

Using Daniels Fund Ethics Initiative Principle-based Ethics Education across the Curriculum



8/14/2018

For Otero Junior College, La Junta, Colorado

This workshop is presented by the Daniels Fund Ethics Initiative at UCCS Director Tracy Gonzalez-Padron, PhD and UCCS Ethics Fellow Scott Van Ness, ABD. It focuses on two ideas on teaching ethics for all curriculum – **faculty confidence in addressing ethics issues in the classroom** and **experiential learning**.

Teaching Ethics Across the Curriculum at Otero Junior College

August 14, 2018

Agenda

Time	Topic
10:30am	Otero Welcome with Kim Grimsley Introductions of UCCS Presenters
10:45 – 12 pm With Tracy Gonzalez-Padron	<i>Teaching Ethics across the Curriculum</i> <ul style="list-style-type: none"> Daniels Fund Ethics Initiative Overview Teaching Ethics – Goals & Challenges Principle-based Ethics Ethics is easy? Equipping students to make ethical decisions
12:00-12:45pm	Lunch
12:45 – 1:30 pm With Scott Van Ness	Ethics Lab – Creating the Stress of Ethical Challenges
1:30 – 2:30 PM	Making Ethics Fun <ul style="list-style-type: none"> Fun Delivery Student Engagement Upcoming Opportunities Questions & Answers

Description

How can we equip our students to handle ethical dilemmas without promoting “ethics fatigue”? Ethics fatigue occurs when students have talked about ethics in every class and are “tired of it” or “know it already”. This workshop will focus on two ideas on teaching ethics:

1. **Faculty confidence in addressing ethical issues** – While many faculty address ethical issues in class, some are not sure how to provide solutions for the students. The barriers for acting ethically are many - including financial profit, competitiveness, and cultural. Ethics is not the primary area of expertise for most instructors. We will look at how to include ethics in any class through innovative ways to encourage discussion and learning without it being the “ethics lecture”.

2. **Experiential learning** - What are the best methods of teaching business ethics? Research shows that cases, debates, simulations (class-room or web-based) and company projects provide the greatest learning through personal application of knowledge, skills, and abilities to address an ethical issue. We will provide some resources available for class use.

Teaching Ethics Across the Curriculum for Otero Junior College

August 14, 2018

Section	CONTENTS
Section One	<ul style="list-style-type: none"> • The Daniels Fund Ethics Initiative History • Bill Daniels Story • Daniels Fund Ethics Initiative Principles • Using the Daniels Fund Ethics Initiative Principles as a foundation for teaching ethics • Presentation by Tracy Gonzalez-Padron, PhD, Director of the Daniels Fund Ethics Initiative at UCCS “Teaching Ethics across the Curriculum” <ul style="list-style-type: none"> ○ Ethical Decision-Making Steps Explanation ○ Trust, But Clarify Learning Module
Section Two	<ul style="list-style-type: none"> • Presentation by Scott Van Ness, Instructor of Operations Management “Ethics Lab: Recreating the Stress of Ethical Challenges” <ul style="list-style-type: none"> ○ Ethics Lab Guide ○ Ethics Lab Exercise
Section Three	<ul style="list-style-type: none"> • Presentation by Tracy Gonzalez-Padron “Making Ethics Fun” • UCCS Business Competition description (sample) • SCPT handout/Info • Community Engagement Project (sample)
Section Four	<p>Helpful Materials</p> <ul style="list-style-type: none"> • SCHEC Ethics Champions Contact Information • Daniels Fund Ethics Initiative at UCCS One Page Promotion (sample) • Ethics Online Resources • “My Great Idea” Worksheet • UCCS presenters contact information

The Daniels Fund Ethics Initiative drives the strengthening of principle-based ethics education, with the ultimate goal of instilling a high standard of ethics in our young people. Based on Bill Daniels' personal commitment to ethics and integrity, the Daniels Fund Board of Directors established the Ethics Initiative in 2009 as a five-year pilot.

The effort was officially launched in early 2010 with eight business schools at universities in Colorado, New Mexico, Utah, and Wyoming as initial partners. Due to its success during the pilot phase, the Ethics Initiative was renewed in 2014 for an additional five years (2015 – 2019) and expanded the number of partners to include ten business schools and one law school.

OBJECTIVES

The Daniels Fund Ethics Initiative extends beyond philosophy and theory to real-world practical application in the use of ethical principles as a framework for personal and organizational decision-making and leadership. Our belief is that ethics education must convey that principles are constant foundations — not relative to a specific situation — and that doing what is right prevails over self-interest when the two may appear to be in conflict. The Ethics Initiative works to integrate ethics instruction throughout the curriculum, include practical applications, involve exposure to business practitioners, and maintain relevance to the ever-changing business environment.

The Ethics Initiative is anchored in the partner school, and each school is responsible for designing and implementing the Ethics Initiative on their campus to advance these defined objectives:

- Student learning
- Involvement of the business community
- Collaboration through the Daniels Fund Ethics Consortium
- Outreach to other educational institutions of higher education and community constituents
- Outreach to non-business disciplines on campus

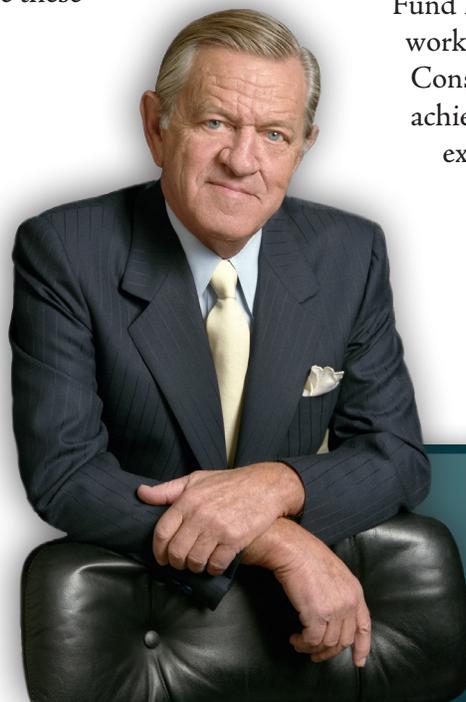
PARTICIPATING SCHOOLS

The Daniels Fund's partners in the Ethics Initiative include:

- Colorado Mesa University
- Colorado State University
- New Mexico State University
- University of Colorado Colorado Springs
- University of Colorado Denver
- University of Colorado Law School
- University of Denver
- University of New Mexico
- University of Northern Colorado
- University of Utah
- University of Wyoming

DANIELS FUND ETHICS CONSORTIUM

Participating schools in the Ethics Initiative become members of the Daniels Fund Ethics Consortium. Members work together to ensure the Ethics Consortium leverages individual school achievements to further strengthen and expand ethics education in the region. Shared expertise and resources include curriculum, case studies, instructional approaches, and co-curricular activities.



Bill Daniels considered the reputation he had earned for ethics and integrity to be his most valuable business asset

Condensed Biography of **Bill Daniels**

Bill Daniels was a born entrepreneur, widely considered one of the great business visionaries of the twentieth century. He achieved phenomenal success by working hard, passionately following his instincts, acting with ethics and integrity, and treating everyone around him with respect and fairness. His word was as solid as any contract. His brilliance in business was matched by his sincere compassion for people and his desire to help those in need. In many ways, Bill Daniels truly was “larger than life.”

Born in Greeley, Colorado in 1920, Bill spent his early childhood in Omaha, Nebraska and later, in Council Bluffs, Iowa. As his family struggled through the Great Depression, many of Bill’s values related to work and personal responsibility were formed.



When Bill was a teenager, his family moved to Hobbs, New Mexico. Bill was driven and popular, but his unruly nature prompted his parents to enroll him in the New Mexico Military Institute (NMMI) in nearby Roswell. Initially reluctant, he quickly embraced cadet life. He was a natural athlete and developed remarkable leadership skills.

For two years running, he was New Mexico’s Golden Gloves champion. After two years each of high school and college at NMMI, Bill was a disciplined young man, with newfound appreciation for teamwork, etiquette, respect, and the chain of command.

The man Bill had become would prove himself a fine naval officer and fearless combat pilot in World War II. He was awarded the Bronze Star for “heroism, courage, and devotion to duty” making repeated trips to rescue wounded shipmates after a devastating enemy attack on the aircraft carrier USS *Intrepid*. Bill also served during the Korean Conflict, was instrumental in pilot training for the U.S. Navy during the transition to jet aircraft, and retired a decorated Commander.



Bill began his business career by opening an insurance agency in Casper, Wyoming. On a drive home after visiting family in New Mexico, Bill stopped for lunch in Denver.



A boxing match flickered on a small black and white screen behind the bar. It was Bill’s first encounter with television, and he was captivated. He learned that many small towns — including Casper — did not have access to TV. As a result, Bill started building Casper’s first cable system in 1952.

As one of the earliest pioneers in cable TV, Bill owned and operated hundreds of systems across the country. The firm he founded, Daniels & Associates, operated these properties and brokered many of the deals that shaped the industry. Bill’s leadership attracted many technology and communications companies to the area, making Denver the recognized “cable capital of the world.”

An avid sports fan, Bill was one of the first in his industry to focus on generating sports programming, clearing the way for today’s regional sports networks. He sponsored a number of professional boxers, served as president of the American Basketball Association, was a founder of the United States Football League, and was an owner of professional sports teams, including the Utah Stars and the Los Angeles Lakers.

(continues...)





Like anyone, Bill was not perfect. But he was surprisingly open about his failures and mistakes. He struggled with alcoholism, but was able to maintain sobriety after receiving treatment at the Betty Ford Center in 1985. His devotion to work led to four divorces. He ran unsuccessfully for governor

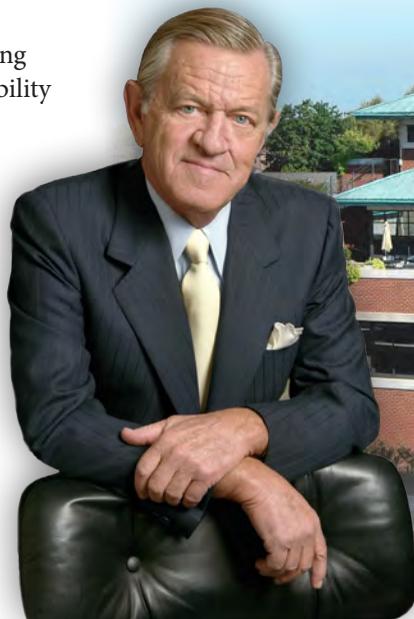
of Colorado in 1974. And there was no shortage of money losing business deals and investments along the way.

Over the course of his life, the respect Bill earned for his achievements in business was matched by the admiration generated by his philanthropy. Bill believed that successful people should maintain compassion for those in need. He also emphasized that for those capable of overcoming their circumstances, his help was not a hand-out, but a hand-up.



Over the years, Bill made countless charitable contributions and supported his community in innovative, meaningful ways. With his plane, he set a new round-the-world speed record for business jets while raising \$300,000 for education. He opened his home, Cableland, to fundraising events for nonprofits dozens of times per year, and donated the house to the City of Denver as the official mayoral residence.

Bill provided significant support to innovative education efforts. Recognizing the value of learning financial responsibility at a young age, he founded Young Americans Bank in 1987. It remains the world's only chartered bank exclusively for kids. Bill was also concerned that young people were not learning the value of ethics, especially at the college level. He collaborated with the University of Denver to incorporate ethics, values,



and personal integrity into the business school curriculum. In 1994, the school was renamed Daniels College of Business in Bill's honor.

Bill's concern for those in need, and the organizations that help them, motivated his personal involvement.

He did more than just sign checks — he spent time with people facing life's challenges and wanted to understand their situations. While money was an important part of his contributions, his visible support of charitable causes also served as an inspiration for others. He was devoted to helping our most vulnerable or disadvantaged neighbors achieve happier, healthier, and more productive lives.

Bill spent his final years planning the Daniels Fund, and providing the specific direction that guides its operation. When he passed away in 2000, Bill's estate transferred to the Daniels Fund, forming its base of assets and making it one of the largest foundations in the Rocky Mountain region. The Daniels Fund continues Bill Daniels' legacy of compassion and generosity by providing grants to outstanding nonprofit organizations, and scholarships to deserving students, in Colorado, New Mexico, Utah, and Wyoming.



Learn more about Bill Daniels' life, and his contributions to business and philanthropy by downloading *The Life & Legacy of Bill Daniels*, offered to you with our compliments. Visit www.DanielsFund.org/Legacy





DANIELS FUND
ETHICS INITIATIVE

PRINCIPLES

Integrity

Act with honesty in all situations

Trust

Build trust in all stakeholder relationships

Accountability

Accept responsibility for all decisions

Transparency

Maintain open and truthful communications

Fairness

Engage in fair competition and create equitable
and just relationships

Respect

Honor the rights, freedoms, views, and property of others

Rule of Law

Comply with the spirit and intent of laws and regulations

Viability

Create long-term value for all relevant stakeholders

Using the Daniels Fund Ethics Initiative Principles as a foundation for teaching ethics

Ethics Education focuses on ethical competency – the ability to engage in sound moral reasoning and develop practical problem-solving strategies. The Daniels Fund Ethics Initiative supports integration of principle-based ethics in business education. This summary provides background on to what is Principle-Based Ethics and how to use the Daniels Fund Ethics Initiative Principles in the classroom.

One learning objective is for students to be aware that every significant management decision has ethical value dimensions. To improve ethical decisions in business, Jon Pekel and Doug Wallace provide guidelines to identify whether a business issue has a significant ethical dimension. They ask, could the decision possibly cause the business to knowingly or unknowingly:

- 1) **Violate a commonly accepted ethical principle** (e.g. honesty, fairness, respect for persons) **or stated business standard** (e.g. no conflicts of interest or misuse of corporate funds)
- 2) **Inflict significant, undue, inappropriate harm on any stakeholder**. A stakeholder is any individual, group, society or the natural environment that could be effected by the situation.¹

What are ethical principles?

Standards or rules describing the kind of behavior an ethical person should and should not engage in.

What is a “business ethical principle”?

A business ethical principle is a fundamental, unchanging statement of belief by an individual or business that is a guide or method for making decisions, and that the individual/business will not violate. Principles are the foundation of ethical decision-making. They relate to why we make certain decisions when confronted with an ethical problem. Our principles provide an objective external vision and direction based on concepts that are universal and absolute and specify boundaries. Principles can use terminology that includes key values for implementing the principles.

Why are the Daniels Fund Ethics Initiative Principles a part of the Daniels Fund Ethics Initiative?

The Ethics Initiative extends beyond philosophy and theory to real-world practical application in the use of ethical principles as a framework for personal and organizational decision-making and leadership. Drawing from the examples of Bill Daniels’ life, ethics education must convey that principles are constant foundations — not relative to a specific situation — and that doing what is right prevails over self-interest when the two may appear to be in conflict. The Daniels Fund Ethics Consortium created the eight principles (attached). The principles were crafted to be straightforward and understandable to students. Participating universities are expected to fully integrate the principles into all Ethics Initiative activities.

How to use the Daniels Fund Ethics Initiative Principles in the classroom:

- 1) **As guidance for classroom/course conduct** – could apply to individual academic integrity, classroom discussions, group work, and faculty conduct. Sample syllabus language: *Consider the Daniels Fund Ethics Initiative Principles (attached) when considering conduct during the course. They encourage Integrity, Trust, Accountability, Transparency, Fairness, Respect, Rule of Law, and Viability.*
- 2) **Determining ethical issues of a business decision** (i.e. case or group project) – identify conflicts with principles by asking, “Which ethical principles are involved in the decision?”
- 3) **Assess alternatives against the principles** – is there an alternative that meets all of them? Provide a rubric with the principles listed and have the students identify how their recommendation considers each principle.
- 4) **Evaluate group member performance** - were all group members honest, accountable for decisions, transparent fair, and respectful? Consider including as part of group evaluation grade.

¹ Jon Pekel and Doug Wallace discuss a test in their Ten Step Method of Decision-making, available at <http://managementhelp.org/businessethics/ethics-guide.htm>.

Teaching Principle Based Ethics
Across the Curriculum



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My Great Idea to promote the practical application of ethics-based principles in the curriculum, provide student opportunities to practice ethical leadership and ethical decision-making, and engage the business community is:

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Who are we?

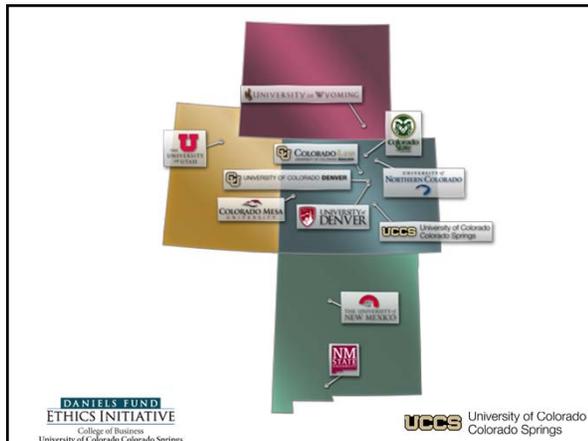
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The Daniels Fund Ethics Initiative at UCCS is a resource for principle-based ethics education.
In 2016-2017 we reached 9,569 Students, 1223 Educators and 264 Community Members.

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SCHEC Ethics Champion Program

Our Goal:
Create a collaborative community to champion principle-based ethics in southern Colorado.

Know when we reach the goal:
When sharing best practices becomes the norm and educators learn from each other.



Logos for 'DANIELS FUND ETHICS INITIATIVE' and 'UCCS University of Colorado Colorado Springs' are at the bottom.



Principle-based Ethics

How to incorporate in classes

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Survey says Ethics education fails

- **Attention:**
 - not take ethics education seriously;
 - believe they are ethical;
 - does not warrant their attention.
- **Judgmental:**
 - Hard to get students to suspend judgment.
- **Experience:**
 - Challenge of getting students to talk and share experiences
 - Lack of student experience with ethical issues/dilemmas.
- **Relevance:**
 - Need to make it applicable to students who have limited work/life experience.
- **Simplistic:**
 - Frustrated with lack of black/white answer.

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Challenges



Undefined Goals



Anxiety/Fear/Frustration



Already ethical "It's easy"



Boring - Why is this relevant to me now?

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What is your goal in teaching ethics?



Knowledge

- To know about ethics (knowing that)
- To have skills (knowing how)



Behavior

- Want Students to be ethical
- Want Students to act ethically





DANIELS FUND ETHICS INITIATIVE Expected Learning Outcomes

Ethics Initiative component	Learning outcomes / objectives
Primary: Student learning	<ul style="list-style-type: none"> Understand universal ethical principles, anchored in a business perspective Understand that principles are constant foundations for all situations Understand that application of ethical principles always has positive long-term impact Ability to identify ethical implications in real-world situations Ability to apply ethical principles in real-world decision making Ability to embody and model ethical principles in a business environment





What are ethical principles?

Standards or rules describing the kind of behavior an ethical person should and should not engage in.

Ethical **principles** are statements that are universal and absolute, and provide specific boundaries to guide behavior (Ferrell et al., 2013).

“our values motivate us, whilst our morals and principles constrain us”
Pamela Shockey-Zalabak

Principles are the rules or standards that inform actions and thinking, and provide the boundaries of value judgments.





Myth: It's easy to be ethical.



Rarely do decisions come with waving red flags that say, "Hey, I'm an ethical issue. Think about me in moral terms!"

Trevino and Brown, "Managing to be ethical: Debunking five business ethics myths" Academy of Management Executive, 2004, Vol. 18, No. 2

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Blind Spots
Why We Fail to Do What's Right
When It Counts
Max H. Bazerman
Ann E. Tenbrunsel



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"I am ethical"
Fundamental Attribution Error

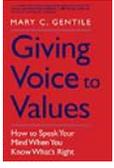
Other people make bad choices because they are bad people
whereas ...
Our bad choices are the result of a difficult situation

(Prentice, 2007)



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"... it's about asking and answering a different question..."

We ask the question, once you know what you think the right thing to do is, how do you get it done effectively?"
~ Mary Gentile

"Mary Gentile documents a fascinating tool to help us to be as ethical as we strive to be. She highlights that rehearsing for ethically challenging situations may allow us to develop a response more in line with our ethical preferences than the knee jerk responses that have led so many to make the wrong choice in important situations. The ideas in the book are clever, original, thoughtful and important."
—Max H. Bazerman
Straus Professor
Harvard Business School

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Giving Voice to Values



GVV Curriculum:
The GVV cases, readings, exercises are available at UVA Darden Business Publishing.

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DANIELS FUND ETHICS INITIATIVE CASE BANK

Ethics Cases

Case: Trust, but Clarify
Produced by: Helios Digital
Primary Topic(s): Company credit cards and expense reports
Click image to the right to preview video

When Heather's boss asked to borrow her corporate credit card, it seemed like a reasonable business request. But it quickly became concerning after her boss made fraudulent personal charges on Heather's card. In this two-part e-case, you will hear what it took for Heather to speak up about this unethical behavior, and learn what to do when faced with your own ethical dilemmas.

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[Trust But Clarify Ecase](#)

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Ethical Decision-Making Steps

Step 1: Identify the Issue

The initial step in an ethical decision-making process is to clarify the issue and identify the ethical nature of the situation. The characterization of the problem can influence the scope of ethical analysis an individual undertakes. Pressures of the workplace may prompt quick action rather than allowing for time to examine the ethical aspects of decisions. Therefore, ethical decisions require knowledge about the context and extent of an ethical dilemma, including probing questions on the key facts of the situation, the values relating to the situation, and ethical principles or legal obligations influencing potential actions.

- a. **What are the key facts in this situation?**
 - 1) **What do you know for sure:**
 - 2) **What is not known?**
- b. **What are the personal values of the person making the decision and the organization's values?**
- c. **Which of the following ethical principles¹ are most relevant to this situation?**
 - 1. **Integrity: Act with honesty in all situations**
 - 2. **Trust: Build trust in all stakeholder relationships**
 - 3. **Accountability: Accept responsibility for all decisions**
 - 4. **Transparency: Maintain open and truthful communications**
 - 5. **Fairness: Engage in fair competition and create equitable and just relationships**
 - 6. **Respect: Honor the rights, freedoms, views, and property of others**
 - 7. **Rule of Law: Comply with the spirit and intent of laws and regulations**
 - 8. **Viability: Create long-term value for all relevant stakeholders**

Step 2: Identify the Stakeholders

This step of ethical decision making involves the processes for identifying company stakeholders and their concerns about the safety of products, the well-being of employees, the transparency of company reports, and the social or environmental impact of corporate activities. Therefore, consider any group or individual who can affect, or is affected by the ethical situation. Some ethical decisions involve a small group of stakeholders, making this step easy if the decision maker has an accurate knowledge of stakeholder values and concerns. Other decisions may require a formal stakeholder analysis to ensure inclusion of all stakeholder groups. Scholars Messick and Bazerman² caution decision makers against the tendency to limit the search for stakeholders.

What are the stakeholder groups that require the most attention? What does each stakeholder group value? What concerns would each stakeholder group have for the situation? What outcome is most desirable for each stakeholder group?

List the major stakeholders (individuals, groups, institutions) that have a stake in the outcome of the situation.

Key Stakeholder	What they value	Desired outcome

¹ These principles are the Daniels Fund Ethics Initiative Principles available at www.danielsfund.org.

² Messick, D. M., & Bazerman, M. H. (1996). Ethical leadership and the psychology of decision making. *Sloan Management Review*, 37(2), 9-22.

Step 3: Analyze Alternatives

An ethical dilemma requires the identification and assessment of possible alternatives. Brainstorming is one approach to identify alternatives for a situation. When employing this process, it is important to remain open to new alternatives and avoid the obvious or past solutions to a dilemma. The Ethics Resource Center³ recommends that the decision maker consider at least three alternatives, but preferably more than five, to avoid limiting choices to two opposing choices.

The next step is an analysis of each alternative using the three ethical traditions of organizational and mandatory rules (action), character of the individual or organization (actor), and consequences to stakeholders and the organization (outcome). This assessment requires knowledge of the company policies and mandated legal requirements relating to the situation.

Brainstorm possible alternatives for this situation. Determine the possible consequences of each alternative on the key stakeholders. Assess each alternative on Actions, Actor, and Outcomes.

Viable Alternative	Action: Laws and standards upheld or ignored	Character: Values displayed (Principles)	Outcome: Avoids harm to stakeholders & Financial Viability

Step 4: Take Action

How can one decide which of the possible actions is the most ethical? According to ethics scholars, Narvaez and Rest⁴, **moral judgment** is the process an individual undertakes to weigh choices and determine which should be implemented. Upon identification of possible actions, moral judgment entails deciding which action is right and which options are wrong. Narvaez and Rest stress that while moral judgment is rooted in an individual’s value system, education and experience strengthens a person’s moral judgment over time.

In their 10-step ethical decision-making model, Pekel and Wallace⁵ provide a practical tool for determining the most viable alternative to implement. To become the preferred viable option, the alternative must meet three criteria:

- 1) it “prevents or minimizes harm to the major stakeholders”;
- 2) it “upholds the . . . values and ethical principles” of the individuals and organizations; and
- 3) it “is a good, workable solution to the situation that can actually be implemented” (p. 9).

Note that Pekel and Wallace prioritize the alternatives on least amount of harm to stakeholders and alignment with the character of the entity. Their criteria do not preclude adherence to policies and laws, but as Drumwright and Murphy⁶ state, “The law is often a ‘blunt tool’—a cumbersome and often inefficient method with which to deal with ethical issues” (p. 12). Therefore, while laws and policies should be the minimum consideration, business leaders should exercise caution when thinking that legal means ethical.

³ Ethics Resource Center (2009). *Ethical culture building: A modern business imperative*. Retrieved from <https://connects.ethics.org/viewdocument/ethical-culture-building-a-modern>

⁴ Narvaez, D., & Rests, J. (1995). Four components of acting morally. In W. M. Kurtines & J. L. Gerwitz (Eds), *Moral development: An introduction* (pp. 385-400). Boston, MA: Allyn & Bacon.

⁵ Pekel, J. & Wallace, D. (2006). The ten-step method of decision-making. Retrieved from <http://www.authenticityconsulting.com/misc/long.pdf>

⁶ Drumwright, M. E. & Murphy, P. E. (2004). How advertising practitioners view ethics. *Journal of Advertising*. 33(2), 7-24.

A tactic promoted by Pekel and Wallace is to identify the worst possible repercussion of taking the chosen action. By describing a worst-case scenario from implementing the preferred alternative, modifications to the solution may eliminate risks of unintended consequences of a seemingly ethical decision.

Decision makers can reassess the chosen alternative prior to acting through a series of questions. They could ask, what would a reasonable person think about this decision?

- a. **What action is consistent with principles, values, and has the best outcome?**
- b. **What are possible repercussions from the action?**

Step 5: Monitor Outcome

The final step in ethical decision-making is to assess the outcome from implementing the chosen alternative to learn from the decision process. Consider how the action taken meets the following tests:

- a. **Will the decision stand the test of time?**
- b. **Is this a model of “right” behavior?**
- c. **Am I proud of the decision?**
- d. **Light-Of-Day (or 60 Minutes TV Program) Test.** Can the recommendation – including how we made it – stand the test of broad-based public disclosure so everyone would know everything about our actions?

If any answers are negative, then the decision maker should reassess factors influencing the ethical decision-making process. Beware of biases that encourage ethical breakdowns, as authors Bazerman and Tenbrunsel⁷ assert that “cognitive biases and organizational systems blind managers to unethical behavior, whether their own or that of others” (p. 61).

⁷ Bazerman, M. H. & Tenbrunsel, A. E. (2011). Ethical Breakdowns. *Harvard Business Review*, 89(4) 58-65.

TRUST, BUT CLARIFY TEACHING NOTES

I. INTRODUCTION

The Trust, but Clarify e-case is designed to help students understand when and how to speak up when they feel that something about a situation at work isn't right. The e-case consists of two parts:

1. A nine-minute mini-documentary featuring the real story of Heather, a young employee who is put into a precarious situation by an unscrupulous supervisor; and
2. A 10-minute learning module that helps students understand the nuances of Heather's situation, and to develop an ethical framework they can use when they are confronted with an ethical dilemma.

II. RECOMMENDED COURSE ADOPTION PLAN

It is recommended that instructors assign both components of the e-case as an out-of-class-assignment in which students are required to watch the mini-documentary and complete the learning module. The learning module contains two reflection questions which should take students 30-40 minutes to complete. The total time needed to complete the e-case is approximately 50-60 minutes.

At the next class meeting following the assignment of the e-case, instructors should debrief students about the following:

- Whether they believe there was anything Heather could have, or should have, done to prevent her supervisor from misusing her credit card
- Whether they believe Heather should have spoken up sooner than she did
- Whether they believe the fear Heather felt was warranted or whether she may have made the situation bigger than it was
- How they believe they would have handled the situation and whether any of them can relate to it

III. TRUST, BUT CLARIFY MINI-DOCUMENTARY NOTES

Heather is an account manager at a marketing firm in the Midwest. The story she tells is a true account of a situation she experienced with a former supervisor. Only her first name is used in the mini-documentary at her request.

IV. TRUST, BUT CLARIFY MINI-DOCUMENTARY TRANSCRIPT

Narrator

Trust is an important part of any relationship, including relationships between supervisors and co-workers.

And while trust is important, it is also important to ask questions if you are being asked to do something and, either the reasons are unclear, or if what is being asked of you does not feel like the right thing to do. This is the situation in which Heather found herself.

Heather

It was, I think, a Monday morning, and I was driving out into the suburbs to work and received a text from my boss asking if she could borrow my credit card and that her identity was stolen. I said, "Of course." It wasn't very uncommon for my team to maybe use her card or my associate to use my card for signing up for services that our team might need. So I figured it was kind of along those lines. I didn't really think much of it. I got my card back later in the week.

I was at one of my best friends' wedding shower and received another text message from my boss asking again, "I might need to use your credit card again, where are you, can I come get it?" And so I thought that was a little bit out of ordinary, but didn't really know how to say no. She ended up coming to meet me at where I was to borrow my card again.

It definitely was weird. It definitely felt a little strange, but I just felt very uncomfortable with asking why she was using my credit card.

I felt uncomfortable because she was my boss; she was my mentor. She was someone I trusted. And I think I just wasn't sure how to question her.

So, Monday I got an email saying that you have new expenses to review. I logged into our system and noticed the charges that had been placed the prior week and those charges were definitely not company related. They were, you know, 900 dollars, which is a lot I think if you're not traveling or going on a trip. And so [it] just raised a lot of red flags with her purpose for using my card obviously. It wasn't work related, which I kind of figured it was. She led me to believe that.

And that's kind of when it started to ring a bell that things were definitely off.

Narrator

Although Heather's company allowed employees to, at times, use their company card for personal charges, Heather began to feel concerned about why her boss would borrow her card for a use that was exclusively personal and not at all work related.

Heather

I sent her messages, text messages, to ask her how I was going to expense it. Initially, she said you'll expense it and she'll work it out with finance. She kind of changed things and said that the way you process it will be different — you'll check it as personal, and then she'll just pay me. And so that's the moment when I kind of took a step back and said, "Wait, so these are going to come out of *my* paycheck and then you're going to write me a personal check?" It started to get kind of confusing and worrisome.

So then she was off work on a personal vacation with my credit card. And the following Monday those charges came and those charges were even more alarming because they were related to the vacation — resort fee and rental car. The amounts were even higher and at that point I didn't even feel comfortable asking her. I didn't know how to handle it.

So I started to talk to some mentors in my old role that kind of shed light on the severity of the situation. If I do submit [the charges] as personal charges and go along with it, that I could be colluding with her. That is not a good place to be in, so I was encouraged to report it.

After I realized the severity of the situation, the amount of the charges, and that I was essentially involved, I think that's when I started getting scared. You know, feeling guilty. I felt a lot of guilt because I didn't ask enough questions like, "Why — why do you need my company card?" So many things were going through my head, but I just was almost too scared to ask for maybe — confrontation — or just questioning your boss in a light that, you know, you're kind of opening up their...flaws in a way or personal financial issues potentially.

So, it was just kind of that feeling of, "Why did I give her my card again, did I put myself in this position?" Or...just a lot of doubt and confusion. Trying to always be the optimist and people pleaser and it was just — I was stuck in this really tough spot between someone that I thought I could go to and trust and then at the other end of it, it was someone that had manipulated me.

It was really tough. I didn't really know what to do exactly. It took me a couple of days to really digest the whole situation. I finally met with another prior boss who, as soon as he started hearing me explain the story, he was very concerned and ended up meeting with our legal department. That's when it became an investigation.

Narrator

Heather's company performed a thorough and confidential investigation of the credit card charges. During the investigation, Heather was asked to provide printouts of her text message exchanges with her boss showing the requests to use her credit card.

Heather

I definitely felt like I was betraying her; part of me feels bad for her because of that. But ultimately, the other side of that, is me going against myself, and that's not something that I can live with.

Narrator

The investigation concluded that Heather's boss had violated company policy and misused her authority. The individual was terminated.

Heather believes that her company handled the sensitivity and confidentiality of the situation well, and that she was supported throughout the process. She has this lesson to share with others.

Heather

If you come across something — if you're involved in a situation that doesn't feel right, trust that feeling. And don't try to undermine it. What I found helpful was when I talked with friends, my fiancé, that kind of really put it into perspective as to what could actually be going on. And, what are the underlying issues...what could happen in the future if this were to continue. When you're in a weird situation, you kind of are focusing on that present moment. What really helped was when I would explain it to other people not involved in this situation. Hearing their reactions...made me not justify it.

V. TRUST, BUT CLARIFY LEARNING MODULE TRANSCRIPT

There will likely come a time in your career when you find yourself facing this dilemma: something doesn't seem quite right, and you are unsure about whether or not you should speak up. Perhaps it will be because you are asked to do something that feels wrong. Or, maybe it will be because you witness colleagues or superiors engaging in actions that appear to be unethical or illegal. What will you do? Will you go along? Will you ignore what you see and hope that the situation works itself out? Or will you say something? How will you decide? And if you decide to say something, what will you say and to whom will you say it?

If, right now, you are thinking, "That's a lot of questions," you are right. But it pales in comparison to the rush of questions that may overtake you when faced with such a dilemma. Knowing how to handle an ethically questionable situation properly is a matter of preparedness.

Like most people, Heather wasn't prepared when she found herself in the middle of a situation that didn't seem right to her. The request from her supervisor seemed normal at first. But as time progressed, it became clear that the request was anything but normal. Deciding how to handle the situation left Heather feeling confused and afraid, but eventually, with input from others, she settled on what to do.

LEARNING OBJECTIVES

In this learning module, we will use Heather's story to illustrate when and how to speak up at work. We will examine the importance of asking questions, seeking guidance, and pre-planning how you will handle ethically questionable situations. We will also explore how an ethical framework such as the Daniels Fund Ethics Initiative Principles can serve as a guide to help you both evaluate a situation and determine the best course of action.

KNOWING WHEN TO SPEAK UP

In Heather's experience, lending one's credit card to one's team members to cover work-related expenses wasn't an unusual occurrence. Her staff borrowed her card on occasion, and *she* had borrowed her supervisor's card in the past. So when Heather's supervisor asked to borrow her credit card and provided a plausible reason for why she was unable to use her own, Heather reasonably assumed that the request was work related. Because there were no red flags at this point, Heather had no reason to inquire about the purpose behind the request.

That wasn't the case the second time her supervisor asked to borrow her credit card.

Video Clip — Heather

I was at one of my best friends' wedding shower and received another text message from my boss asking again, "I might need to use your credit card again, where are you, can I come get it?" And so I thought that was a little bit out of ordinary, but didn't really know how to say no. She ended up coming to meet me at where I was to borrow my card again. It definitely was weird. It definitely felt a little strange, but I just felt very uncomfortable with asking why she was using my credit card. I felt uncomfortable because she was my boss; she was my mentor. She was someone I trusted. And I think I just wasn't sure how to question her.

The second request, coming so soon after the first, and the urgency with which her supervisor sought to gain access to the credit card, left Heather feeling that something was awry. But she didn't know what, if anything, to do about it. It was the realization that her supervisor's use of her company credit card had been personal, coupled with the request that she pay for those charges out of her paycheck, which convinced Heather that she needed to act. She was now seeing multiple red flags, and her gut reaction was telling her that what was happening was wrong. Even still, she was uncertain about what to do next.

ASKING QUESTIONS

Should Heather's first step have been to question her supervisor about the use of her company credit card? There isn't a single right answer to this. As noted earlier, there didn't appear to be anything to question the first time Heather received the request. The second time, the request seemed suspicious, but other than an uneasy feeling, Heather didn't have much else to go on.

Asking questions when the reason for a request is unclear, or when the request seems to go against ethical or legal norms, is a good idea. If a situation feels wrong, it probably is, and asking questions can help to clarify any misinterpretations you may have, or it may confirm that what you are feeling is valid.

Even so, asking questions can be difficult to do.

Video Clip — Heather

After I realized the severity of the situation, the amount of the charges, and that I was essentially involved, I think that's when I started getting scared. You know, feeling guilty. I felt a lot of guilt because I didn't ask enough questions like, "Why — why do you need my company card?" So many things were going through my head, but I just was almost too scared to ask for maybe — confrontation — or just questioning your boss in a light that, you know, you're kind of opening up their...flaws in a way or personal financial issues potentially. So, it was just kind of that feeling of, "Why did I give her my card again, did I put myself in this position?" Or...just a lot of doubt and confusion.

Fear of confrontation is not uncommon. And, because people often fear confrontation, they avoid asking questions in situations where exposing the wrongdoing of others can result in negative repercussions. This is especially true in the workplace. Sometimes the fear of confrontation and negative repercussions is overblown and sometimes it isn't. Our emotions can negatively impact our decision making and can lead us to decide to do the wrong thing or to do nothing at all. Seeking the perspective of others can help us to remain grounded in the reality of the situation while we determine the best course of action to take.

SEEKING FEEDBACK FROM OTHERS

Heather's instincts led her to seek feedback from friends and former supervisors about the situation in which she found herself. People she spoke with, both outside of the company and within it, all told her the same thing: what your supervisor is doing is wrong. Those who worked at the company added another element: not only is it wrong, but also you are at risk because it looks like you are colluding with your supervisor to defraud the company.

Using trusted individuals as sounding boards can be invaluable when we are uncertain about whether we need to speak up or how to do it. Their feedback and guidance can be very beneficial to helping us sort out valid

concerns from those that may be irrational, as well as to helping us to look at all aspects of the situation while putting together the best plan of action.

PRE-PLANNING YOUR RESPONSE TO ETHICALLY QUESTIONABLE SITUATIONS

While it isn't possible to know in advance what ethical dilemmas you will face in your career, you can still develop a plan that can help you to successfully resolve those dilemmas when they appear. There are two key elements to such a plan. First, you need an ethical decision-making framework (or personal code of conduct) that can help you to determine when a situation may require you to speak up. And second, you need a list of trusted individuals who can serve as your sounding board to help keep you grounded in the reality of the situation and help you to determine the best plan of action.

An ethical decision-making framework provides a consistent standard against which you can measure your actions and the actions of others, to determine whether they are aligned with the ethical behavior to which you are committed. It's a good idea to anchor your decision-making framework to a set of core principles which will ensure that you are applying a standard that is constant across all situations and not one that shifts or is situation-specific. An example of an effective, ethical decision-making framework is the Daniels Fund Ethics Initiative Principles.

The Daniels Fund has outlined eight principles for ethical decision making. These principles are based upon the tenets which Bill Daniels, a successful businessman and pioneer of the cable television industry, lived his life. The Daniels Fund Ethics Initiative principles are:

- **Integrity** – Act with honesty in all situations
- **Trust** – Build trust in all stakeholder relationships
- **Accountability** – Accept responsibility for all decisions
- **Transparency** – Maintain open and truthful communications
- **Fairness** – Engage in fair competition and create equitable and just relationships
- **Respect** – Honor the rights, freedoms, views, and property of others
- **Rule of Law** – Comply with the spirit and intent of laws and regulations
- **Viability** – Create long-term value for all relevant stakeholders

Once you develop your ethical decision-making framework, you should share it with your trusted advisors. Doing so will strengthen their ability to best advise and guide you when you are confronted with an ethical challenge.

REFLECTION 1

Had Heather been aware of the Daniels Fund Ethics Initiative Principles, she may have been able to use them to help her navigate this difficult situation. Much of the stress and fear she experienced was the result of the uncertainty she felt about whether she was dealing with an ethical issue, as well as whether she needed to take action. Identify the ways in which the actions of her supervisor violated these principles and crossed the ethical line.

Answer Notes for Instructors

Below are brief talking points the instructor may use to help guide and/or stimulate student responses.

Ways in which Heather's supervisor violated the Daniels Fund Ethics Initiative Principles include:

- **Integrity** – Heather's supervisor misled her about the purpose for using Heather's work credit card. Her supervisor's use of Heather's card was in violation of the company's credit card use policy.
- **Trust** – By misleading Heather about how she intended to use the credit card, the supervisor betrayed Heather's trust. By using the card in a way that violated company policy, Heather's supervisor also violated the trust the company placed in employees who were given credit card privileges.
- **Accountability** – The e-case doesn't go into detail about whether Heather's supervisor accepted responsibility for her actions or whether she attempted to deny her actions once confronted. However, by asking Heather to claim the charges were personally hers, the supervisor was shifting her responsibility to Heather and thereby not behaving in an accountable manner.
- **Transparency** – Similar to the above, Heather's supervisor was avoiding being transparent by asking Heather to claim the charges were hers.
- **Fairness** – The relationship Heather's supervisor created with Heather was neither equitable nor just. The supervisor used her higher position to take advantage of Heather. She leveraged her position and expected that Heather would comply with her requests because she was Heather's superior.
- **Respect** – The supervisor's behavior was devoid of respect for Heather. Not only did she misuse her authority over Heather, she also put Heather's job at risk by involving Heather in her scheme.
- **Rule of Law** – While no laws were broken, the supervisor clearly violated company credit card use policies. She was fully aware that her use of the card violated policy, which is why she attempted to obscure her use by having Heather claim that the charges were hers.
- **Viability** – Had it gone unchecked, the supervisor's behavior would have negatively impacted Heather and the company.

REFLECTION 2

Create a personal code of conduct — using the Daniels Fund Ethics Initiative Principles — that describes how you can apply them in your life. A personal code of conduct is a statement that embodies the ethical principles to which you are committed. An example of a personal code of conduct based on the Daniels Fund Ethics Initiative Principles could be something like:

*I believe that **Trust** is paramount in all relationships. I am committed to being worthy of the trust placed in me in each of the roles I hold in life. Being worthy of that trust (trustworthy) means that I will be **Accountable** in all of my decisions. I will be **Transparent**, never intentionally seeking to hide or obscure the truth. I will work to ensure that my actions promote and uphold **Fairness**. I will **Respect** the right of others with whom I share this world to build a healthy and peaceful life for themselves — free from unnecessary and unjust complications created by me. I will comply with the **Rule of Law**, not just the letter, but also the spirit, recognizing that abiding by the former and ignoring the latter is behavior that is unworthy of the trust that is placed in me. I will strive to imbue my actions and ideas with long-term **Viability** by ensuring that they create value for all who are impacted by them. I will choose to live my life in this manner because I believe that **Integrity** is one of the key ingredients in happiness — my own and that of everyone around me.*

Slide 1

Behavioral Ethics
Why We Sometimes Fail

Scott Van Ness
College of Business

UCCS College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

BEHAVIORAL ETHICS
THE SCOTT VAN NESS CENTER FOR BUSINESS ETHICS RESEARCH

Slide 2

Overview

- What's Going Wrong
- Making it Real
- Results
- Going Forward
- Questions?

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BEHAVIORAL ETHICS
THE SCOTT VAN NESS CENTER FOR BUSINESS ETHICS RESEARCH

Slide 3

What's Going Wrong

- Crossing the Ethical Boundary – Once it is done, it gets easier
- High Stress/High Production Job
 - Tools might be lacking
 - Never failed before
 - Reaching for the lever



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BEHAVIORAL ETHICS
THE SCOTT VAN NESS CENTER FOR BUSINESS ETHICS RESEARCH

Ethics Lab Guide

By Scott Van Ness, DFEI at UCCS Fellow

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Ethics Lab – How to do it

Here are some of the nuts and bolts on how I did the Ethics Lab:

- Teams of 4 students (each will play a part in the lab)
- We used a break out room for each team – only observed by instructor
- Set aside a time of 25 minutes per team
 - o 5 minutes to set up, 15 minutes in exercise, 5 minutes to discuss
- Completed Ethics Lab over 1.5 class periods, with students coming in at a scheduled time
- Get students fired up over their roles – most got into it
- Choose team members for roles - I chose intentionally based on what I wanted to see, but be careful
- Turn them loose – try to coach as little as possible

Other issues to consider

- My instructions to the team got better with each group – be clear
- Watch your time – I only had 25 minutes and it flew by
- Your HR person is key to this exercise – avoid wallflowers for this role

Expected Results – what I expected to see:

- Team Member 2 does nothing, just accepts what is being said
- Team Member 2 digs in for a little while, then fades
- Team Member 2 fights until you shut it down

Unexpected Results – Some other issue was present and might be brought into the Lab that I did not know about or expect:

- Team Member 2 gets really loud and really digs in (had to shut them down)
- Team Member 2 breaks down and starts crying (shut it down immediately)

Goals of Ethics Lab

- Get students to understand what an ethics challenge really feels like – uncomfortable, hot, and nervous, etc.
- Explain there is no way to understand how this feels until you feel it
- This will prepare them for what it will feel like when it happens for real

Group Assignment – Ethics Lab

The group assignment is an opportunity to participate in one of the many programs we have here at UCCS due to the Daniels Fund for Ethics Education. Teams will consist of 4 to 5 students who will have the opportunity to participate in a real-world ethics laboratory evaluation. Students will be given a real-world ethics challenge that will be consistent to the kind of ethical challenges you are facing/will face in a job situation. Previously we had students present an ethics case based on a historical example, but this will help you see what is coming in the near future.

A team of 4-5 students will participate in an ethical challenge event. These events are being proposed by business leaders in the community and are based on real-world events they have had to face.

The student teams will be divided into two groups – two will play the parts of the company/organization making the challenge, two students will play the part of the employee(s) being challenged ethically. Based on what we have learned in the class, students will get a chance to:

- Deal with a real world ethical challenge
- Employ tactics/skills learned in class
- Face a situation you may face here very soon
- Have fun

Lab will be graded on:

- o 45% employment of class lessons
- o 45% effort
- o 10% performance excellence (making it real)

Background

Superior Wireless is a leader in the cellphone/wireless industry. Superior has built a nice niche in the market by providing not only top quality wireless equipment, but excellent service with a good reputation for being an ethical company. Superior was recently listed in Fortune Magazine as one of the best 100 companies to work for in America due to its top quality service and ethical work environment.

Superior stays competitive through its aggressive and supportive sales staff. After initial training, sales representatives are expected to do the following:

- Sell 150 new lines of service each month
- Sell a data package (data/text/internet) for each new line
- Add family shares to each account
- Sell at least 3 accessories per phone

Additionally, sales representatives are expected to handle customer service issues with walk-ins at the Superior Wireless locations.

This is an aggressive quota, but many of the sales reps are meeting and exceeding these numbers, making large commissions that are leading to salaries in the \$70 to \$90,000 per year range. Sales reps have expressed concern about meeting quotas and still meeting customer service walk-ins, which do not pay any bonuses.

Sales Rep 1

Sales rep 1 is the top producer in the Colorado Springs/Pueblo market, leading the area by far in overall sales. Sales rep 1 has been recognized as Superior's Rep of the Quarter 2 out of the last quarters and is on the way to another award. Sales rep 1 has been successful due to knowledge of Superior's products and Services, as well as a keen understanding of the system that pays the sales reps. Although Sales Rep 1 has done extremely well in the sales part of the position, Sales Rep 1 has mediocre customer service evaluations.

Sales rep 1 feels he/she understands the system well and takes care of the business. Sales rep 1 knows that to really take advantage of this lucrative pay system, the following shortcuts might be helpful:

- Spending time on bonus based work, not walk-ins with customer service issues
- **Focusing on "customers" who will want more features and add-ins** that pay higher bonuses
- Selling bigger data plans to customers who may not need that big of a plan
- Talking customers into trying out plans or features for 3 months and then decide whether to cancel (bonuses are paid after 3 months of new data plans or features)

Sales Rep 2

Sales rep 2 has been with Superior for three months and works in the same locations as Sales Rep 1. Sales rep 2 completed initial training and is now a fully qualified Sales Rep. Although Sales Rep 2 has had excellent customer service evaluations, Sales rep 2 has not made the sales quota since becoming a fully qualified Sales Rep. Sales Rep 2 is having difficulty balancing customer service with making sales.

After some discussions with leadership and human resources, Sales Rep 2 was told quotas will need to be made or termination is a possibility. Sales Rep 2 was also recommended to watch Sales Rep 1 to see how Sales Rep 1 was doing so well. After a week of observing, Sales Rep 2 observed the following about Sales Rep 1.

- Sales Rep 1 profiled customers before they entered the store. Sales Rep 1 only helped young professionals who seemed to be more interested in purchasing added data packages/accessories
- Sales Rep 1 told customers after sales to call customer service if they had an issue, not come back to the store
- Sales Rep 1 only showed higher priced phones that required data plans that paid bonuses
- Sales Rep 1 avoided customer service encounters as much as possible

You have been called in for a meeting with human resources to discuss your progress.

Human Resources

As the HR business partner, you are well aware of the success of Superior and you are fully accepting of the company's culture of top products with an ethical climate. Sales Rep 1 is the leading salesperson in the region. You have watched Sales Rep 1 break records for sales and win quarterly awards. You have been impressed by how much product knowledge Sales Rep 1 has and you have used Sales Rep 1 as an example for new sales reps to follow.

Additionally, you have been working with Sales Rep 2. Sales Rep 2 is struggling after initial training and has not made sales quotas required for the position. Although Sales Rep 2 has outstanding customer service evaluations, the sales are just not there. You are in a difficult position – Sales Rep 2 Supervisor wants Sales Rep 2 fired, but you really liked Sales Rep 2 during the interview process and you helped put together a plan to help out Sales Rep 2 to be successful. You recommended having Sales Rep 2 watch Sales Rep 1 for a week and learn from the process.

You have called a meeting to check on the progress of Sales Rep 2 and want to bring Sales Rep 1 and both reps supervisor to help the meeting. This is your meeting, lead it.

Supervisor

You are the Supervisor for Sales Rep 1 and 2 and the store they work. Your store has consistently outperformed other stores due to sales volume, which has led to impressive bonuses for you and a lot of corporate recognition. Although your stores sales numbers are among the best in the region, your customer service numbers are in the bottom third of similar sized stores. There are no bonuses for customer service ratings, so you do not spend a lot of time working on this area of operations.

Sales Rep 1 is your top sale rep and has the best sales in the region. You have submitted Sales Rep 1 for corporate awards and tout Sales Rep 1 as the best rep to learn from. Sales Rep 2 has been a total failure for you. Sales Rep 2 is not making quotas and seems to struggle with time management. When observing Sales Rep 2, you see that Sales Rep 2 spends too much time on walk-in customer service issues and does not upsell enough products. You feel you have spent enough time working with Sales Rep 2 and want Superior to end employment with Sales Rep 2.

You have been called in for a meeting with Sales Rep 2, Sales Rep 1 and human resources to discuss this issue.

Debrief Questions

Go through these questions at the end of the exercise:

Sales Rep 2: How did it feel to be in the “hot seat” for this lab?

Why did you choose to respond the way you did?

Human Resources: What role did you feel Human Resources had in resolving this issue?

Supervisor: What did you want to see accomplished in this meeting?

Sales Rep 1: How did you feel about being in this meeting?

Overall Discussion Questions

- What Ethical Dilemma was being looked at here?

- Have you ever faced a situation like this? What did you do?

Final Points

- This will happen to you

- You can slow down the game – you don’t have to make a decision right away when ethically challenged

- Ask exactly what they want you to do – “so you are saying you want me to not spend time on customer service but to put my focus on sales like Sales Rep 1 is doing”. This forces the supervisor/HR specialist to specifically state what they want you to do.

- Ask for a timeout – call someone – get advice, think about it. Most ethical foul-ups occur when people are stressed to make a decision right away. If they won’t give you a “time out” don’t do it!

UCCS Case Competition

UCCS ETHICS Business Case Competition

Ready for some friendly competition?

Each year, the UCCS College of Business hosts a business ethics case competition. New this year UCCS invites **undergraduate** and **graduate** students from all majors and invites the Air Force Academy, local community colleges and the Southern Colorado Education Consortium students to join in. The UCCS Case Competition can have competitors from the Air Force Academy, Adams State, Colorado State University - Pueblo, Lamar Community College, Fort Lewis College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, Trinidad State Junior College, UCCS and Western State University Colorado.

The UCCS Ethics Case Competition allows students to apply business knowledge, critical thinking, and principle-based ethical decision making to real-world ethical situations, along with a chance to network with local professionals. For those looking to practice their ethical decision making skills, fine tune their public speaking talents, and demonstrate their presentations skills before experts in their field - this event is the one for you!

Competition Information

- **Dates: November 2, 2018 begins at 8:00 a.m.** in UCCS Campus, University Center, Room 116. You **only need to be present for your presentation slot** and are highly encouraged to attend the awards reception and meet all the judges up close. We will ensure teams get a presentation slot that works for their schedule.
- Competition Basics:
 - [Format, guidelines and other considerations](#) 
 - [Scoring system](#) 
- [FAQ: !\[\]\(813aa62173c993ba6767cb2cfecd46db_img.jpg\) Answers to the most frequent asked questions](#)
- [Daniels Fund Ethics Initiative Principles](#)
- The case for the 2018 Competition to be posted October 11th
- Sample of the previous [2017 Case](#)

Team Registration

Register your two person team (*please check back link still to be posted*)

Social Media



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Your donation assists the StudentCPT in promoting and advancing ethics and leadership in education.

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Contact Information

info@thecpt.org

NASBA Center for Public Trust
150 Fourth Avenue N., Ste 700
Nashville, TN 37219

Expanding the Collegiate Footprint

STUDENTCPT CHAPTERS AT-A-GLANCE

● Prospective StudentCPT Chapters
● Current StudentCPT Chapters

Welcome

Student Resources

Advisor Resources

[Welcome to the Student Center for the Public Trust](#)

With chapters on college campuses nationwide, the Student Center for the Public Trust (StudentCPT) provides an interactive environment where ethical business behaviors and ideas can flourish, while creating opportunities for students to network with the business community and develop professional leadership skills.

Through support and guidance from the [NASBA Center for the Public Trust](#), events and experiences are offered for students both on and off campus. StudentCPT Membership is offered across all disciplines and provides a unique forum for ethics education.

Additionally, the StudentCPT members accept responsibility for improving their community by completing a community service project.

MISSION STATEMENT

The mission of the Student Center for the Public Trust is to promote ethical thinking in the developing character and conscience of students.

VISION STATEMENT

To be the largest network of ethical leaders on college campuses

ABOUT THE COMPETITION

[Video Gallery](#) / [Rules](#) / [Judging](#) / [Important Dates](#)

Previous Winners: [2018](#) / [2017](#) / [2016](#) / [2015](#) / [2014](#) / [2013](#) / [2012](#) / [2011](#)



The 2018 *Ethics In Action* Video Competition is now closed. [CLICK HERE](#) to see the winners of this year's competition!

Goal of Video Competition

Have you ever been in a situation where *the right thing to do* was unclear? [Ethical dilemmas](#) occur every day in business. In these situations, knowing *the right thing to do* can be difficult because all choices have some undesirable consequences.

The CPT is focused on helping individuals identify and respond to ethical dilemmas in their careers. To support this goal, we're challenging students to create videos that demonstrate the types of challenging ethical dilemmas people could face in their careers.

Videos can end with a thought provoking question that challenges viewers to think about the best solution –OR– videos can showcase the solution they believe would be most appropriate. Throughout the year, CPT staff and volunteers will post responses to some of the ethical dilemmas that are displayed in your videos. College professors will also be able to use these videos to help teach students about ethical leadership.

Judging Criteria

Our panel of judges will review these videos and select winners based on the following criteria:

- **Originality:** Videos should use original content, not excerpts from existing shows, songs, movies, etc.
- **Clarity:** Video and audio should be easy to see and hear.
- **Relevance:** Video addresses an ethical dilemma that is relevant to young business professionals
- **Critical Thinking:** Videos should display complex ethical dilemmas that require viewers to use critical thinking skills to determine the best solutions. This is in contrast to videos that display ethical issues that have clear right or wrong solutions.

Sample Video Topics Include:

- Conflicts of Interest
- Legal, but Unethical Behavior/Decisions
- Misguided Loyalty
- Gender or Ethnic Group Inequality
- Professional Skepticism
- Competing Values
- Ethical Diversity
- Accountability
- Transparency

[*CLICK HERE](#) for helpful tips on how to create an awesome video!

How to Win

Winners will be chosen among the entries by a panel of expert judges that will include ethical leaders and subject matter experts. Viewer's Choice winners will be determined by the number of votes each video receives.

Category 1: Short Film (1-3 Minutes)

- 1st Place Grand Prize: \$1,000*
- Runner Up: \$500*
- Viewer's Choice 1st Place: \$700*
- Viewer's Choice Runner Up: \$300*

Category 2: Commercials (30-59 Seconds)

- 1st Place Grand Prize: \$800*
- Runner Up: \$400*
- Viewer's Choice 1st Place: \$500*
- Viewer's Choice Runner Up: \$200*

***Prizes will be distributed in the form of Amazon Electronic Gift Cards.**

Who Can Enter?

This competition is open to undergraduate and graduate students at colleges, junior colleges and universities in the United States and its territories.

Rules and Restrictions

Participants may not use photo, video or audio clips from movies, television shows, songs, soundtracks or any other works that were produced and/or published by other companies or individuals, unless you are using royalty-free stock photo, video and audio clips that you purchased and/or obtained the rights/permission to use.

Naturally, there are additional rules you must read, accept and follow in order to participate. [CLICK HERE to read the Rules.](#)

DANIELS FUND
ETHICS INITIATIVE
College of Business
University of Colorado Colorado Springs

and the



PRESENTS

Digital Citizenship
at
Monument Academy

August 12-13, 2015

Student Training Book



Monument Academy

Celebrating Academic Excellence since 1996

Table of Contents

Student Training Book

- **Introduction** – Digital Life – what is the place of digital media in our lives?
- **Session One** – A creator’s responsibilities – what responsibilities do you have to respect other’s creative work?
- **Session Two** – Trillion Dollar Footprint – what is a digital footprint and what does your convey?
- **Session Three** – Cyberbullying: Crossing the Line – when does inappropriate online behavior cross the line to cyberbullying and what can you do about it?
- **Session Four** – Safe Online Talk - how should you handle inappropriate online talk?
- **Technology User Agreement**
- **IPad Agreement**

FRONT

DANIELS FUND
ETHICS INITIATIVE
College of Business
University of Colorado Colorado Springs

Spring 2017

January 24th
West Point's

**National
Conference on
Ethics in America**

February 15th
**Ethics Essay
Contest Begins**

February 23-24th
US Air Force

**National Character
Leadership
Symposium**

February 23rd
**Lunch & Learn -
LinkedIn**

February 23rd
**Ethics of Youth
Sports**

March 14th
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April 24th
Cyber Ethics Event

April 27⁻
Denver, Colorado

**DF Consortium
Case Competition**

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BACK



Student Center for the Public Trust
and
Daniels Fund Ethics Initiative at UCCS
Join forces for you!

Enhanced your growth and marketability

Immediate application of learning

Increased opportunities with the community

Meet leading leaders

Participate in financial growth

DANIELS FUND ETHICS INITIATIVE
College of Business
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College of Business
University of Colorado Colorado Springs

CHAMPIONS

2018-19 Southern Colorado Higher Education Consortium Schools Ethics Champions

Deanna Bartee	Adjunct Instructor of Business	Adams State University School of Business 208 Edgemont Blvd, Alamosa, CO 81102 dbartee@adams.edu (719) 587-7460
Jeffrey Dykes	Assistant Professor in Business Administration	Western State Colorado University Borick Business Building 213 1 Western Way, Gunnison, CO 81231 jdynes@western.edu (970) 943-3189
Rory Gillespie	Adjunct Instructor	Lamar Community College 2401 S Main St, Lamar, CO 81052 Rory.Gillespie@lamarcc.edu (719) 940-7613
Melissa Kleinschmit	Faculty Biology	Trinidad State Junior College 600 Prospect St, Trinidad, CO 81082 Melissa.Kleinschmit@trinidadstate.edu (719) 589-7197
Jessica Laramie	Lecturer, Energy Management	Western State Colorado University School of Business Administration 600 Adams St, Gunnison, CO 81231 jlaramie@western.edu (970) 943-2538
Emily Litle	Department Chair, Art and Humanities	Otero Junior College 1802 Colorado Ave, La Junta, Colorado 81050 Emily.Litle@ojc.edu (719) 384.6861
Warren Munick	Faculty	Pikes Peak Community College Division of Business, Public Service, and Social Science 11195 Highway 83, Colorado Springs, CO 80921 Warren.Munick@ppcc.edu (719) 502-3469
Travis Parkhurst	Faculty	Pueblo Community College 900 W. Orman Ave, Pueblo, CO 81004 Travis.Parkhurst@PuebloCC.edu (719) 549-3459 cell (719) 549-3247
Patrick Radigan	Visiting Assistant Professor of Management	Colorado State University-Pueblo 2200 Bonforte Blvd, Pueblo, CO 81001 patrick.radigan@csupueblo.edu (719) 549-2588 cell (719) 648-8792
Kaori Takano	Associate Professor	Fort Lewis College International Business 1000 Rim Dr, Durango, CO 81301 KTAKANO@fortlewis.edu (970) 247-7060

OUR Objectives

We seek to strengthen the teaching of principle-based ethics to foster a high standard of ethics in students, and ultimately beyond the campus and into the community. The Daniels Fund Ethics Initiative at UCCS promotes the practical application of ethics-based principles in the curriculum, provides student opportunities to practice ethical leadership and ethical decision-making, and engages the business community all while encompassing the following **eight principles**:

Integrity - Act with honesty in all situations

Trust - Build trust in all stakeholder relationships

Accountability - Accept responsibility for all decisions

Transparency - Maintain open and truthful communications

Fairness - Engage in fair competition and create equitable and just relationships

Respect - Honor the rights, freedoms, views, and property of others

Rule of Law - Comply with the spirit and intent of laws and regulations

Viability - Create long-term value for all relevant stakeholders



College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

1420 Austin Bluffs Parkway
Colorado Springs, CO 80918-3733

Phone (719)255-5168

www.uccs.edu/~businessethics

College of Business Daniels Fund Ethics Initiative at UCCS

Who are we?

The Daniels Fund Ethics Initiative Collegiate Program was launched in 2010 to advance principle-based ethics education throughout each participating school. The goal is to instill a high standard of ethics in our young people. The ethics initiative promotes principles as a constant foundation for personal and organizational ethical decision-making and leadership. The College of Business at UCCS is one of ten business schools and one law school at universities across Colorado, New Mexico, Utah, and Wyoming participating in the initiative and is an active member of the Daniels Fund Ethics Consortium.

OUR Approach

Ethical Focus Areas

Behavioral Ethics, Fraud, Technology Ethics, Organizational Ethics and Sports Ethics

Student Learning & Engagement

Faculty Development & Outreach

Business Community Involvement

Ethics

The Ultimate
Business Advantage



We provide a unique integrated approach that can help students achieve their **Educational Goals.**

FOCUS AREAS

Behavioral Ethics

Why do well-intentioned people sometimes make bad decisions and fail to follow their own ethical standards? We look at the individual to learn about ethical decision making and leadership, defective reasoning, recognize the traps that cause these transgressions, and help build a tool kit of possible actions to use when faced with a dilemma. Behavioral ethics seeks to understand the rationalizations and biases leading to misconduct.

Fraud

We explore the dangers posed by fraud, create experiences and inform students, faculty, staff, and community members so they can identify fraudulent scenarios and make principle-based ethical decisions when faced with them to prevent fraudulent actions.

Technology Ethics

Innovations and technology drive productivity, yet result in emerging ethical issues and challenges that are unplanned or not immediately evident. We look for solutions.

Organizational Ethics

Lacking a strong ethical corporate culture may result in unethical behavior. Unethical employee actions can be minor or lead to risky decisions, corruption and ruin organizations. We promote developing those successful organizational cultures.

Sports Ethics

We serve as a resource for sport ethics for academic institutions, students, sports businesses, youth sport organizations and associations.

Student Learning & Engagement

Each semester there are various events to give students the opportunity to learn principle-based ethics and practice their ethical decision making skills with business professionals. These can be Ethical Leadership Town Halls, interactive events, and workshops.

We sponsor various ethical case competitions through business cases, writing ethical essays, creating ethics related videos and interactive public panel discussions.

We sponsor students to attend national ethics events at educational institutions to include the United States Air Force and West Point Military Academies.

Faculty

Development & Outreach

Faculty participate in the Daniels Fund Ethics Initiative Ethics Fellows program. Fellows champion and work together to ensure a robust program within their college. Ethics Fellows share their knowledge, experiences, and best practices with faculty through regular Faculty Resource Workshops.

Since 2016, the Daniels Fund Ethics Initiative at UCCS has partnered with schools of the Southern Colorado Higher Education Consortium. College presidents select one faculty member to be an Ethics Champion for their campus. These Ethics Champions engage with the DFEI at UCCS to spread learning opportunities to their respective campus as well as develop original educational materials.

Business Community Involvement

Business and community leaders engage with the Daniels Fund Ethics Initiative at UCCS. Students network with business leaders that act as judges for student competitions, provide valuable assistance to competition teams, mentors and participate in UCCS ethics events as panelists, speakers, or guests.

Resources on Ethics

We provide resources for those seeking ethical content for a wide range of applications to include ethical curricula, case studies and debates, links to national ethical resources, video resources and teaching ethics workshops to keep the business ethics dialog current, relevant and engaging.

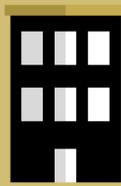
THE SOUTHERN COLORADO HIGHER EDUCATION CONSORTIUM (SCHEC)

WHAT IS SCHEC?



The College of Business at UCCS, in conjunction with the Denver-based Daniels Fund, launched a program to broaden its principle-based ethics education to nine colleges and universities in southern Colorado. This program commits \$120,000 towards training, support and engagement with the cooperating schools during the next four years.

THE SCHOOLS OF SCHEC



participating schools other than UCCS include:

- Adams State University
- Colorado State University – Pueblo
- Ft. Lewis College
- Lamar Community College
- Otero Junior College
- Pikes Peak Community College
- Pueblo Community College
- Trinidad State Junior College
- Western State Colorado University

UCCS AND SCHEC RELATIONSHIP



In 2016, UCCS College of Business offered a pilot program to colleges in the Southern Colorado Higher Education Consortium through the support of the Daniels Fund Ethics Initiative at UCCS (DFEI at UCCS).

College presidents selected one faculty member to be an Ethics Champion for their campus. Through coordination with the appointed ethics champions, UCCS conducts an annual orientation for the new cohort through an interactive workshop and speaker experience.

SCHEC CHAMPIONS



Ethics Champions advocate ethics in their discipline or school and promulgate the outcomes of his or her project through publication, teaching, and public discussion.

1. Work to expand the engagement of students on their campus in ethical thought and principle-based decision-making.
2. Participate in workshops hosted at UCCS.
3. Coordinate a UCCS faculty led “Teaching Across the Curriculum Workshop” on their campus which will be open to all interested faculty. This workshop highlights principle-based ethics education in all disciplines.
4. Invite their campus community to participate in workshops and speaker series throughout the academic year.

Current Champions come from various departments including philosophy, accounting, business, nursing, arts and sciences, economics, and management.

HOW UCCS SUPPORTS SCHEC CHAMPIONS



The Ethics Champion program complements the UCCS Daniels Fund Ethics Initiative Faculty Fellows program where nominated faculty champion ethics in their discipline.

The Ethics Champions from the SCHEC schools will be joining us in sharing best practices and learning from each other. The DFEI at UCCS provides tools for teaching ethics on our website, in Faculty Roundtables, in Teaching Ethics Across the Curriculum Workshops at your campus, and ethics education workshops on our campus.

The Ethics Champion engages with the DFEI at UCCS to spread learning opportunities to their campus, develop materials, conduct workshops, include their colleagues at workshops, discussions, and speaker opportunities.

ONLINE RESOURCES

UCCS College of Business Daniels Fund Ethics Initiative Website

- <http://www.uccs.edu/~businessethics/>
- This site provides information about our **five focus areas, ethics experts, upcoming events, student opportunities, and teaching ethics resources** such as ethical curricula, case studies and debates, links to national ethical resources, the teaching ethics workshops schedule, and information on the Southern Colorado Higher Education Consortium.

Daniels Fund Ethics Initiative Case Bank Website

- <http://www.danielsfund.org/Ethics/Casebank.asp>
- The Case Bank is an online library of simple, straightforward business cases focused on principle-based ethics.

University of New Mexico Ethics Initiative Website

- <http://danielsethics.mgt.unm.edu/>
- Articles and presentations on ethics teaching methods, teaching resources with cases, simulations and videos.

Ethics Simulation

- www.ethics-lx.com/
- This site offers simulations that allow current and future business leaders to confront real-life situations and practice ethical decision-making.

Lockheed Martin

- <http://www.lockheedmartin.com/us/who-we-are/ethics.html>
- Lockheed Martin's ethical vision and values statement, and provides ethics awareness training resources.

Real Biz Shorts

- <http://www.realbizshorts.com/>
- This site has video shorts about ethics & compliance, sales effectiveness, and 353+ scripts performed by actors to create videos being used by companies as real metrics. By subscription only

CasePlace.org

- <http://www.caseplace.org/>
- A resource for up-to-date case studies, syllabi and innovative teaching materials on business and sustainability—from corporate governance to sustainable development.

Business Dilemmas from the Institute for Global Ethics

- <http://www.globaethics.org/business-dilemmas.php>
- This is a collection of 14 short vignettes based on real cases from executives who have participated in the organization's ethics seminars.

Ethics Resource Center (ERC)

- <http://www.ethics.org/>
- Download of the National Business Ethics Survey (NBES), for current research on ethical issues, and tracks trends and developments in federal legislation, regulatory activity and court decisions affecting business ethics and compliance. Executive Summaries available – membership required for full documents

Business Roundtable Institute for Corporate Ethics

- <http://www.darden.virginia.edu/corporate-ethics/index.htm>
- This site provides useful videos and other excellent sources of information including ethics publications, ethics research, and posts upcoming ethics seminars.

Giving Voice to Values Curriculum

- <http://www.babson.edu/faculty/teaching-learning/gvv/Pages/home.aspx>
- This site provides the Giving Voice to Values (GVV) curriculum free to all educators, a list of universities where GVV has been implemented, and provides GVV Faculty Network materials.

Ethics Unwrapped

- <http://ethicsunwrapped.utexas.edu/>
- Free Concept Unwrapped video series. Cover and wide variety of behavioral ethics and general ethics.



Using Daniels Fund Ethics Initiative Principle-based Ethics Education across the Curriculum

UCCS Presenters Contact Information

Tracy Gonzalez-Padron, Ph.D.
Director, Daniels Fund Ethics Initiative at UCCS &
Associate Professor of Marketing
Marketing and International Business
Dwire Hall 351
Work : (719)-255-3794
tgonzale@uccs.edu

Scott Van Ness, ABD
Instructor of Operations Management
Dwire Hall 361
Work : (719)255-3709
svanness@uccs.edu

UCCS Ethics Initiative Website <http://www.uccs.edu/business/community-resources/ethics-initiative.html>



*We are in the business of building
successful futures.™*