

2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



Business Ethics provides members with the opportunity to demonstrate knowledge around competencies in business ethics. This competitive event consists of an individual objective test and presentation. It aims to inspire members to learn about the standards for morally right and wrong conduct in business.

Event Overview

Division: Middle School

Event Type: Team of 1, 2, or 3 members

Event Category: Presentation

Event Elements: Objective Test (35-multiple choice questions) and a Presentation (with a Topic)

Objective Test Time: 30 minutes

Presentation Time: 3-minute set-up, 7-minute presentation, 3-minute Question & Answer

NACE Connections: Career & Self-Development, Communication, Critical Thinking, Equity & Inclusion, Leadership, Professionalism, Teamwork, Technology

Equipment Provided by Competitors: Pencil (Objective Test), Technology and presentation items (Presentation)

Equipment Provided by FBLA: One piece of scratch paper (Objective Test), Table (Presentation)

The Daniels Fund, in conjunction with a grant provided to MBA Research, is the sponsor of this event. The Daniels Fund Ethics Initiative provides principles-based ethics education to students and focuses on practical, real-world application of ethical principles as a basis for decision-making. Click [HERE](#) to learn about the Daniels Fund ethical principles.

Objective Test Competencies

- Business Law
- Communication Skills
- Emotional Intelligence
- Professional Development

Note: There is no test composition available for this event.

State

Testing will happen prior to the state conference. Check the Call to Conference for any other specific competitive events information and deadlines.

National

Policy and Procedures Manual

Competitors should be familiar with the Competitive Events Policy & Procedures Manual, found on the Competitive Events page on www.fbla.org.

Eligibility

2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



- FBLA membership dues are paid by 11:59 pm Eastern Time on March 1 of the current school year.
- Members may compete in an event at NLC more than once if they have not previously placed in the top ten of that event at NLC. If a member places in the top ten of an event at NLC, they are no longer eligible to compete in that event.
- Members must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.
- Members must stay in an official FBLA hotel in order to compete.
- Each state may submit four entries.
- Each competitor can only compete in one individual/team event and one chapter event (Annual Chapter Activities Presentation, Community Service Presentation).
- Only competitors are allowed to plan, research, prepare, and set up their presentations.
- Each competitor must compete in all parts of an event for award eligibility.
- All members of a team must consist of individuals from the same chapter.
- If competitors are late for an objective test or presentation time, they will be allowed to compete until such time that results are finalized, or the accommodation would impact the fairness and integrity of the event. Competitive events start in the morning before the Opening Session of NLC.

Recognition

- The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10.

Event Administration

- This event has three parts: Objective Test, Preliminary Presentation and Final Presentation based on a topic
- Objective Test
 - The objective test is administered online at the NLC.
 - No reference or study materials may be brought to the testing site.
 - No calculators may be brought into the testing site; online calculators will be provided.
 - All electronic devices such as cell phones and smart watches must be turned off before competition begins.
 - Competitors on a team must test individually, starting within minutes of each other. Individual test scores will be averaged for a team score.
- Preliminary Presentation Information
 - **Equipment Set-up Time:** 3 minutes
 - **Presentation Time:** 7 minutes (one-minute warning)
 - **Question & Answer Time:** 3 minutes
 - **Internet Access:** Not provided
 - Competitors must research the topic and be prepared to present their findings and solutions. The presentation must address why the ethical issues happened, how it should be resolved, and what could have prevented it.

2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



- All competitors will present during the preliminary round. The presentation is judged at the NLC. Preliminary presentations are not open to conference attendees. The presentation will take place in a large, open area, with a booth size of approximately 12' x 12'.
- Competitors/teams are randomly assigned to sections.
- Competitors present directly from a laptop/device. Screens and projectors are not allowed for use, and competitors are not allowed to bring their own. Power will not be available.
- Competitors can present with and bring any of the following technology into the presentation as long as it fits on a small table or is held by the competitors:
 - Laptop
 - Tablet
 - Mobile phone
 - External monitor that is approximately the size of a laptop monitor
- Materials, visual aids, and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- When the equipment set-up time has elapsed, the timer will automatically start the presentation time.
- If performing as a team, all team members are expected to actively participate in the presentation.
- Facts and data must be cited and secured from quality sources.
- No animals (except authorized service animals) will be allowed for use in any competitive event.
- Preparation for and presentation of the entry must be conducted by chapter members.
- Final Presentation
 - The above presentation guidelines will be in effect for the final presentation.
 - An equal number of competitors/teams from each section in the preliminary round will advance to the final round. When there are more than five sections of preliminary presentations for an event, two competitors/teams from each section will advance to the final round.

Scoring

- Team members will test individually, and team scores will be averaged.
- The objective test score will be added to the preliminary presentation score to determine the finalists.
- Winners will be determined by adding the final presentation score to the objective test score.
- Ties are broken by the objective test score.

Americans with Disabilities Act (ADA)

- FBLA meets the criteria specified in the Americans with Disabilities Act for all competitors with accommodations submitted through the conference registration system by the registration deadline.

2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



Recording of Presentations

- No unauthorized audio or video recording devices will be allowed in any competitive event.
- Competitors in the events should be aware FBLA reserves the right to record any presentation for use in study or training materials.

Penalty Points

- Competitors may be disqualified if they violate the Competitive Event Guidelines or the Honor Code.
- Five points are deducted if competitors do not follow the Dress Code or are late to arrive for their presentation time.

2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



Objective Test Study Guide: Competencies and Tasks

Sample test questions are provided in the yearlong Ethical Leadership course guide from MBA Research's online store at www.mbaresearch.org.

- A. Business Law
 - 1. Comply with the spirit and intent of laws and regulations.
- B. Communication Skills
 - 1. Demonstrate active listening skills.
- C. Emotional Intelligence
 - 1. Describe the nature of emotional intelligence.
 - 2. Recognize and overcome personal biases and stereotypes.
 - 3. Assess personal strengths and weaknesses.
 - 4. Assess personal behavior and values.
 - 5. Demonstrate honesty and integrity.
 - 6. Demonstrate responsible behavior.
 - 7. Demonstrate fairness.
 - 8. Assess risks of personal decisions.
 - 9. Take responsibility for decisions and actions.
 - 10. Build trust in relationships.
 - 11. Describe the nature of ethics.
 - 12. Explain reasons for ethical dilemmas.
 - 13. Recognize and respond to ethical dilemmas.
 - 14. Explain the use of feedback for personal growth.
 - 15. Show empathy for others.
 - 16. Exhibit cultural sensitivity.
 - 17. Explain the nature of effective communications.
 - 18. Foster open, honest communication.
 - 19. Participate as a team member.
 - 20. Explain the concept of leadership.
 - 21. Explain the nature of ethical leadership.
 - 22. Model ethical behavior.
 - 23. Determine personal vision.
 - 24. Inspire others.
 - 25. Develop an achievement orientation.
 - 26. Enlist others in working toward a shared vision.
 - 27. Treat others with dignity and respect.
 - 28. Foster positive working relationships.
 - 29. Assess long-term value and impact of actions on others.
- D. Professional Development
 - 1. Follow rules of conduct.
 - 2. Make decisions.
 - 3. Demonstrate problem-solving skills.

2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



2024 Topic: Ethical Implications of Chatbots in the Business World

Background Information

Artificial intelligence (AI) is seen by many as the next technological advancement meant to revolutionize society, in the same vein as the printing press, the internal combustion engine, or the internet.

While some limited AI tools have been in use for years (e.g., search engines, manufacturing robots, voice recognition software), a far more complex AI technology has recently made enormous strides: deep learning generative AI. These widely available programs most commonly take the form of chatbots, such as ChatGPT, Google Bard, and Bing Chat, or content generators like DALL-E and Midjourney.

Using natural language processing (NLP), chatbots are now capable of understanding complicated requests and responding in an equally sophisticated manner. These systems are simply language models, meaning they are limited to generating text or images in response to user queries and are not capable of independent actions or thoughts. However, even a brief exploration of ChatGPT or DALL-E's capabilities will reveal just how complex and adaptive these systems truly are.

Generative AI is already being leveraged by businesses and organizations to automate tasks, collect information, and improve the customer experience. Chatbots can provide customer support, conduct market research, and even offer real-time translation services. They can also be used to generate more creative content for marketing and product development purposes, such as social media posts, original images and videos, and technical documentation.

However, the increased capabilities of generative AI pose various ethical dilemmas for the organizations who choose to employ them.

For example, chatbots can be used to generate misinformation on an unprecedented scale. They can unintentionally "hallucinate," or provide nonsensical or incorrect information to their users. Language models can also display certain biases based on their collected knowledge, which can inadvertently marginalize certain groups and suppress certain ideas or beliefs. These risks have increased the need for responsible governance of AI-generated content on the part of businesses.

The increased prevalence of AI systems also poses long-term consequences regarding employment and human redundancy. As generative AI becomes more adept at positions traditionally held by humans, businesses must balance the needs of their human workforce with the potential efficiency of AI-driven labor.

Another issue is that as chatbots assume more complex responsibilities within organizations, businesses must also consider the ethical risks associated with AI systems' interactions with users or customers. Should a chatbot clearly communicate that it is not a human? Should a chatbot behave in a more transactional, mechanical fashion, or can it be programmed to present itself more humanlike? What are the possible ramifications of an AI that is instructed to form an emotional connection with its users?

These are pressing questions that those using AI in the business world must consider.

2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



Middle School Scenario

Jace's company has begun using a chatbot called ANNETTE to act as a customer service representative. ANNETTE is highly advanced and is capable of having complex conversations with customers about virtually any topic. Jace is responsible for overseeing ANNETTE's interactions with customers.

As ANNETTE begins its role in customer service, things appear to be going well. ANNETTE is programmed to make casual conversation and even display emotions, so customers are quickly forming personal connections with the chatbot. However, Jace is worried about ANNETTE's human-like personality. He is concerned that customers will form too close of a relationship with the chatbot. This could lead to customers revealing private information or being emotionally manipulated for the company's gain. Because of this, Jace is considering adjusting ANNETTE's behavior to be more formal and professional, rather than friendly and emotional.

When Jace tells his manager about his concerns, his manager reminds him that ANNETTE's likable personality is what makes it so valuable to the company. After all, customer service employees—whether human or chatbot—have to be sympathetic and charming. His manager recommends keeping ANNETTE's behavior the same.

Next week, Jace is supposed to meet with the top executives of his company and recommend a plan for the future regarding the use of ANNETTE. What should he suggest to his company's leaders? Should ANNETTE continue to act more "human," or should it communicate in a very straightforward, professional manner?

Suggested Questions:

- What is the ethical issue in this scenario?
- Would this ethical dilemma be the same if Jace's manager were not part of the situation? Why or why not?
- Should chatbots ever be used by businesses to interact with customers? Why or why not?
- Are companies responsible for protecting customers from potentially manipulative technology?
- What can businesses do to make sure fairness and respect exist in human-chatbot interactions?

2023-24 Competitive Events Guidelines

Business Ethics (Middle School)



Business Ethics Rating Sheet

Expectation Item	Not Demonstrated	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Content					
Identifies and defines ethical issues presented in the case study	<i>Fails to introduce the case study and its issues.</i>	<i>Introduces the case study but lacks clarity in identifying key issues</i>	<i>Identifies and defines the ethical issues</i>	<i>Captures attention, clearly presents the case study, and outlines the key issues.</i>	
	0 points	1-8 points	9-12 points	13-15 points	
Explains why the ethical issues happened	<i>No reasons cited for the ethical issues</i>	<i>Reasons for the ethical issues identified but were not on target</i>	<i>Several, but not all, reasons accurately identified</i>	<i>All reasons addressed and analyzed</i>	
	0 points	1-8 points	9-12 points	13-15 points	
Provides logical recommendations as to how the ethical issues should be resolved	<i>Fails to provide meaningful recommendations.</i>	<i>Presents recommendations for behavior but lacks thorough exploration of advantages and disadvantages.</i>	<i>Offers solid recommendations, but may not fully address all pros and cons.</i>	<i>Provides well-reasoned and supported suggestions. Balances advantages and disadvantages effectively.</i>	
	0 points	1-8 points	9-12 points	13-15 points	
Recommends safeguards that should have been in place to prevent the ethical issues	<i>No ethical solution to prevent issues identified</i>	<i>One ethical solution to prevent issues provided with no plan</i>	<i>Ethical solutions to prevent issues provided and a plan developed</i>	<i>One feasible ethical solution to prevent issues recommended with supporting evidence with a plan and necessary resources identified</i>	
	0 points	1-8 points	9-12 points	13-15 points	
Substantiates and cites sources used while conducting research	<i>Sources are not cited</i>	<i>Sources/References are seldom cited to support statements</i>	<i>Professionally legitimate sources & resources that support statements are generally present</i>	<i>Compelling evidence from professionally legitimate sources & resources is given to support statements</i>	
	0 points	1-6 points	7-8 points	9-10 points	
Presentation Delivery					
Statements are well-organized and clearly stated	<i>Competitor(s) did not appear prepared</i>	<i>Competitor(s) were prepared, but flow was not logical</i>	<i>Presentation flowed in logical sequence</i>	<i>Presentation flowed in a logical sequence; statements were well organized</i>	
	0 points	1-6 points	7-8 points	9-10 points	
Demonstrates self-confidence, poise, assertiveness, and good voice projection	<i>Competitor(s) did not demonstrate self-confidence</i>	<i>Competitor(s) demonstrated self-confidence and poise</i>	<i>Competitor(s) demonstrated self-confidence, poise, and good voice projection</i>	<i>Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness</i>	
	0 points	1-6 points	7-8 points	9-10 points	
Demonstrates the ability to effectively answer questions	<i>Unable to answer questions</i>	<i>Does not completely answer questions</i>	<i>Completely answers questions</i>	<i>Interacted with the judges in the process of completely answering questions</i>	
	0 points	1-6 points	7-8 points	9-10 points	
Staff Only: Penalty Points (5 points for dress code penalty and/or 5 points for late arrival penalty)					
Presentation Total (100 points)					
Name(s):					
School:					
Judge Signature:					Date:
Comments:					