

# Excellence through Ethics™

Session 11

*Bring Character to Work*



**Middle School**



Junior Achievement®



*Excellence through Ethics*  
**Middle Grades**  
**Session 11**

*Bring Character to Work*

**Content:** Ethics and Work Ethics

**Methods:** Group Work and Scenarios

**JA Foundational Pillars:** Ethics and Work Readiness

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# Acknowledgements

## **Sponsorship**

JA Worldwide® (Junior Achievement) gratefully acknowledges Deloitte & Touche USA LLP for its commitment to the development and implementation of the supplementary program *Excellence through Ethics*. JA Worldwide appreciates its relationship with Deloitte & Touche USA LLP to develop and implement vital and innovative programs designed to foster ethical decision-making skills.

## **Bring Character to Work**

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### **Overview**

Students will explore the importance of making ethical decisions, as individuals and as employees. While some situations or actions can be resolved by determining what is legal or illegal, personal traits that define character help people choose to behave ethically. Character traits that help people make ethical decisions develop over time and define their behavior toward themselves and others. By looking at character traits, students will analyze ethical situations and decisions that might be made on a first job.

### **Objectives**

Students will be able to:

- Identify several character traits used to guide an employee in personal decision-making.
- Analyze common employee behaviors that are unethical.
- Describe how an employee's unethical behavior affects an employer and/or a business.

### **Preparation**

Review the activity. Prepare the necessary copies and session materials.

Group work is incorporated into this session. You may consult with the teacher to determine how best to form the groups.

Post Key Terms and definitions in a visible place.

- **Ethics:** The standards that help determine what is good, right, and proper.

Each group will receive an envelope containing enough copies of one scenario for each member to discuss. If time permits, the groups can switch envelopes so that each one can consider additional scenarios.

### **Recommended Time**

This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of time.

### **Materials**

- Talking It Over Group Response Sheet (1 per group)
- Work Ethic Scenarios (1 scenario per group, with a copy for each individual in the group)
- Envelopes (1 per group)
- Flip chart, overhead projector, or board
- Markers or chalk
- Pens or pencils (1 per student)

## **Presentation**

### **Introduction (10 minutes)**

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Greet the students. Inform them that today they will be discussion work ethic.

Ask students, “How many of you have jobs outside your home?” Give examples of typical first jobs, such as babysitter, restaurant wait staff, store clerk, or gardener. Consider sharing your first job experience. How old were you? Did you like the job? What did you learn?

Make a list of jobs students currently hold or possible first jobs on a flip chart, overhead projector, or chalkboard. Point out that most first jobs are part time, and that some jobs are done for people you know personally, such as babysitting or mowing lawns, and some are done for businesses, such as bagging groceries, waiting tables, or clerking in a retail store. Point out that these jobs are an important first step into the world of work.

Explain to students that the responsibilities and obligations people have as employees are different than those they have as family members or friends. Explain that a job is a formal “trade” of goods and services; that is, an employee agrees to do certain work for an employer in exchange for money.

## **Activity**

### **Ethical Decisions at Work (10 minutes)**

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Point out that there are ethical issues in this exchange. Define **ethics** as **the standards that help determine what is good, right, and proper**. Explain that an ethical decision requires deciding on what action or behavior is right or wrong. Share with students the following examples of unethical decisions that could be made by first-time employees.

- Tom wants to go to the opening game of the baseball season, but he is scheduled to work. Should he telephone his employer to tell her that he is sick so he can go to the game? What is the right decision?
- Carla needs a computer disk to work on a school project. Should she take a disk home from her job? What is the right decision?
- Jack needs to talk to some friends about their plans for going to a movie tonight. Should he phone them as soon as he gets to work? What is the right decision?
- Sue goes shopping during her lunch break and extends her break from a half hour to an hour and a half. Should she report on her time card that she has worked a full shift? What is the right decision?

Emphasize that these are considered ethical decisions because they require determining the right thing to do.

Ask students who have or have had jobs if they had to make any ethical decisions in their work. Use this opportunity to begin a discussion of guidelines for behaving in an ethical manner or making ethical decisions. For example, ask students to describe how they decided what was right or wrong in their jobs. What guided their behavior?

Explain that some decisions can be easy to make because laws or rules guide people’s behavior. For example, stealing from an employer is wrong and punishable by law. The person who stole can be fined or imprisoned for his or her actions. Many large businesses have established ethics policies that guide

their employees on how to appropriately conduct everyday business. Codes of conduct or ethics policies are not laws, but rules a company makes for itself. Employees who don't follow the rules can lose their jobs, or receive poor job reviews. Their current employers will not recommend them for other jobs. These are some of the negative consequences of making unethical decisions. In business, compliance with the law and with ethics policies is required.

Explain that often it is more difficult to make decisions in situations that lack laws or rules to serve as guides. To make ethical decisions, people need to have character. Define character as one's reputation based on ethics, self-discipline, and courage; an adherence to a code of ethics and excellence. Character can be described as knowing what is right and acting on it. Explain to students that character is a pattern of behaviors requiring a set of personal traits or virtues that guide decisions. It has been said that behaving ethically is doing the right thing, even when no one is watching. The following personal traits are important when students become employees of another person or a business. Write these character traits on a flip chart, overhead projector, or chalkboard:

- Honesty
- Integrity
- Fairness
- Responsibility
- Respect for others
- Hard work
- Positive attitude

Explain that to make the right choices regarding appropriate behaviors, many people will ask themselves a few, simple questions to assist in reaching the right answer:

- Are my actions illegal or unethical?
- Am I being fair and honest?
- Would I be unwilling or embarrassed to tell my family, friends, or co-workers?
- Would my reputation or that of my employer be harmed if the action were revealed in the newspapers?
- Am I personally uncomfortable about the course of action?
- Could someone's life, health, safety, or reputation be endangered by my action?
- Could the intended action appear inappropriate to others?
- How would I like to be treated in this situation?

These questions can help a student to stop and think before acting.

Explain to students that they will be analyzing a decision that a person has made while working at his or her first job. In small groups, students will read a scenario, discuss whether a decision was ethical, identify the character traits that could have guided the decision, and discuss the possible good and bad effects of the decision. They also will explore whether there was another way to solve the problem.

## **Activity**

### **Work Ethic Scenarios (20 minutes)**

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Separate the class into groups. Each group should have no more than three members. After groups are situated, ask students in each group to count off from one to three. Students must remember their own numbers. When this is completed, assign a role to each member. For example:

1. Manager (encourages each person to contribute)
2. Recorder (writes down the answers to the discussion sheet)
3. Reporter (reports the answers to the larger group)

Distribute an envelope containing multiple copies of one of the scenarios in the student handout and one copy of the Talk It Over discussion sheet. Ask students not to open the envelope until you have read and explained the questions on the discussion. It might be helpful to use one of the previous examples as you explain this task. For example: Should Tom phone his employer to tell her that he is sick so he can go to the opening baseball game?

With the students, briefly answer each question on the discussion sheet to demonstrate how they should complete the activity.

Students in each group should read and discuss the scenario, and then answer the questions on the discussion sheet. Stress that it is acceptable to not agree on the answers on the discussion sheet. The reporter in the group can present the different responses. The discussion, not a correct answer, is the most important part of this activity.

Allow students five minutes to complete the discussion sheet. When the groups have finished, ask them to stop. Ask two groups to read the scenarios and report their answers. If time permits, other groups can report. Also, you could ask students in other groups if they agree with the decision of the reporting group. You also could ask groups to exchange their envelopes so each group could consider another scenario.

### **Summary and Review (5 minutes)**

Briefly review the vocabulary introduced in the session.

Ethical behavior as an employee requires many decisions. Some decisions are easier to make because laws or rules that have serious consequences can influence a person's behavior. Other behaviors are guided by personal character traits. Some of these traits are honesty, integrity, fairness, responsibility, respect for others, hard work, and a positive attitude.

Building character develops over time and is the responsibility of the individual. Character influences how people behave in their personal lives as well as in their work lives. An employee reflects their own values and the values of their employer. Businesses rely on the character of their employees.

Remind students that every job, even the first job, requires making ethical decisions.

Thank the students for their participation.

## **Session Outline**

### **Introduction**

- Greet the students.
- Introduce today's topic.

### **Activity**

- Explain Work Ethic through examples and character traits.
- Provide the questions to consider when making an ethical decision.
- Conduct the Work Ethic Scenarios activity and have the groups complete the Talking It Over Group Response Sheet.
- Debrief the activity with contributions from the groups.

### **Summary and Review**

- Review the Key Terms for the session.
- Remind students that every job, even the first job, requires making ethical decisions.
- Thank the students for their participation.

## **Extended Learning Opportunity**

If time permits, ask students to discuss the meaning of one or more of the following quotations:

“Fame is a vapor, popularity an accident, and riches take wings. Only one thing endures and that is character.” — Horace Greeley

“Becoming a person of character is the individual's responsibility. No one can do it for someone else.” — Building Character in Schools, by Kevin Ryan & Karen E. Bohlin.

“The more decisions that you are forced to make alone, the more you are aware of your freedom to choose.” — Thornton Wilder

“Conscience: the still small voice that tells you someone, somewhere, is watching.” — Anonymous

“The time is always right to do what is right.” — Martin Luther King

“No legacy is so rich as honesty.” — William Shakespeare

“So live that you wouldn't be ashamed to sell the family parrot to the town gossip.” — Will Rogers



## Work Ethic Scenarios



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### Scenario 1

Maria is a high school student working after school and evenings at a video rental store to earn money to buy clothes, movies, CDs, and other “extras.” The video store usually is very busy in the evenings, and that is the time Maria’s friends often phone her at work. Her employer does not want employees to take personal phone calls, unless, of course, it’s an emergency. Her boss goes home for dinner at 5:30 and doesn’t return until about 7:00. He says he trusts her to handle the busy times in the early evening. Maria likes to talk with her friends and decides to tell them they can call her only between 5:30 and 6:30, while her boss is at home for dinner.



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### Scenario 2

During the last two summers, Sam developed a good business mowing lawns each week for the elderly people in his neighborhood. For the first time, his family is planning a three-week vacation in July to visit relatives. Sam worries that his customers will hire someone else for the summer if he’s gone so long. He needs to earn that money for the school year. Sam decides not to tell his customers that he will be on vacation and asks a friend to mow their lawns while he is away.



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### Scenario 3

LaVonne thinks she has the best job in the world! It fits with her interests, allows her plenty of time for schoolwork, and gives her spending money. She works on weekends and evenings during holidays at the cosmetic counter of a large drugstore. One evening, one of her friends stopped by her counter, so she showed her some new cosmetic products and gave her a few free samples. While LaVonne stepped away to wait on a customer, she noticed her friend lean over the counter then quickly leave the store. As LaVonne placed cosmetics back on their shelves, she realized an expensive bottle of cologne was missing. The store’s policy is to prosecute shoplifters. She decided to talk to her friend about the policy instead of reporting her to the store manager.



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### Scenario 4

Reggie lives with his mother, two brothers, and sister. His first job is as a cashier at the drive-through window at a fast-food restaurant. He is grateful to have the work since his mother was just laid off from her job, and the family needs his income to help meet their living expenses. His last customer, who was in a big hurry, gave him \$20 for a meal that cost \$4.60. As the customer drove away, Reggie realized that he mistakenly gave him change for \$10. He knew he couldn’t chase the customer, so he put the extra change in his pocket.



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**Scenario 5**

One of the regular customers at the diner where Kathy works in the evening is an elderly man. He comes in about twice a week and orders the same daily special, the meatloaf dinner. He looks shabby and poor, and never leaves a tip. He always seems to really enjoy his meal, eating slowly, and savoring every, last bite. Most of the money Kathy earns is through her tips, and she tries to provide excellent service to the customers so she gets better tips. But, because the elderly man doesn't leave a tip, Kathy waits on him when she has time, and often the man sits for a long time before he is served. Sometimes, Kathy just hurries her service and rushes him, so she can seat someone else at that table sooner.



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**Scenario 6**

Kim works at a clothing store that sells jeans and clothes that are popular at his school. One evening, just as the store was about to close, two young women came in and began to browse. Kim notices that the women were not speaking English, and it seemed they couldn't find what they were looking for. Kim decided it would be too difficult to help them, since he didn't know what language they were speaking. He just ignored them while they continued browsing, hoping they would leave so he could go home.



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**Scenario 7**

Samantha is working to develop a babysitting business in her neighborhood. The money she earns will help her buy clothes and other things she would like to have. She also wants to begin saving money for college. So far, her only regular client is the Brown family. Mr. and Mrs. Brown count on her to babysit their two children one Saturday night a month so they can have an evening out. They also depend on her to babysit in case of an emergency. Last week, she watched the children after school because both their parents had to work late. She is supposed to babysit on Saturday night as usual, but her best friend unexpectedly invites her to a concert. Samantha telephones Mrs. Brown and tells her that she can't babysit because she has the flu. She decides she really didn't need the money because last week she worked extra time.



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**Scenario 8**

Hector works at an ice cream shop. The store is very busy on weekends, particularly in the summer, and has four employees to serve customers. After school in the fall and winter, the shop isn't nearly as busy, so Hector frequently works alone. His friends and family members often come in when the store isn't filled with customers, and Hector gives them free ice cream cones and sundaes. Now, it seems like more and more kids from school are coming into the store and expecting free ice cream. Hector knows his boss is worried that the shop is not selling enough to be profitable. He decides that he likes his new popularity and will continue to give his friends some ice cream, but just cones and no sundaes.



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**Scenario 9**

Sue delivers pizza and earns big tips, especially when the weather is bad and the roads are snow-packed. With the money she makes, she is able to pay for the insurance on her car and buy her own clothes. Last week, her driver's license was suspended for 30 days because of ticket she received for a major traffic violation. She decides not to tell the store manager that her driver's license was suspended because she needs to earn money to buy holiday gifts. Sue knows other people who continued to drive without a valid license and so she plans to go very slowly and cautiously until she gets her license back.



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**Scenario 10**

Barry has agreed to paint his neighbors,' the Cohens', fence while they are on summer vacation. Their two big dogs aren't friendly, so they want the fence painted while they and their dogs are away. The fence hasn't been painted in a long time, and they are uncertain about how much they should pay Barry for the job. The Cohens want him to do a good job and decide to give him \$10 an hour. Barry wants to pay his way to soccer camp later in the summer, and he really needs the money. Because he needs to earn \$150, he decides to paint very slowly and take long breaks to make more money by increasing the hours he is working. Sometimes, he even talks to his friends on the phone. At this rate, he might even earn \$200.



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**Scenario 11**

Tony loves to play games online almost every night, starting about 9 o'clock. He has made friends in many different countries and often is online until very late. His teachers are beginning to worry about him because he seems so tired much of the time. Tony knows he doesn't give his boss at work his full effort, either and he often tries to take a quick nap during breaks. Sometimes, when he is very tired, he will call in to tell his boss that he is too sick to come to work. Last week, when he was taking a break, his boss found him sleeping. Tony was so embarrassed, he decided he would play online games only on weekends, when he doesn't have school or work.

## **Talking It Over**

### **Group Response Sheet**

As a group, talk about the situations in the scenarios, and then answer the following questions. One person will record the group answers, and another person will explain the answers to the class. Each person should participate in discussing and deciding the answers.

1. Did the person in the scenario make an ethical decision? (Did the decision reflect good character traits and achieve the greatest good and least harm for the people affected?)

Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

Explain your answer:

2. What character traits were involved in the decision the person made? (Honesty, integrity, fairness, responsibility, respect for others, hard work, and a positive attitude.)
3. What are some likely good and bad results of the action/decision for the employee and the employer?

#### **Employee:**

Good \_\_\_\_\_

Bad \_\_\_\_\_

#### **Employer:**

Good \_\_\_\_\_

Bad \_\_\_\_\_

4. What other decisions could have been made?
5. How could you use the ethics questions to help you make the right choices?

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## Welcome to Junior Achievement's *Excellence through Ethics*

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As a Junior Achievement (JA) volunteer or teacher, you are joining other teachers and volunteers from across the United States in providing students with a unique educational experience. Junior Achievement's *Excellence through Ethics* offers students learning opportunities to share knowledge and information regarding ethics in business. JA strives to show students how business works, and to better evaluate organizations that conduct their operations in the right way.

*Excellence through Ethics* is designed to equip volunteers and teachers with supplemental, ethics-based activities for use with JA in-class programs for grades four through twelve. All these activities provide students with current and essential information about business ethics.

These activities are designed to reinforce students' knowledge and skills, teach them how to make ethical decisions, assist them in learning to think critically, and help them to be better problem-solvers. All the activities are hands-on, interactive, and group-focused to present the material to students with the best instructional methods.

Within these supplements, you will find sections to help you effectively implement the activities in your volunteer experience. Materials include: (a) an introductory discussion of business ethics, marketplace integrity, and the growing capacity of students for ethical decision-making; (b) activities and student materials that connect to and expand current classroom-based Junior Achievement programs; and (c) a functional glossary of terms relating to a wide spectrum of ethics, quality, service, and social responsibility considerations in business.

JA greatly appreciates your support of these important and exciting activities. If you have comments about the *Excellence through Ethics* program content, curriculum, and/or instruction, please access <http://studentcenter.ja.org.aspx/LearnEthics/> and choose the "*Excellence through Ethics* Survey" link located in the middle of the page.

# Appendix

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## Introduction and Overview

- *How do I do the right thing in this situation?*
- *Should I be completely honest, even if it puts others in jeopardy?*
- *What kind of community do we want to be?*
- *How do we do what's best for the long term?*
- *Who should cover the cost of "doing the right thing"?*

These are all questions having to do with business ethics. They are valid and necessary questions, and good business people have asked them for generations. They form the backdrop of vital discussions as business, community, and political leaders grapple with significant issues. Many students would ask these questions, even if Junior Achievement hadn't developed this ethics curriculum.

## Business Ethics Discussions Are Here To Stay

Business ethics has been in the spotlight for much of the past decade, especially as examples of wrongdoing come to light in the media. New technologies and international competitive pressures cause a steady focus on the question, "Is it possible to be competitively successful in business today and still operate in an honest and ethical manner?" The past decade has seen individuals search for deeper personal meaning in the workplace, which has contributed to lively ethics discussions in the business realm. For these reasons, the discussion of business ethics is not a passing fad; it's here to stay.

Many graduate schools of business have either required ethics coursework or integrated ethics principles throughout all areas of study. That is commendable. We believe this vital area of exposure and instruction also should happen at earlier ages and continue throughout the students' educational journey. Many of today's students haven't had access to a well-rounded education in economics and free enterprise or have come to see these in a very negative light. They have limited awareness of the extent to which good business leaders engage in the challenging exercises of ethical decision-making amid heavy competitive pressures. As students learn the general principles of economics and business, it's critical that these be underpinned with a strong foundation in ethics. This will accentuate the best in American business traditions, while laying the groundwork for students' continued evolution into future generations of leaders.

## Integrity in the Marketplace?

Many adults and young people choose to believe that the marketplace is driven only by greed. They view it as bringing out only the worst in human behavior, demoralizing the human spirit, and driving out any sense of idealism. While elements of greed and extreme self-interest among some individuals cannot be denied, solid research has shown time and again that companies with a long-term focus on ethics and a broad consideration of stakeholders' interests are much more profitable than those lacking such a focus.

James A. Autry, in his book *Love and Profit: The Art of Caring Leadership*, said it well: "I do not doubt the presence of greed in the marketplace because I do not doubt the presence of greed in people. But, I also do not doubt the ennobling aspects of work, of the workplace, of the community, of endeavor, of

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the marketplace. So I choose to believe that most of the marketplace is driven by people who want to do good work for others and for themselves.”

*Excellence through Ethics* accepts the challenge of educating youth in the basics of economics and business while establishing a positive balance on the side of well-informed, ethical business practice. This may appear to place a heavy burden on Junior Achievement volunteers, who are not trained ethics experts. The following informational pages will not turn you into an ethics expert. That’s not what we’re striving for here. What students need most is meaningful interaction with people who are willing to engage in a discussion of these vital issues.

## **Lively Practitioners Rather Than Dry Theorists**

This program is more about day-to-day ethics practice than the nuances of ethics theory. Some believe that working in business requires a disconnect from one’s personal ethics. We do not believe this is the case. Students need to know that what they learn about fairness and honesty in general also applies to business. While business ethics may address some specific areas of business practice, it’s not a separate and distinct specialty to be set apart from the general ethical principles that apply in other areas of life. Young people need to encounter the wisdom of age and experience that volunteers bring to the classroom.

## **Students’ Growing Capacity for Ethical Decision-Making**

*Excellence through Ethics* is designed to foster discussions at the appropriate level for each age group. The curriculum developers have designed the ethics activities with sensitivity to student’s mental maturity. At the late elementary and middle-grades levels, students’ capacities for ethical reasoning tend toward good personal behavior as determined by adult rules and authority. In relationships, personal trust, loyalty, and respect are of paramount importance. For these students, corporate ethical behavior is viewed in much the same light as their own personal behavior: it’s governed by rules.

As students advance into high school, their ethical decision-making moves into the larger arena of social contracts and systems that guide and govern societal and group behavior. Here the rationality and utility of laws are scrutinized, as students become more capable of higher-ordered, principled thinking. Students are increasingly aware of the diversity of values among different cultures and communities. At this level, students’ capacities for processing the complex, ethical dilemmas that may be encountered in business are greatly enhanced.

You will gain confidence as you come to realize that conducting a robust, provocative discussion with students is more important than “having the right answer.” The activities have been designed to leave room for lively discussion and multiple points of view. Having the courage to share your own experiences is very valuable to students.

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You don't have to apologize for the excesses students may see in business. Don't assume responsibility for actions that are not your own, and do not try to defend the indefensible. While accentuating the fact that most businesses operate ethically, it's okay to scrutinize the unethical players in the marketplace who give business in general a bad name.

## **Continuing Education**

Teaching this material to students will no doubt strengthen and enhance your own ethics awareness and continuing education. Some students will challenge your best reasoning capacities. Having your own support network of professional colleagues with whom you can share and discuss some of these issues is very valuable. It's also helpful to seek out colleagues with philosophical views that differ from your own. This serves as a valuable "cross-pollination" function because you will be able to understand and discuss a variety of views with students, as well as share students' perspectives with your colleagues. In this way, everyone learns.

Finally, please be assured that your contributions here have tremendous value to students and will serve to upgrade business ethics in the future. We're dealing with the future generation of leaders in their formative years. We can take pride in the fact that we've had a hand in shaping the very people who will be responsible for business ethics and social responsibility in the future.



# Appendix

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## Acknowledgements

Many educators, economists, businesspeople, and consultants have contributed to the development of *Excellence through Ethics*. We would like to acknowledge the following individuals and groups for their efforts, creative talents, and support in creating these materials:

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## **Excellence through Ethics Writers and Consultants**

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# Appendix

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## **Excellence through Ethics Evaluation**

Junior Achievement has discontinued all paper versions of program surveys. However, we greatly appreciate your comments and feedback about *Excellence through Ethics*. Please help us improve the quality of *Excellence through Ethics* by sharing your comments through our new online survey process. The online survey should take less than 10 minutes to complete.

If you have comments about the *Excellence through Ethics* program content, curriculum, and/or instruction, please access <http://studentcenter.ja.org/asp/LearnEthics/> and choose the *Excellence through Ethics* Survey link located in the middle of the page.

**Thank you for participating in JA!**



## Excellence through Ethics Volunteer Survey

1. Including this session, how many individual sessions of Excellence through Ethics have you presented? \_\_\_\_\_
  
2. Do you feel that the students were engaged through this session?
  - A. Not at all
  - B. Somewhat engaged
  - C. Engaged
  - D. Very Engaged
  - E. Unsure
  
3. Do you feel the session was relevant to students?
  - A. Not relevant
  - B. Somewhat relevant
  - C. Relevant
  - D. Very relevant
  - E. Unsure
  
4. Do you feel students are more prepared to make ethical decisions after participating in this session?
  - A. Significantly more prepared
  - B. Somewhat more prepared
  - C. Somewhat less prepared
  - D. Significantly less prepared
  - E. Unsure
  
5. On a scale of 1 to 10 (10 being excellent), how would you rate the overall quality of the Excellence through Ethics session? \_\_\_\_\_
  
6. After this JA experience, how likely are you to volunteer for JA again?
  - A. More likely to volunteer
  - B. Less likely to volunteer
  - C. No more or less likely to volunteer
  - D. Unsure
  
7. What comments or suggestions do you have regarding the overall session (including format, content, etc.)?

Optional: City \_\_\_\_\_

State \_\_\_\_\_ Country \_\_\_\_\_

Email \_\_\_\_\_

## Excellence through Ethics Student Survey

1. What grade are you in? \_\_\_\_\_

2. Please fill in the circle that best describes how you feel about the following statements.

There is no right or wrong answer.

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
This topic is very important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to apply what I learned in this session to the real world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something about ethics from this session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel more prepared to make ethical decisions after participating in this session?

- A. Significantly more prepared
- B. Somewhat more prepared
- C. Somewhat less prepared
- D. Significantly less prepared
- E. Unsure

4. I saw someone at my job taking money from the cash register, I would:

- A. Ask someone I trust what I should
- B. Tell a supervisor
- C. Talk to the person taking the money
- D. Do nothing
- E. Not sure

5. To help us better understand who you are, please answer the following questions: How do you describe your ethnicity (family background)? (Fill in all that apply)

- A. African American
- B. Asian American
- C. Latino (a) or Chicano (a)
- D. European American (white)
- E. Native American
- F. Other – how do you identify yourself? \_\_\_\_\_

6. Do you have any additional comments regarding this session?

Optional: City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_