3	2	1
Spelling is correct	5	4	3	2	1
Site needs little or no editing	5	4	3	2	1
Presentation					
The layout is clear and easy to follow	5	4	3	2	1
Backgrounds and text work well together	5	4	3	2	1
Graphical elements are used consistently	5	4	3	2	1
Links are appropriate	5	4	3	2	1
Technical					
Links work properly	5	4	3	2	1

Comments/Suggestions:

VITA

Graduate School

Southern Illinois University Carbondale

Rebecca L. Skillette

Date of Birth: December 28, 1973

15690 East Black Ward Road, Mount Vernon, Illinois, 62864

Eastern Illinois University

Bachelor of Arts, Minor in Speech Communication, May 1999

Research Paper Title: Designing a Web Site as a Resource Tool for Implementing Ethics in the Business Education Classroom

Major Professor: Marcia A. Anderson, PhD.