This Instructors Guide is designed to guide instructors through the steps of evaluating, adopting and using any Ethics-LX simulation. In addition, each simulation has a Teaching Note (provided after instructors login) to prepare instructors for the unique features of each discipline specific simulation.

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Comments from Students

I found that a lot of thought has to be put into your decisions, because they can turn around on you and hurt you and others later.

The simulation made me re-evaluate why I made decisions and what guides my thought processes when making those decisions.

I had to evaluate what is important from a business standpoint and from a personal standpoint when faced with major decisions.

Ultimately I learned to think about all aspects that will go into a decision and how those consequences will affect the company.

I was impressed with Ethics-LX because of the strong support system.

93% of students who use our product believe ethics is a critical piece of their education

86% of students who use our product believe their school has effectively incorporated ethics into their curriculum

80% of students who have used our product believe their education has changed the way they think about business and ethics

Students who have used our product on average rate it higher for learning and retention than reading

2 out of 3 of students who have used our product believe an effective ethics curriculum must contain a simulation

Testimonials from Instructors

Students really grasp how difficult decisions can be in reality and how one decision can result in a "ripple effect" for the company. The class discussion is fascinating, as the students discuss their decisions and strategies. They truly see how ethics is strategic to a company’s overall mission and profitability.

My students love how real and compelling the simulation cases are – they bring ethics to life.

With Ethics-LX students “feel” intellectual and emotional aspects of ethical decisions and make choices that include more than just economic factors.

Ethics-LX products allow students to reflect in more concrete way and confront results.

Ethics-LX shows that doing is more fun than passive learning.

Ethics-LX provides students with an opportunity to test their process over and over again, and compare results to the judgment of other students.

Ethics-LX is the closest you can come to real stakes, by forcing students to make many real judgments, they see the value of their framework.
Developing Great Leaders through Experiential Learning

“For the things we have to learn before we can do them, we learn by doing them.” - Aristotle

Simulations give current and future leaders an opportunity to experience decision making in a virtual environment, where you can learn and develop confidence without damaging consequences.

Simulations were first developed for business in the 1950’s, however, it wasn’t until the Internet became widespread and simulations became web based in the late 1990’s that business simulations really flourished.

Attend any academic conference around the world and there will be numerous presentations in support of the idea that people learn best by doing. The leading accreditation body for business schools, the Association to Advance Collegiate Schools of Business (AACSB), states that “passive learning is ineffective” and advises faculty to “adopt active learning methodologies.”

Executive education and corporate training events typically involve some form of experiential activity to keep participants engaged. Busy executives have little time to waste on non-effective learning techniques. Through simulations they have an opportunity to face real life situations, sink their teeth into the analysis, and then see the results of their decisions.

Leaders develop through experience. Just having an “ethics lecture” doesn’t give leaders the insight they need to have when they are faced with uncertainty. Facing simulated situations where there is no obvious “right” answer - where there are consequences of their decisions - both in economic terms and from stakeholders, gives leaders an opportunity reflect on the experience. Through this process of experience and reflection, comes real learning.

Simulations can’t replicate every situation; however, they do offer the ability to develop the leadership toolkit required for facing real life uncertainty.
Ethics-LX Instructors Guide

Introduction

In today’s fast-paced and results-driven business environment, successful managers are faced with making decisions that are ethically defensible and often based on incomplete information and considerable time pressures. Ethics-LX simulations offer interactive exercises that focus on core business functions integrated meaningfully with ethics. Simulation players take on various leadership roles and make a series of decisions which are based on real business scenarios.

Each simulation complements traditional pedagogy by offering simulation participants an opportunity to make decisions as well as engage in critical analysis. At the end of each simulation exercise, simulation participants can compare their performance with those of their peers and analyze and discuss differences in guiding frameworks.

Ethics-LX simulations expose simulation players to a variety of business ethics topics within each functional discipline. The online debrief and follow-up classroom discussion can accommodate a wide range of conversations, including:

- How to integrate ethics into business decision-making
- The value of decision-making frameworks such as stakeholder theory and shareholder maximization
- How to make ethically defensible decisions with incomplete information and time pressure
- The benefits and “costs” of being ethical
- The difference between “Right vs. Wrong” cases and “Right vs. Right” cases

The Ethics-LX simulation experience has been designed to offer realistic business experiences that go beyond assumptions of value neutrality or inherent corruption. It also aims to offer a complex view of ethics that goes beyond naïve idealism or basic legal compliance and shows how ethics and value judgments function at the very core of business.

There is no magic bullet that will enable managers to improve the quality of their business decisions. Rather, managers must engage in critical reflection and practice ethical decision-making. Ethics-LX simulations create an environment in which to begin this important inquiry.
The Ethics-LX simulation student experience is designed to be completed in three stages (Figure 1). First, go through the free online demo, which is available from the home page of www.ethics-lx.com before you login. This allows the simulation player to become familiar with the Ethics-LX simulation user interface. This also is a good opportunity to ensure that there are no technical issues with connecting and playing the simulation that is assigned. Next, simulation players should start the simulation they have been assigned, beginning with the assignment briefing which outlines background information on the company and their role. Then simulation players engage in making a series of decisions through multiple scenarios designed to show the depth and breadth of ethical business decision-making. Upon completion of the simulation experience, simulation players then can complete the online multi-layered debrief (if selected by instructor) and, after the whole group has completed the exercise, discuss and debrief with their instructor(s), who may choose from a wide variety of topics and customize classroom discussions based on performance data.

Individual Simulation Player Experience

Ethics-LX simulations are designed to be used by individual simulation players. The reason for this is to allow simulation players to explore their own reactions to the situations they face in the simulations. Simulation Players without being able to see the decisions others make have to think deeply and personally about the situations and the consequences.

After they have completed the simulation and debrief individually, it is the perfect time to have a group discussion where these individual decisions get explored and simulation players get to defend their own actions and see the decisions made by others. Without the individual component first, it would be easy for more dominant personalities in a team to direct the course of the simulation experience and could result in less exploration of differing views.
Ethics-LX Instructors Guide

Tips for Faculty Evaluating Ethics-LX Simulations

1. Start by going through this Instructors Guide.
2. Next review the available resources including the individual simulation Teaching Notes.
3. Play one or more of the simulations as a student.
4. We would be happy to talk to you to answer any questions you have and get your feedback.

Ethics-LX Home Page

The Ethics-LX home page, www.ethics-lx.com, is where the simulation experience starts for both Instructors and Simulation Players.

Our Home page has multiple tabs with information for different groups. The “Simulations” tab has general information about all of our simulations, including pricing. The “Academic” tab has information designed to help those interested in academic use of our simulations. The “Corporate” tab has information designed to help those interested in corporate use of our simulation. The “Help & Support” tab is designed to help the first time user, either student or instructor, navigate our site and get the information they need.

At the bottom of the page you can find quick links to several useful parts of our website.

Navigating your Home Page

Most of the tabs on the left side of the screen are for when you have a class using an Ethics-LX simulation. This is where you can see information on your class, and this is where you would run reports to see results from your group. Additional resources will be available under the “Resources” tab.
Ethics-LX Instructors Guide

Your home page shows all the simulations you have access to. You simply launch any simulation you would like to play from this page.

Online Simulation Debrief (Instructor Option – Default On)

We recommend that you use the online debrief regardless of if you are having a group discussion with simulation players or not.

Each debrief asks a series of questions which require short answers. After you have submitted your answer you will be taken to a screen which has a video segment with further thinking on the question that you just answered.
Ethics-LX Instructors Guide

In some instances this online debrief can replace an instructor lead debrief session. Alternatively, it can enhance an instructor debrief session by ensuring simulation players have individually reflected on their experience, and have submitted answers that the instructor has full access to prior to a debrief session. Having the answers for all simulation players in advance of a discussion allows the instructor to know how to shape the discussion. There is high value in having an in person group discussion where opposing views get shared and each simulation player gets to hear how others may view the same situation differently than they did.

Reporting

To run reports, select the “Reports” tab. Then select the “Group” and the “Simulation” you wish to run the report for. You can “Generate” reports in Excel which have all the data from your group’s simulation use. You can also “Generate” reports as PDF’s which have selected graphs built from the data in the Excel report.
Sample Reports

Sample Excel Debrief Report

Sample Excel Comfort Report

Sample PDF Comfort Level Graph
Ethics-LX Instructors Guide

Ethics-LX Support

The Ethics-LX experience is designed to be easy to use from a technology perspective. We have “Support” buttons on all pages on our site so that you and your students can access our support when you need it. We answer all instructor and simulation player support requests within 12 hours (most questions are answered within a few hours) 7 days a week.

Our Knowledge Base provides solutions and other helpful tips for students and instructors.

We are here to help you through the evaluation process, and when you are using an Ethics-LX simulation in class. If you have any questions about anything about our simulations, just ask us. Our team has many years of experience helping faculty integrate simulations effectively and easily into their courses. Never hesitate to send us an email or give us a call with a question, comment, or suggestion.

Adopting Ethics-LX Simulations

Let us know which simulation or simulations you would like to use, including:

- Course name
- Approximate number of students
- Start and end dates you want simulation access to be available for students
- Whether the organization or students are paying

You will then get a single group code to provide to your students for them to self-register online.
Ethics-LX Instructors Guide

Introducing Ethics-LX to Students

1. Set up the simulation by giving information to students about the simulation, including how they will register, the price, start and end dates of simulation, if you want them to complete the online debrief or not, and that Ethics-LX technical support is available to them.
   - This can be done in class using the PowerPoint we provided or by posting to your syllabus in your course management system.

2. Encourage students to go through the free online demo first.
   - This gives an opportunity to get familiar with the simulation interface before using the simulation you have assigned to them.

3. Require students to complete the simulation you have adopted.
   - Typically this as a homework exercise. The online debrief gives students a chance to reflect on the decisions they made, and you get full access to see all your students’ answers. This can take the place of class discussion if you are pressed for class time.

Decisions In or Out of Class?

We recommend having students complete any of our simulations outside of class as a homework exercise. Typically, instructors allow between one week to one month to complete the simulation prior to either a class discussion or the due date of an assignment. In class time can then be spent on discussing the simulation and sharing insights.

If you are using the simulation in class, ensure students register and go through the free online demo prior to coming to class. This ensures they can maximize the time they have in class to go through the assigned simulation. It is important to note that all Ethics-LX simulations have significant video portions and if you are in a class setting you should ensure students have headphones.

Distribution of Results

Sharing reports with students during class is a strong motivator for attendance. You could alternatively email or post to your course management system reports for students to view themselves.

Comprehensive Teaching Notes for Each Simulation

We have put together detailed teaching notes for each of our simulations to help you be successful teaching with Ethics-LX simulations. Please refer to the teaching note for the simulation you are interested in using for more detailed information, including our suggestions for integrating into existing syllabi and grading.
Ethics-LX Instructors Guide

Payment Policy

Academic Institution Discounted Pricing is only available for academic, degree granting-programs, where a Professor signs up his or her entire class to use at least one module. This heavily discounted offer is part of our commitment to further business ethics education.

All prices listed in USD, per simulation player, and are subject to change without notice. All prices are paid directly to Biz-LX.

Individual License Fee

Biz-LX charges an individual license fee for each simulation player who uses an Ethics-LX module. The license is payment for the experience, not for something the participant can take away and resell. Biz-LX accepts university, organization, or individual simulation player payments.

University or Organization Pays for Simulation players

When possible, the easiest approach is to have the university or organization pay on behalf of the simulation players. Biz-LX will invoice the university or organization based on the number of simulation players you have using the simulation (i.e. the invoice will be the price multiplied by the number of simulation players).

Simulation Players Register and Pay Individually Online

Alternatively, individual simulation players may register and pay Biz-LX directly using a credit card. We ask that the instructors who choose this option ask all simulation players to register and pay their individual license when the course begins.

Refund Policy

Biz-LX will refund the price of the individual license fee for any simulation player who has not completed the module paid for and who ceases taking the course and is given a complete refund on course fees from the university or organization (i.e. if the simulation player hasn't logged into and used the module and the university or organization gives a refund for the course, Biz-LX will give a refund for that module). Simulation players must request a refund within 30 days of purchase.
Minimum System Requirements

The online system check will test your system each time you launch a simulation.

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<thead>
<tr>
<th>Operating Systems</th>
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<tbody>
<tr>
<td>Windows 7, Vista, XP (Microsoft)</td>
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<tr>
<td>Mac OS X (Apple)</td>
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<tr>
<td>Linux</td>
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<table>
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<tr>
<th>Browsers</th>
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<tr>
<td>Internet Explorer 7 and higher (Microsoft)</td>
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<tr>
<td>Safari 3 and higher (Apple)</td>
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<tr>
<td>Firefox 3 and higher</td>
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<tr>
<td>Chrome (Google)</td>
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</table>

**Adobe Flash Player.** Version 10 and higher

**Cookies.** If your browser has cookies turned off you will need to enable them

**Internet Connection Speed.** At least 254 kbps (recommended) stable connection

References


Wicks, Andrew C. “A Note on Ethical Decision-Making,” UVA-E-0242.

Ethics-LX Instructors Guide

http://en.wikipedia.org/wiki/Web-based_simulation

AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation Adopted: April 25, 2003

Student Involvement
The most effective learning takes place when students are involved in their educational experiences. Passive learning is ineffective and of short duration. Faculty members should develop techniques and styles that engage students and make students responsible for meeting learning goals. Many pedagogical approaches are suitable for challenging students in this way – problem-based learning, projects, simulations, etc. Faculty members should find such approaches that are suited to their subject matter, and should adopt active learning methodologies.