

Ethics in Business

Media Type: Video
Duration: 37 minutes

Goal: To define ethics, illustrate ethical issues in business and provide guidelines of making ethical decisions.

Description: Ethics are important in all types of businesses. This presentation provides the definition of ethics, discusses current ethical issues in today's business world, explains social responsibilities of businesses and provides guidelines for making ethical decisions. Experts from various organizations share real-world experience and provide advice to conduct business ethically.

Objectives:

1. To define ethics.
2. To illustrate contemporary issues of business ethics.
3. To explain social responsibilities of businesses.
4. To learn the skills of making ethical decisions.



College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text		
Key Ideas & Details	9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Integration of Knowledge & Ideas	9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
	11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

College & Career Readiness Anchor Standards for Language

Language Standards		
Conventions of Standard English	9-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	9-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Vocabulary Acquisition & Use	9-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	9-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards		
Comprehension & Collaboration	9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	11-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

College & Career Readiness Anchor Standards for Writing

Writing Standards		
Text Types & Purposes	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production & Distribution of Writing	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-12.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Research to Build & Present Knowledge	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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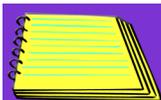


Common Core Standards

Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Describe laws, rules and regulations as they apply to effective business operations.
	Identify, demonstrate and implement solutions in managing effective business customer relationships.
Administrative Support Career Pathway (BM-ADM)	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
	Plan, monitor and manage day-to-day business activities.
General Management Career Pathway (BM-MGT)	Describe and follow laws and regulations affecting business operations and transactions.
	Employ and manage techniques, strategies and systems to enhance business relationships.

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Lesson Plan

Class 1: Begin the class by distributing the *Vocabulary Handout* and the *Worksheet* for students to use as reference materials. Show the *Introduction to Business Ethics* segment of the presentation. Complete the *Ethics Role Play Activity*. Provide students with instructions for the *Code of Ethics Project* and *Laws & Regulations Project*. Allow students to choose one *Project* to work on at home. Inform students their *Project* is due by the end of Class 6.



7 min.

Class 2: Show the *Unethical Behaviors in Business* segment. Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Instruct students to begin the *Unethical Case Study Project*.



8 min.

Class 3: Show the *Ethical Dilemmas in Business* segment. Remind students to use the *Vocabulary Handout* and *Worksheet* as references. Instruct students to complete the *Ethical Dilemma Activity*. Allow time for students to work on their *Projects*.



6 min.

Class 4: Show the *Business & Social Responsibility* segment. Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Instruct students to complete the *Business Social Responsibility Activity*. Allow time for students to work on their *Projects*. Assign the *What does Integrity Mean to You Activity* as homework to turn in next class.



8 min.

Class 5: Show the *Making Ethical Decisions* segment. Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Allow time for students to work on their *Projects*.



8 min.

Class 6: Distribute the *Assessment* for students to complete. Ask students to turn in the *Code of Ethics Project* or *Laws & Regulations Project*. Facilitate a class discussion regarding students' findings for the *Unethical Case Study Project*.



Lesson Links

Ethics Resource Center

- <http://www.ethics.org>

Corporate Compliance Insights

- <http://www.corporatecomplianceinsights.com>

Institute for Global Ethics

- <http://www.globalethics.org/>



Career & Technical Student Organizations

BPA

- Management, Marketing & Human Resource Workplace Skills
- Legal Office Procedures
- Entrepreneurship

DECA

- Principles of Business Management and Administration
- Business Law and Ethics Team Decision
- Community Service Project
- International Business Plan

FBLA

- Business Communication
- Community Service Project
- Business Ethics
- Management Decision Making



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50067 Bryan Mudd, News Anchor, KAMC-TV, Lubbock, Texas
- iCEV50337 Delbert McDougal, McDougal.Co.
- iCEV50553 Kerri Harris, Ph.D., President & CEO, International House Appliance

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Lab Activity

Business Social Responsibility

Directions:

Student will be given a role as a committee member of a business, such as a restaurant or local flower shop. Ask students to write a proposal of possible activities the business can do to fulfill its social responsibilities. Ask them to consider business social responsibilities such as community involvement, environmental protection, interest of affiliated parties, etc.

Ethical Dilemma

Directions:

Divide students into groups of four to five. Ask each student to write down a real-life ethical dilemma. They may write dilemmas they have experienced personally or those their friends or family may have experienced. Make sure they do not put their names on the paper. Instruct students to put the cases together and hand them to the group to their left. As a group, students will discuss the solution of the ethical dilemmas.

Ethics Role Play

Directions:

Divide students into pairs. Using the *Ethics Role Play Teacher Instruction Sheet*, assign each pair a scenario. Ask students to take turns in role play. One student will suggest an unethical behavior and another will try to make an ethical decision. Ask student volunteers to share their experience of making ethical decisions.

What Does Integrity Mean to You?

Directions:

In the space provided, students will define, in their own words, the term integrity. Student should explain why integrity is



Project

Code of Ethics

Directions:

Students will choose a particular industry they would like to be a part of in the future and pretend to be an entrepreneur for the chosen industry. Ask students to write a code of ethics for the company. Ask them to consider quality of the products, service, fairness of the policies, safety of the work environment, interests of the affiliated parties and other social responsibilities of the company.

Laws & Regulations

Directions:

Students will choose a particular industry they would like be a part of in the future. Ask students to conduct research of important laws and regulations in the industry. Students will write a 1,000-word report discussing their findings.

Unethical Case Study

Directions:

Students will use the library or the Internet to find a contemporary business case of unethical conduct. Ask students to present the case for approval before they start researching further. Students will write an essay based on the information found. If time allows, have students share their findings through a class discussion.