

沟通英语—职业道德培训

Ethics in the Workplace

[美] Agency for Instructional Technology 著
South-Western Educational Publishing

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内 容 提 要

《万水沟通英语系列丛书》是一套全新的传播学教材。它由国外著名的职业培训公司和出版公司编写、出版,系统全面地讲解了21世纪成功者必备的沟通技能,培养读者的英语听说读写综合能力。丛书可以配套使用,也可以分册单独学习。

本书着重对读者进行职业道德培训。通过学习,学生将了解工作中有哪些道德规范,如何做出道德决定,面对面的客户服务中的道德问题,日常工作中的道德,对自然的责任,工作场所的安全等。

本书适合大学中高年级学生、外企职员和中高级水平的英语爱好者。

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前 言

《万水沟通英语系列丛书》是一套由中国水利水电出版社和机械工业出版社联合引进、出版的，系统讲解 21 世纪必备沟通技能的教学丛书。

它由美国著名的职业培训公司 AIT (Agency for Instructional Technology) 和出版公司 (South-Western Educational Publishing) 编写、出版，内容系统全面，深入浅出、生动活泼地展示了 21 世纪成功者必备的沟通技能，培养读者的英语听说读写综合能力。丛书各册的内容紧密衔接，但又独立成册，既可以被选做学校和培训班的教材，又可以作为个人自学的材料。

丛书面对下列读者：

• 由学校向社会转型的学生

面对五彩缤纷的大千世界，即将走出校门的学子们难免会有几分畏惧，自己怎样做才能得体，既能博得上司的信任又能获得同事的认可呢？怎样做才能既职业化，又具有自己的风格呢？诸如此类，不胜枚举。本书的编写初衷就是为了解答学生心中的困惑，帮助学生获得将来就业必备的通用职业技能，无论学生将来从事什么行业，这些技能都会为他们事业的成功提供有力的帮助。书中的生活实例，对于学生领会教材内容并应用到实际生活中去，起到了抛砖引玉的作用。

• 外企职员

本套教材由国外著名的职业培训公司编写，所以书中的理念和标准，真实地反映了西方社会对工作者的要求和期望。这些内容对于在外企闯荡者来说，很有借鉴价值，是外企职员充电的最佳资源。本套书既可单独学习，也可作为独资公司和合资公司人力资源部对员工进行系统就业培训的教材。

• 传播学专业学生

传播学在中国教育中还是个新兴学科。目前，适应社会发展需要的、内容新颖全面的传播学教材尚不多见。本丛书的引进能够为寻觅教学资源的师生带来一份惊喜，提供一些帮助，使中国的传播学教学尽快与国外的教学接轨，为学生走出国门打下良好基础。

• 已经工作的人员

俗话说，“活到老，学到老”。人的一生都处在一个不断学习，不断进步的过程中。对于 21 世纪的工作者来说，社会日新月异，新鲜事物和新情况不断出现，这些都对工作人员的知识技能提出了更高的要求，特别是沟通技能，因为人类社会全球化的趋势日益明显，没有良好的沟通技能很难适应工作需要，也很难在事业上取得长足的进展。对于已经工作的人来说，要想不断地充实和完善自己，就必须再学习，学习专业知识，同时还要学习实用的沟通技能。本丛书提供的技能培训，将帮助沟通技能欠缺者增强竞争能力，在事业上百尺竿头更进一步。

• 中高级水平的英语爱好者

本套教材内容丰富，包括 15 个品种，每个品种都配有 VCD 光盘、磁带和参考用书。通过看光盘、听磁带，学生将对课本中抽象的概念获得直观的认识，加深对教学内容的理解。本套书在讲解沟通技能的同时，还为学生提供了英语听、说、读、写综合技能的培训，使学生不但拥有系统的理论知识，更具有解决实际问题的能力。我们采用原版引进的方式，目的是力图保持教材的原汁原味，为读者提供一种真实的语言学习环境，帮助读者不出国门便能全面提高英语的综合运用能力，适应未来社会对人才的需要。

需要申明的一点是，本书的编写者是美国的公司，他们的一些想法和观点，以及所提出的用人标准是以当今的美国社会为背景的；与中国国内的某些标准和看法肯定会有差异。但随着中国加入世贸组织，越来越多的外国公司进入中国，世界各国间文化的差异和隔阂将逐步缩小，书中所介绍的沟通技能，所提倡的积极的学习态度，对广大的中国学习者也会越来越适用。

为了使这套书物美价廉，方便读者使用，我们对原版图书所配资源进行一些转换：

- 原书分学生用书和教师用书两种，教师用书中包括了学生用书的全部内容，并附有教学建议、教学材料等额外的资源。为减轻读者的经济负担，我们只选择了教师用书出版，这样读者花一份钱，就拥有了两本书的资料。

- 原书配有录像带、LD 视盘和磁盘。录像带、LD 视盘的内容是相同的。我们把录像带的内容转换到了 VCD 光盘中，因为目前多数家庭中都有 VCD 机，录像机却不是家家都有，而且录像带的价格远远高于光盘的价格。这样的转换并不影响对图书内容的使用，书中标有录像带标志的内容，读者可以在光盘中找到。

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- 如果读者需要与本书相配合的录像带（NTSC 制，内容与 VCD 光盘一样），请直接与北京万水电子信息有限公司联系（地址见封底）。

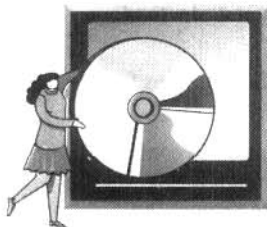
希望读者朋友们能够喜欢这套教材，衷心期待收到你们的意见和建议。

出版者

2000 年 4 月

Workplace Ethics 工作场所中的道德规范

A Video Lesson 录像课



Looking Ahead 内容展望

What This Lesson Is About

In this lesson, you will meet three people who have tough ethical decisions to make. You will also visit a company that values ethics and trains its employees in ethical decision making.

- ☑ Laws are based on what a society as a whole considers to be right and wrong. In many situations, laws can guide us in making ethical decisions. But other situations are not covered by laws, and we must make decisions based on our own personal ethical standards.
- ☑ Making ethical decisions is sometimes very difficult.
- ☑ Being able to make well-reasoned ethical decisions is extremely important for success in the workplace. Many companies now offer ethics training to their employees.



At NCR, all employees are trained in business ethics. The idea is to empower each employee to make ethical decisions without having to consult his or her manager on each issue.

Materials

This lesson uses two videodisc or videocassette segments: Chapter 10, **Introduction**, and Chapter 20, **NCR**, from Side 1 of the videodisc *Module 12: Ethics in the Workplace*.

Preview

What This Lesson Is About

This lesson introduces students to the value and complexity of making ethical decisions.

Upon completing this lesson, students will be able to

- define the term ethical decision and give an example of one.
 - explain why making ethical decisions is sometimes difficult.
 - tell why companies provide ethical training for their employees.
- Ask students to read **What This Lesson Is About**.

Key Ideas

- Discuss the terms in the **Key Ideas** section.

Key Ideas



Dow Jones Industrial Average—an index of selected industrial, transportation, and utility stocks that is used to measure the rise or fall of stock-market prices 道·琼斯工业指数

ethics—a branch of philosophy that is concerned with the intent, means, and consequences of moral behavior; rules or standards, based on personal, religious, or social values, which govern conduct and judgments of right and wrong 伦理学

law—rules of conduct, usually with specific penalties for violators, that are established by government 法律; 法规; 法令

social responsibility—a company's obligation to contribute to the community and its residents through hiring, volunteer service, charitable gifts, or efforts to protect the environment 社会责任

whistle-blowing—an employee's revealing of illegal or unethical activities by the company or by other employees 雇员揭露公司和雇主的非法或不道德的活动

Tough Choices

- Ask students to read **Tough Choices**, to ponder the salesperson's choices, and then to write a journal entry as suggested.
- Have students discuss their journal entries with the class.

Tough Choices

Bill is a salesperson at a car dealership, and it is the last day of the month. He is just one sale short of making his quota, which would qualify him for a bonus. He has just about kissed the bonus goodbye when a young woman comes into the showroom. As Bill watches her admire a sporty little two-door, he springs into action. He gives her his pitch and takes her for a test drive. Before he knows it, she's talking about financing plans. Then the woman hesitates. The price is higher than she can afford, and she wonders out loud whether she can make the payments. But she really wants the car. And Bill wants that bonus.



The young woman has found the car of her dreams, but she hesitates over the price tag. If you were the salesperson, what should you do?

What the customer doesn't know is that the manufacturer has scheduled a \$2,000 rebate on this model, effective next week. Bill saw the notice on his boss's desk, but no official word has yet gone out.

What should Bill do? Tell her what he knows and encourage her to come back next week? Encourage her to think it over and come back next week, without telling her why? Or keep quiet, put on the pressure, and make his sale?

In your journal, write what Bill should do—and why.

Be prepared to share your journal entry with the class.

Getting Started 进入正文

Doing the Right Thing

Life is full of decisions: what to wear, what to buy, what to eat, what movie to see. These—and even more serious choices, like what career to pursue—are mostly a matter of deciding what you want and, perhaps, what you can afford. There are other kinds of decisions, however, that are more complicated and involve the well-being or dignity of other people. These are the decisions about what is right and wrong, what is morally good and bad. These are called ethical decisions, and you will find them facing you frequently in your personal life and in the workplace.

Examine the following situations that call for a decision. Distinguish between those that call for ethical decisions and those that do not.

- 1** Your friend asks you to keep a secret, and you agree. Then she confides that her brother is using drugs and selling them to students at your school. Should you keep her secret—or tell?
- 2** You are a child-care worker in a day-care center. One little boy often arrives at the center with bruises on his arms and legs and, occasionally, on his face. You suspect that he is being abused, but his mother is a good friend of your boss. What should you do?
- 3** You have saved enough money for the down payment on a house, and you have found a place you want to buy. Before you sign the sales agreement, your supervisor tells you that you are in line for a promotion, but the job requires a car. Should you use the money you've saved to buy the car—or turn down the promotion so that you can buy the house?
- 4** You are working in a laboratory where a new drug is being tested on patients who have a life-threatening illness. You learn that another drug has proved effective in 50 percent

Development

Doing the Right Thing

- Ask students to read **Doing the Right Thing** and to complete the activity at the end of the section. Remind them that their task is to distinguish between situations that require an ethical decision and those that do not. They are not being asked to answer the questions posed in each situation.

Situations 3, 5, and 6 do not require ethical decisions. They are based on personal priorities and preferences, do not involve questions of what is morally right and wrong, and do not involve the well-being or dignity of other people. The other situations are ethical decisions.

of the cases; however, none of the subjects in your test will receive the drug, and they have not been told that it is available. What should you do?

- 5 A friend invites you to go to a baseball game on Friday night. It's a big game, and everybody is going, but you are short on cash, and you really don't like baseball that much. What should you do?
- 6 A big manufacturing company has opened a new plant in your community, creating hundreds of jobs that pay good wages. If you quit school now, you could probably get one of the jobs. If you stay in school until you graduate, those jobs will be filled. What should you do?
- 7 You have been asked to judge an art contest. One painting is obviously much better than the others, but you happened to overhear the artist tell his friend that someone else had painted it for him. The other judges don't know this. What should you do?

Be prepared to explain your reasons for categorizing the situations as you did.

Why Ethics?

1. **Ethical errors end careers more quickly and more definitively than any other mistake in judgment or accounting.** To err is human, perhaps, but to be caught lying, cheating, stealing, or not making good on contracts is not easily forgotten or forgiven in the business world. And for good reason: Such actions undermine the ethical foundation on which the business world thrives.
2. **Ethics provides the broader framework within which business life must be understood.** There may be a few people for whom business is all of life, for whom family and friendship are irrelevant, for whom money means only more investment potential and has nothing to do with respect or status or enjoying the good life. But most successful executives understand that business is part of life. Executives and employees do not disappear into their jobs as if into a well, only to reappear in "real life" at the end of the business day.
3. **Nothing is more dangerous to a business—or to business in general—than a tarnished public image.** A tarnished image has direct consequences, for sales, for profits, for morale, for the day-to-day running of the business. Distrust of an industry can hurt every company, and distrust of an individual company can quickly drive it to bankruptcy.

—Adapted from Robert C. Solomon, *The New World of Business: Ethics and Free Enterprise in the Global 1990s* (Lanham, Md.: Rowman & Littlefield, 1994), pp. 16–18

Making Ethical Decisions

- Ask students to read **Making Ethical Decisions** and then to respond to the questions at the end of the section.
- Have students discuss their responses with the class.

Making Ethical Decisions

Laws—rules that are made by government and carry penalties if you violate them—can help make some ethical decisions easier than others. It's against the law, for example, to steal, to attack another person, to kill, to drive too fast or while you are under the influence of alcohol or drugs. Laws require children to go to school, people with income to pay taxes, and drivers to stop at red lights.

Laws are based on a society's common ethical standards—on what the society as a whole considers right and wrong. In many situations, the law can guide us in making ethical decisions. But laws leave many choices to individuals. The law doesn't require us to help other people, to be loyal to our friends and employers, to admit to our mistakes, to make good on the promises we make (unless the promises are part of a legal contract), or to tell the truth (unless we are sworn to do so under oath). We make those choices on the basis of our own ethical standards—based on values that we have learned from our family, from our religion, or from our experience.

Making ethical decisions is more than simply respecting the rule of law; it's honoring justice and decency. Sometimes those principles are called to our attention by the voice within us—our conscience—even when the result is not to our advantage. That can be tough. If you admit that you were to blame for an error at work, you may be penalized or even fired for it. If you refuse to join in when your friends drink or use drugs, you may be excluded from the group.

The decision can be more difficult when your personal ethical standards conflict with those of your employer or when the decision requires you to choose between two important standards. For example, you may feel that being honest (an ethical standard) with a customer about a defective product violates your loyalty (another ethical standard) to your employer. What's more, if honesty with the customer results in losing your commission or your job, it may also conflict with your responsibility to support your family. So what should you do?

Throughout this module, you will learn strategies for making ethical choices and then practice them in situations where you must decide what is morally right and what is wrong. This is an important skill to develop, because companies value employees who have high ethical standards, demonstrate integrity by acting in accordance with those standards, and take responsibility for their own behavior. Besides, acting ethically builds the trust of co-workers and customers. It also increases self-respect.

Basing your responses on what you have just read, answer the following questions:

- 1** What is a law?
- 2** What are some situations in which personal ethical standards must be used to make decisions?
- 3** Give an example of a conflict between two or more ethical standards.

You may be asked to discuss your responses with the class.

"Every man takes care that his neighbor shall not cheat him. But a day comes when he begins to care that he does not cheat his neighbor. Then all goes well."

— Ralph Waldo Emerson, American essayist and lecturer

Possible responses are:

- 1. Laws are rules of conduct established by a government, usually specifying penalties for violators. They are based on a society's common ethical standards.*
- 2. Deciding whether to admit a mistake, make good on a promise, or tell the truth.*
- 3. Examples of possible ethical conflicts appear in the paragraph preceding the questions: admitting or concealing an error at work, joining in a drink with friends or abstaining, telling a customer about a defective product or keeping quiet.*

Ethics Isn't Just for Workers

- Ask students to read *Ethics Isn't Just for Workers* and then to answer the questions at the end of the section.
- Have students share their answers with the class.

"...one of the goals of life is to try and be in touch with one's most personal themes—the values, ideas, styles, colors that are the touchstones of one's own individual life, its real texture and substance."

—Gloria Vanderbilt,
American heiress and designer

Possible answers are:

1. Sources of corporate concern about ethical behavior include consumer pressures, legal threats and possible fines, and personal ethical standards of corporate officers.
2. Ways in which companies are modeling ethical standards include increasing employee benefits, stepping up charitable giving, and taking an active role in improving their local communities.
3. Many companies that emphasize ethical-standards training have improved their bottom lines.

Ethics Isn't Just for Workers

Making money has always been the primary aim of business. At the height of the industrial age—when steel mills were polluting the air and sweatshops were the norm in manufacturing—nobody talked much about ethical standards or social responsibility in corporate circles.

That attitude has changed drastically with the rise of the labor and consumer protection movements earlier in this century. Today, more than half of the largest corporations have training programs in ethics for their employees, and about one-third have set up an ethics committee. Some 200 major U.S. corporations have appointed senior managers to the position of "ethics officers," with responsibility for encouraging ethical behavior and "whistle-blowing" when the standards are violated.

At the same time, many companies are modeling ethical standards by increasing employee benefits and stepping up their charitable giving. They are also becoming more socially responsible by taking an active role in improving the communities in which they are located.

Why are they concerned about fairness and responsibility? In part because of pressure from consumer groups, who hold companies responsible for their impact on the environment and on the people who work for them—and because legal costs and fines from one employee's illegal activity can cost a company millions of dollars. In some cases, the change has occurred because top company officers have brought strong religious convictions and high ethical values with them into the executive suite.

The results have been healthy—both for employee morale and for the company's bottom line. At companies such as Web Industries (which hires ex-convicts), Starbucks Coffee (where even part-time workers get full medical benefits), and Finast Grocery Stores (which has opened 11 supermarkets in inner-city neighborhoods), profits rose along with employee and customer satisfaction. Indeed, the stock of a list of companies that operate in accordance with high ethical standards has increased in value at nearly twice the rate of Dow Jones Industrials as a whole. In short, corporations that put people first found that profits followed.

Answer the following questions, based on your reading:

- 1 Why are large corporations becoming more concerned about ethical behavior?
- 2 In what ways are companies modeling ethical standards?
- 3 How has emphasis on ethical standards affected corporate profits?

You may be asked to share your answers with the class.

Starbucks Coffee Company

The Starbucks Coffee Company is North America's leading roaster, retailer, and brand of specialty coffees in North America. Headquartered in Seattle, Washington, Starbucks has more than 1,000 retail stores and more than 65 licensed airport locations. They operate a national direct mail business and serve fine restaurants, Nordstrom, Barnes & Noble bookstores, ITT Sheraton Hotels, Delta Shuttle (East Coast), and Horizon Airlines.



Currently, Starbucks offers customers 50 varieties of the world's finest arabica coffee beans. Approximately three million people a week buy their coffee at Starbucks, helping sales for fiscal 1995 total \$465 million. Starbucks Coffee stock is publicly traded on the NASDAQ (symbol: SBUX). In 1994, the stock price rose 24 percent.

The Mission Statement

"Establish Starbucks as the premier purveyor of the finest coffee in the world while maintaining our uncompromising principles as we grow. The following five guiding principles will help us measure the appropriateness of our decisions:

1. Provide a great work environment and treat each other with respect and dignity.
2. Embrace diversity as an essential component in the way we do business.
3. Apply the highest standards of excellence to the purchasing, roasting and fresh delivery of our coffee.
4. Develop enthusiastically satisfied customers all of the time.
5. Contribute positively to our communities and our environment.
6. Recognize that profitability is essential to our future success."

— Adapted from the *Green Money Journal* (Spring–Summer 1995)

Trying It Out 实践演练

Viewing the Videodisc—Introduction

You are about to watch the first segment of a videodisc or videocassette about ethics in the workplace. This segment is about three situations in the workplace that require ethical decision making. As you view the segment, ask yourself,

"What do I think I would do under these circumstances?"

"We must never delude ourselves into thinking that physical power is a substitute for moral power, which is the true sign of national greatness."

—Adlai Stevenson, American statesman

Application

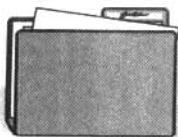
Viewing the Videodisc—Introduction

- Tell students that they are about to see the introductory videodisc or videocassette segment for this module. The segment introduces three workplace situations that require employees to make ethical decisions.
- Ask students to read **Viewing the Videodisc—Introduction** and to think about the question raised here as they watch the segment.
- Show the **Introduction** segment (Chapter 19) of the videodisc. (3:03)

Introduction



Search 319, Play To 5797



Company Profile

Company Name: NCR Corporation

Location: With headquarters in Dayton, Ohio, NCR has 1,100 offices and 31 development and manufacturing locations in more than 130 countries.

Company Overview: NCR designs, develops, markets, and services information technology products, services, systems, and solutions throughout the world.

Company Products and/or Services: NCR's offerings cover a broad range of products and services that include point-of-sale workstations, barcode scanning equipment, and self-service devices such as ATMs. NCR's computing platforms include parallel processing computer systems, computer network servers, and imaging and payment systems. NCR also provides worldwide customer support and professional services, such as hardware maintenance, software implementation, and integration of complex computer solutions.

Clients and Customers: Chase Manhattan Bank, Wal-Mart, Southland Corporation (7-11 Stores), Delta Airlines, and others.

Number of Employees: 38,900 worldwide, with approximately 19,000 employees in the U.S.

Unique Features: NCR is the world market share leader in ATMs and retail point-of-sale workstations, having the largest installed base of such systems. *InformationWeek* has ranked NCR in the top tier of worldwide consulting companies. According to International Data Corporation, NCR services and supports more retail and financial transaction-based systems than any other company in the world.

Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then have students work as a class to answer the **Post-Viewing Questions**. Some of these questions appear as still frames at the end of **Introduction** on the videodisc.

Introduction: Discussion Question 1



Search Frame 5798

Introduction: Discussion Question 2



Search Frame 5799

Introduction: Discussion Question 3



Search Frame 5800

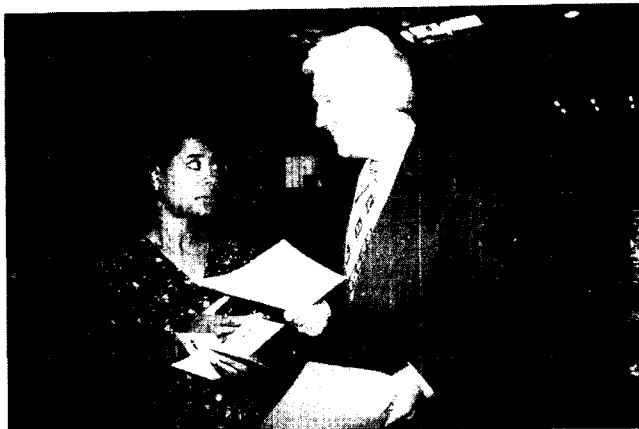
- Possible answers appear on the next page.

Post-Viewing Questions

After you have watched the video, answer the following questions:

- 1 Why does Carmela think it's right to take the money? Why does Lee object?
- 2 Why did the customer give the Indy 500 tickets to Patricia? If you were Patricia, do you think you would accept the tickets? Who would be affected if she made his new order a "rush job"?
- 3 Who will be affected if the production line is shut down? Who will be affected if production continues without correcting the problem? What do you think you would do if you were Miguel?

Be prepared to share your answers with the class.



"You are the shipping manager, Patricia, and I thought maybe you could put a little rush on my new order."

Viewing the Videodisc—NCR

You are about to watch the second segment of a videodisc or videocassette about ethics in the workplace. This segment is about NCR—a large international company in Dayton, Ohio—where training in ethical decision making is offered to all students. As you view the segment, ask yourself:

"Why would a business, like NCR, be concerned about ethics?"



NCR's ethics manager, Lola Signom, stresses the importance of ethics in building a reputation: "The behaviors that you exhibit create your reputation. Are you a team player? Do you meet your commitments? Do you respect people? How did you get the result that you got? Word will get around about your reputation. So values become not soft, but hard, because they become the way you will achieve."

Possible answers are:

1. Carmela thinks it's right to take the money because they're not making much money. Lee objects because he thinks it's stealing.
2. The customer gave Patricia the Indy 500 tickets to encourage her to put a rush on his order. Student responses will vary about accepting the tickets. Rushing the customer's order could affect other customers who had submitted orders first. It might also affect the company's customer relations as customers realize that they were not being treated equitably.
3. Shutting down the production line will affect employees who won't get their bonuses. Not correcting the problem will affect customers who get defective products. Student responses about what to do will vary.

Viewing the Videodisc—NCR

- Tell students that they are about to see the second of the videodisc or videocassette segments for this module. The segment presents a case study of NCR, a data management company in Dayton, that is very much concerned with the ethics of its employees.
- Ask students to read **Viewing the Videodisc—NCR** and to think about the question raised here as they watch the video segment.
- Show the NCR segment (Chapter 20) of the videodisc. (8:32)

NCR



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Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then have students work as a class to answer the **Post-Viewing Questions**. These questions appear as still frames at the end of the **NCR** segment on the videodisc.

NCR: Discussion Question 1



Search Frame 21170

NCR: Discussion Question 2



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Possible answers are:

1. Because employees at all levels are being called upon to make decisions that affect the company.
2. Because the ethical decisions that employees make affect relationships among employees as well as relationships with customers and suppliers.

Conclusion

If the Shoe Fits

- Ask students to read **If the Shoe Fits** and then to review the journal entry they made at the beginning of this lesson. Then have them answer the appropriate question, as suggested.
- Ask students to share their answers with the class and, if necessary, to discuss and explain the answers.

Post-Viewing Questions

After you have watched the video, answer the following questions:

- 1 Why do companies like NCR offer training in ethical decision making to their employees?
- 2 Why does NCR consider ethical behavior to be "good business"?

"Sometimes it's quicker and easier to ignore ethics when we make decisions. But unethical acts, even small ones, eventually hurt everyone: your company, your co-workers, your customers, your reputation, and your peace of mind."

Summing Up 总结归纳

If the Shoe Fits

Review what you wrote in your journal at the beginning of this lesson. Then consider the following possibilities, and write in your journal the answer to the question that applies to you.

If you said that you should not reveal what you know about the forthcoming rebate and press the customer to buy the car so that you can qualify for a bonus:

- What should you have done if the customer had been a friend of yours? Why?

If you said that you should alert the customer to the rebate, even if it meant that you would not get your bonus:

- What should you have done if the manager had specifically told you not to mention the rebate and to sell as many cars as possible for the full price? Why?

Be prepared to discuss and explain your answers with the class.

"Ethics is the struggle to judge what is right and what is wrong and then to do what we think is best."

Keeping Track 教学评估

On a separate sheet of paper, answer the following questions. Use what you have learned in this lesson to help you.

- 1 What is an ethical decision?
- 2 Why is making ethical decisions sometimes difficult?
- 3 Why do companies provide ethics training for their employees?

Making Tough Decisions with Values

With offices in 120 countries, NCR's employees face tough decisions on the job. Different cultures, different lifestyles, and different standards can blur the line between what's appropriate and what isn't. So NCR promotes five values to help guide their employees' behavior and decision making:

1. Respect for individuals
2. Dedication to helping customers
3. Highest standards of integrity
4. Innovation
5. Teamwork

Assessment/Reteaching

- Have students work individually to answer the questions in **Keeping Track**.
- Review student work for basic understanding of lesson ideas.

Possible answers are:

1. A decision based on what is right and what is wrong.
2. Because sometimes doing the right thing means losing a short-term advantage or being penalized. Also, you may find yourself in a conflict between two standards or in conflict with someone else's standards.
3. "Because of pressure from consumer groups, who hold companies responsible for their impact on the environment and on the people who work for them—and because legal costs and fines from one employee's illegal activity can cost a company millions of dollars."

- Any student who requires additional instruction should be asked to examine situations 6 and 7 in **Doing the Right Thing**. They should then answer the questions posed at the end of the cases and explain their answers.
- Encourage students to keep their answers to the **Keeping Track** questions in their portfolios.

Going Further 深入学习

- Find out how the major companies and institutions (hospitals, colleges, and social service agencies) in your community are dealing with ethics in the workplace. Develop a simple survey (no more than six to eight questions). After your teacher reviews it, send it, with a brief cover letter explaining why you are conducting the survey, to the human resources director of each company or institution. (Call each to get the name and title of the appropriate person so that you can personalize the letter.) Follow up with any who report that they offer ethics training, to find out more about the program—the topics it covers and the employees who participate. Ask to see a copy of the course outline and the organization's code of ethics. With your teacher's permission, invite the person to visit the class and discuss the company's approach to ethics training. Summarize the findings of your survey in a one- or two-page paper to share with your teacher and the class. Keep a copy of your report and any materials you collect in your portfolio to use later in this module.

Extension

- Ask students to complete, as a homework or out-of-class assignment, one of the activities outlined in **Going Further**.
- Have students share their results with the class. Encourage them to keep copies of their work in their portfolios.

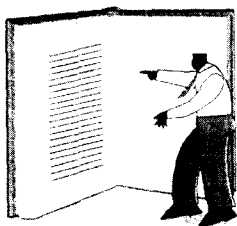
- Browse through the periodicals—particularly magazines—in your library or pay particular attention to radio and TV commercials to find advertisements that are designed to promote the image of a company or an institution as an ethical organization. Look for words that suggest caring and compassion, fairness, honesty, and dependability. Look both for slogans like “You’re in good hands with...” or “Solid as the Rock of Gibraltar” and for the illustrations and content of the ads. Make copies of the print ads and take notes on the radio and TV commercials. For each, explain in a few words what image the company wants to project and whether you think it has been successful in doing so. Be prepared to share what you found with the class.
- What might happen when a person’s ethical standards conflict with the law? For example, conscientious objectors are opposed to all war and refuse to take part in any armed conflict. Yet the federal government has the legal right to draft young, able-bodied men in time of war. Many people, both African-American and white, were morally opposed to the pre-Civil War laws that permitted slavery and, subsequently, those that condoned racial discrimination. Choose one of these examples or another that interests you and research it in the library. Find out what happened to people who followed their own moral convictions and what methods they used to protest the law. Summarize your findings in a one- or two-page paper. Be prepared to share it with the class.

“The difference between a moral man and a man of honor is that the latter regrets a discreditable act, even when it has worked and he has not been caught.”

—H. L. Mencken, American newspaperman, editor, and writer

Getting Involved 卷入其中

A Literature Lesson 文学课

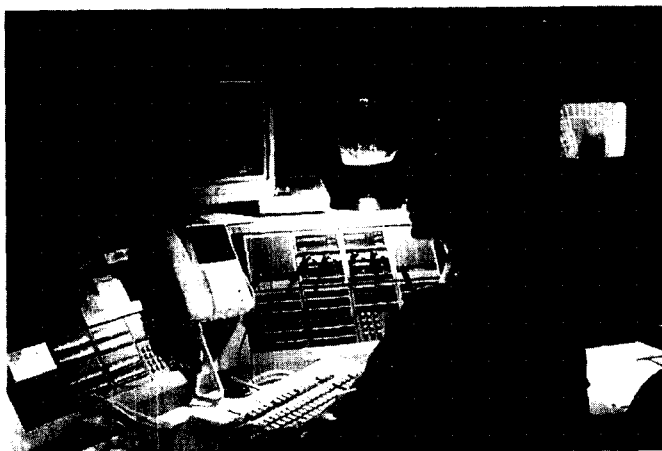


Looking Ahead 内容展望

What This Lesson Is About

In this lesson, you will read a newspaper account of how people reacted—or, rather, failed to react—when they witnessed a murder in their middle-class New York neighborhood.

- ✓ Usually, the law does not require you to help other people who are in trouble.
- ✓ In the story in this lesson, most people chose not to step forward even though a young woman's life was at stake. Some could not say why they did nothing.
- ✓ Whether you do nothing or step in to stop a crime is an ethical decision for you to make. If you find yourself in such a situation, your own ethical standards will guide you in deciding what to do.



National Emergency Number Association

Before 9-1-1 became the national emergency number in the U.S. in 1968, people had to call their local police or fire departments or dial "0" for an operator. After states began providing 9-1-1 service, people could dial the simple number in an emergency and reach a dispatcher, such as the one above, capable of making split-second decisions and quickly sending help.



Materials

In this lesson you will use the audiocassette as an auditory selection to supplement the reading.

Preview

What This Lesson Is About

This lesson uses a newspaper article to help students understand the possible consequences of acting ethically or failing to act.

Upon completing this lesson, students will be able to

- explain why, in ethical terms, it is sometimes not enough simply to obey the law.
- describe how people in the article responded to the crime they witnessed and tell why they responded as they did.
- assess the ethical decisions made by people in the article.

- Ask students to read **What This Lesson Is About**.

Special Needs: Limited English Proficiency

LEP students may read slowly in their second language and have to look up words in the dictionary. Consider arranging for them to listen to the audiocassette versions of the readings for the literature lessons in this module, before you introduce the selections in class. Students could follow along in their guides as they listen, replaying sections as necessary. This will help improve reading ability and comprehension.

