CHARTING YOUR ETHICAL COURSE

Part I: Discovering Your Most Important Personal Values

Your Personal Values are the inner rules (standards, principles) you use to make choices and to conduct your life. Some are more important to you than others. By selecting and prioritizing your most important values, you will make better decisions and develop more effective relationships.

Instructions: After reading each value, place a check mark in the appropriate column to indicate its relative importance to you (Not Important, Somewhat Important, or Very Important).

	Not Important	*Somewhat Important*	*Very Important*
Achievement (get results, complete tasks)	________	________	_______
Advancement (moving ahead, growth)	________	________	_______
Adventure (new and challenging experiences, excitement)	________	________	_______
Artistic expression (drama, painting, literature)	________	________	_______
Balance (giving proper attention to each area)	________	________	_______
Competition (winning, taking risks)	________	________	_______
Contribution (making a difference, giving)	________	________	_______
Control (being in charge)	________	________	_______
Cooperation (teamwork, working well with others)	________	________	_______
Creativity (being expressive, innovative, experimental)	________	________	_______
Economic security (freedom from financial worries)	________	________	_______
Fairness (giving all an equal chance)	________	________	_______
Fame (being well known)	________	________	_______
Family happiness (getting along, respecting family members)	________	________	_______
Friendship (intimacy, caring, close companionship with others)	________	________	_______
Generosity (giving readily or liberally)	________	________	_______
Health (physically fit, energetic, free of disease)	________	________	_______
Independence (self-reliant, freedom from others' control)	________	________	_______

Influence (shaping ideas, people, processes)	________	________	_______
Inner harmony (being at peace with oneself)	________	________	_______
Integrity (honesty, sincerity, living by your values)	________	________	_______
Learning (commitment to understanding)	________	________	_______
Loyalty (duty, allegiance, respect)	________	________	_______
Nature (renewal in the out-of-doors)	________	________	_______
Order (organization, conformity, stability)	________	________	_______
Personal development (growth, use of potential)	________	________	_______
Pleasure (satisfaction, enjoyment, fun, happiness)	________	________	_______
Power (control, authority, influencing people)	________	________	_______
Prestige (showing success, rank, status)	________	________	_______
Quality (excellence, high standards, few errors)	________	________	_______
Recognition (status, respect from others, acknowledgment)	________	________	_______
Responsibility (accountable, trustworthy, mature)	________	________	_______
Security (feeling safe about things)	________	________	_______
Service (assisting others, improving society)	________	________	_______
Self-respect (pride in self)	________	________	_______
Spirituality (strong belief in God, devotion, moral strength)	________	________	_______
Stability (maintaining continuity, predictability)	________	________	_______
Tolerance (being open to others' views and values)	________	________	_______
Tradition (treasuring the past, customs)	________	________	_______
Variety (diversity of activities and experiences)	________	________	_______
Wealth (material prosperity, affluence, abundance)	________	________	_______
Wisdom (understanding life, exercising sound judgment)	________	________	_______

NEXT:

1. Review those you checked as "*Very Important*"
2. Circle the top seven (7) values that are most important to you
3. Record these seven values in Part II in any order

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PART II: PRIORITIZING YOUR MOST IMPORTANT VALUES

Please list your seven most important values on the lines below in any order.

A ____

B ____

C ____

D ____

E ____

F ____

G ____

Part II continues with this next exercise, which will help you clearly rank your values in their order of importance to you.

Compare each of your values to each of the others. As you look at the first pair of values (A and B), decide which one is more important to you and circle that letter.

Continue comparing each value with the others until each pairing has been compared and one of them circled.

Then count up the total number of A's circled, B's circled, and so on and write those numbers in the appropriate blanks in the Total column at the right.

							Total
A B	A C	A D	A E	A F	A G		____________ As
	B C	B D	B E	B F	B G		____________ Bs
		C D	C E	C F	C G		____________ Cs
			D E	D F	D G		____________ Ds
				E F	E G		____________ Es
					F G		____________ Fs
							____________ Gs
						Total (should be 21)	_______________

The letter most circled identifies your highest priority.

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Part III: Ideal vs. Actual Values

List your top seven personal values here:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

Part IV: Calendar & Checkbook Test

Sometimes the values we think we embrace are actually different from those we live. We may discover that some outside influence, such as family, religion, or employer, has a value priority that we think we "should" have, but it is not really a strong value for us. We call these "IDEAL VALUES" rather than "ACTUAL VALUES."

One way to determine your actual values is to apply the Calendar and Checkbook Test.

To apply the calendar and checkbook test, look at each of the values listed above and ask yourself: ***"How much time do I spend each week trying to acquire or increase this value?"***

If you feel comfortable with the amount of time you devote to building that value into your life, place a plus mark (+) in the Calendar column; if not, give it a minus (-). After completing the Calendar column, continue in the same way with the Checkbook column, marking a (+) if you are satisfied and a (-) if you are dissatisfied with the amount of money you spend trying to acquire or increase this value.

Note: This exercise may be difficult for some of the more intangible values, such as integrity, but do your best to complete it. Ask yourself, for example: "Have I spent the time or money necessary to meet a promise I've made?"

College of Business

Standards of Professional Behavior and Ethical Conduct

Our Commitment

The administration, faculty, staff, and students of the College of Business at Illinois State University are committed to the principles of professional behavior and integrity. As a community of scholars and business professionals, we strive to embody the characteristics of responsibility, honesty, respect, and fairness in our professional and personal lives.

Principles of

Professional Behavior and Integrity:

Responsibility
is the foundation of integrity. We hold ourselves and others responsible for acting with honesty, respect, and fairness.

Honesty
is fundamental in learning, teaching, and research. We act honestly and do not tolerate or justify dishonest conduct in any circumstance.

Respect
is the foundation of our academic community. We use appropriate speech and behaviors to demonstrate respect for one another and for the educational process.

Fairness
is essential for the evaluations that are part of the educational process. We strive to achieve fairness in our standards and procedures as well as in our evaluation of the work of others.

Trust
is achieved when all who are involved in the educational process adhere to the principles of integrity.

Review the complete standards online at

www.IllinoisState.edu/business/professionalstandards

SEMESTER ________________

COURSE ___________________

FACULTY _________________

College of Business
Ethic Rubric

CRITERIA		UNACCEPTABLE	ACCEPTABLE	EXEMPLARY	U	A	E
Students demonstrate an understanding of the responsibility of business in society.		Students unable to explain the role of business in society. Students understand monetary role (profit maximization) of business in society.	Students identify and understand : direct stakeholders when explaining the role of business (treatment of employees, optimal firm value) in society. and indirect stakeholders when explaining the role of business (corporate citizenship, Stakeholders' view) in society.	Students apply an understanding of direct and indirect stakeholders when examining the role and responsibility of business in society.			
Students demonstrate an understanding of ethical decision making.		Students do not recognize an ethical situation exists. Students use at most a single framework for assessing and evaluating an ethical situation.	Students explore only two frameworks for assessing and evaluating an ethical situation.	Students explore more than two frameworks for assessing and evaluating an ethical situation.			
Students demonstrate moral development in ethical decision making.		Students show pre-conventional level of moral development (deferring to authority and satisfying their own needs).	Students show conventional level of moral development (stereotypical roles of people in society and how individual fits into social order).	Students show post-conventional level of moral development (morality based on "society as a whole" or "universal principles").			
Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.		Students unable to explain the role leaders in organization's ethical conduct.	Students recognize leaders play some role in the organization's ethical conduct.	Students recognize organization leaders' actions and polices determine the ethical tone of the organization.			
Students demonstrate an understanding of the roles of various corporate governance entities and policies as they relate to ethics.		Students unable to identify components of effective corporate governance.	Students recognize the organization's (code of conduct and ethical culture) and external entities (government and professional organizations via laws and professional codes of conduct) role in creating effective corporate governance.	Students apply appropriate organization and external entity roles (code of conduct, professional codes of conduct, laws and professional codes of conduct) when evaluating corporate governance.			