Applying Multiple Pedagogical Methodologies in an Ethics Awareness Week:
Expectations, Events, Evaluation, and Enhancements

Judith W. Spain, J.D.
Associate Professor
Management, Marketing and Administration Communication Department
Eastern Kentucky University
Richmond, KY 40475
859-622-3174
judy.spain@eku.edu

Allen D. Engle, Sr., D.B.A.
Professor
Management, Marketing and Administration Communication Department
Eastern Kentucky University
Richmond, KY 40475

J.C. Thompson, D.B.A.
Professor
Accounting, Finance and Information Systems Department
Eastern Kentucky University
Richmond, KY 40475

Biographies

Judith W. Spain is an Associate Professor in the Department of Management, Marketing, and Administrative Communication. She received her J.D. degree from Capital University Law School in 1983. Her research interests include ethics and employment law issues. She has published in various ethics journals.

Allen D. Engle is a Professor in the Department of Management, Marketing, and Administrative Communication. He received his D.B.A. in Human Resource Management in 1990 from the University of Kentucky. His research interests are in the areas of compensation, leadership and organizational change, job analysis, managerial competencies, and organizational design – particularly as they relate to multinational firms. Dr. Engle has presented academic papers on these topics in the U.S., Canada, Germany, Hungary, Ireland, Spain and the United Kingdom.

J.C. Thompson is a Professor in the Department of Accounting, Finance, and Information Systems Department. He received his D.B.A. in Finance in 1990 from the University of Kentucky. His research interests concern investment risk/return characteristics, mergers, and acquisitions. Dr. Thompson has presented numerous papers and has published in various finance journals. He actively maintains a money management and venture capital consulting practice and serves on the boards of several corporations.

Abstract

        This paper reports the preliminary results from a semester-long ethics project at an AACSB accredited, regional comprehensive undergraduate school. This project culminated in an Ethics Awareness Week, which highlight a case study of the controversial EverQuest® multi-player online game. Issues of project planning and design are outlined, the dynamics of a business program-wide approach to ethics and social responsibility are presented, student survey results are presented and analyzed, and issues related to ongoing research are discussed.
        Nonparametric survey results indicate that the greatest effect in student's self reported enhanced understanding and interest in issues of business ethics is present when multiple pedagogical methods, e.g., case studies, lectures, assignments, and an Oxford-style debate, are applied by a number of faculty members over an extended (semester) time period. The paper concludes with a discussion of future

research issues as well as a series of prescriptions for planning, organizing, and implementing such an extended activity.

Introduction

Perhaps no topic in the undergraduate business curriculum is as critical and problematic as business ethics. In a society driven by relevance and immediate gratification, many students lack both the long-term perspective and the background in business activities to grasp the topic. Additionally, the increased diversity in the composition of undergraduate classes (diversity as to age, experience in a business environment, and exposure to abstract reasoning and logic) results in complexities in the selection of pedagogy. Business professors teaching in the field of ethics can feel frustrated and constrained during their attempts to instill in student's minds the quest for knowledge about ethics and the desire to discuss the pressing concerns of today's issues of social responsibility. In response, the professor concludes that teaching business ethics is hopeless and resigns himself or herself to the placebo of placing the topic on their syllabus and occasionally mentioning a case study in class dealing with ethics is sufficient to meet the students' needs as well as provide a sop to administrative interests.

Obviously, this response is unacceptable for all parties involved. The students miss out on a topic that will be critical at some undeterminable point in their careers, the professor is being unprofessional and the administration is not meeting the needs of its various internal and external stakeholders. Indeed, the introduction of ethics via formal education has been clearly linked to the stimulation of ethical awareness in young adults. (Acevedo, 2001). But, how does a professor stimulate the student's mind and effectively encourage the student to move beyond their own short term interests and experiences and explore the areas of ethics and social responsibility?

Much has been written and documented regarding the need for including ethics in the business curriculum. (Loo, 2000) And, even though there is still the argument that ethics cannot be taught, (Forbes, 1987), the focus in most business schools now seems to be that ethics can be taught but that such teaching must occur in a method that insures that effective learning is taking place. (Sims, 2002) Obviously, this begs the question of how such effective learning would best be achieved.

One approach focuses on teaching of the background knowledge of ethics and moral reasoning while another approach focuses upon the utilization of multi-dimensional cases to force the students to delve within themselves to explore the multitude of ways to view an ethical dilemma. (Hosmer, 2000). Both methods present a systematic approach to the subject and the expected results of rote memorization and "feel good" answers to satisfy the professor and receive the good grade. In addition, the effectiveness of classroom discussion as a tool for stimulating the educational process has been presented as one method for effective learning.   (Loo, 2000; Nelson and Obremski, 1990).

Today's youths present a unique challenge to teaching business ethics. While the use of exercises as a teaching method are widely recognized as an effective teaching tool (Sims, 2002), the authors submit that utilizing a typical case analysis approach with our present student population would not be effective. To engage their minds the professor must present an interesting topic in an innovative manner. The presumably logical result flowing from such a presentation would be that the student would become more engaged in the learning process and would begin to understand the need for ethics in the workplace.

This paper presents results from a preliminary experiment in combined teaching methodologies used to present issues involving ethics and social responsibility. The paper will be divided into four sections, i.e., expectations, events, evaluation and enhancements.

Expectations

This approach evolved from an AACSB accredited business program at a SAC accredited regional, comprehensive university.   The University adopted, as part of its general educational goals, a commitment to the examination of and understanding of the values that "underlie both their aesthetic sensibilities and their judgments about moral and civic responsibility". (General Education Goal 7) The educational goals of the business degree programs also emphasized this commitment by confirming that a common educational objective is to "develop students' understanding of ethical, legal, regulatory, environmental, and social influences on organizations." (Business Education Goals). In addition, AACSB Curriculum Content and Evaluation Standard, C.1.1. states that "both undergraduate and MBA curricula

should provide an understanding of perspectives that form the context for business. Coverage should include ethical and global issues".

Faced with these mandates and with the conviction that teaching ethics in the business curriculum is appropriate and necessary for the educational development of the students, the business program faculty decided to design a multi-disciplinary approach to discussing ethics and social responsibility. At this school, the business program consists of faculty teaching in the areas of management, marketing, human resource management, general business, international business, administrative communication, office system technology, accounting, computer information systems, finance, real estate, and insurance. Faculty from all of these disciplines pursued the concept of focusing upon the long-term goals of integrating the ideas into the curriculum throughout the semester, and not stop at a single isolated discussion of ethics and social responsibility. In addition, the business faculty realized that a case study alone was not sufficient to emphasize to the students the importance of this issue. Thus, the idea of the "Ethics Awareness Week" began to evolve.

Starting with the premise that an Ethics Awareness Week (EAW) would provide the focal point for discussing ethics and social responsibility issues, the faculty developed goals as follows:

1. To provide an opportunity for the faculty as a whole to focus on issues of ethics and social responsibility in their respective classes;
2. To provide students with an opportunity for exposure to and articulation of ethics and social responsibility issues;
3. To provide an interesting case study that the students can relate to which will stimulate debate not only on the issues of ethics and social responsibility but also how the these issues related to particular majors/courses of study.

Events

The EAW Committee was comprised of faculty from various disciplines, e.g., finance, management, administrative communications, and business law. The Committee met regularly in the Spring 2002 semester in order to have this approach implemented in the Fall 2002 semester.

Table 1 depicts the events and the timetable adopted by the Committee.

Table 1 – Events/Timetable Implementing Multiple Pedagogical Methods

When	Event	Actors
April 3, 2002	Adopted EAW concept	EAW Committee and Associate Dean
April 23, 2002	Adopted EAW goals	EAW Committee and Associate Dean
May 3, 2002	Discussed and adopted case	EAW Committee
Aug 1, 2002	Disseminated case and teaching notes to faculty for inclusion into syllabus	EAW Committee
Aug 13, 2002	Discussed case and EAW at faculty meeting at start of semester	Dean of College
Aug 19, 2002	Case introduced in business classes	Business faculty
Aug-Nov 2002	Case discussed in business classes across the curriculum	Business faculty
Aug-Nov 2002	Class assignments required re: case and various ethics issue	Business faculty
Aug-Nov 2002	Publicity for case, Oxford style debate, and EAW disseminated	EAW Committee and College
Nov 20, 2002	Oxford style debate held	EAW Committee
Dec 2-6,2002	Survey of students completed	Students and business faculty
Jan 13, 2003	Initial assessment of EAW and report to faculty	EAW Committee
Jan-May, 2003	On-going assessment of Fall 2002 semester emphasis on case, debate, assignments, and class discussions	EAW Committee and business faculty

Execution

        After the EAW goals were adopted, the Committee ultimately decided to utilize a current issue as the focus of a case study. The criteria for adoption of the particular issue was that it must be current, must present a problem that the students could relate to during their discussions, and must be capable of being integrated into administrative communication, management, marketing, general business, accounting, finance, information systems, and insurance classes.

        The adopted case fit all those criteria. (See Appendix A for summary of the case.) The overall theme of the case dealt with the issue of corporate responsibility versus personal responsibility. Based upon a true story of a death of a young man addicted to an online game, the case presented a myriad of legal, ethical, marketing, management, finance, accounting, information systems, and insurance issues.

        After the case study was adopted, the EAW Committee, in consultation with faculty from a variety of different disciplines not on the Committee, e.g., accounting, management, marketing, information systems, and insurance, developed questions and problems that could be posed to the students to stimulate debate. Teaching notes were also developed to aid the faculty in integration of the problem into their curriculum not only in one class but also throughout the semester. (See Appendix B). The notes were disseminated to all the faculty members throughout the business programs in order that all faculty would know how the case potentially might be utilized in other classrooms.

        In addition, the faculty designed a variety of assignments to be used in the classroom. The assignments ranged from discussion papers, power point presentations, quizzes, essay questions on exams, and an ethics paper comprising $1/4^{th}$ of the student's final grade.

        The faculty posited that the case and teaching notes would satisfy the requirements of the Goal 1 of the EAW, i.e., to allow the faculty to focus on ethics and social responsibility in their classrooms. In addition, the faculty expected that the case, teaching notes, and classroom assignments would expose the student's to issues of ethics and social responsibility, thus, satisfying Goal 2 of the EAW. However, the faculty were concerned that even with the case study, classroom discussion, and assignments, there was still not sufficient stimulation for a student to understand the interaction of ethics in all fields of study.

        Thus, the idea of the Oxford style debate was born. Many of our students have grown up with video games and interactive exhibits. They have seen Presidential debates on television as well as courtroom drama. Using the Oxford style debate presentation methodology, students could observe the logical presentation of differing views and how those views are integrated into various disciplines.

        The Oxford style debate was scheduled during the EAW. Some professors utilized the case scenario as a lead-in to the debate and others used the debate as the kick-off to the classroom discussion. Other professors used the debate as one element of the semester discussion regarding the case scenario and the issues of ethics and social responsibility.

        A traditional Oxford style debate provides for three debaters, e.g., two take diametrically opposing sides and the other debater takes the "middle ground". In our scenario, due to time constraints and the fact that the case study easily suggested two opposing views, the faculty decided to just have two debaters. Each debater had a prescribed number of minutes for their initial presentation (8 minutes), followed by a rebuttal of the opposing side's argument (5 minutes), then followed by a no-holds barred attack on the other side's argument as well as the debaters him/herself (3 minutes).

        The debaters were carefully chosen for this presentation. It was the EAW Committee's goal to have two professors who could generate student enthusiasm and engage their minds in the discussion. One of the debaters was a finance professor and the other debater was a philosophy professor. Their approaches to the issues, as well as their presentation styles, were completely different.

        The EAW was highly publicized. The student newspaper ran a feature article on the EAW and another feature article on the Oxford style debate of the case study. The local newspaper similarly ran a feature article on the debate and the case study. Posters announcing the EAW and the debate were placed all over campus, including classroom buildings and residence halls. The EAW and the debate were even publicized on the university cable television network and local radio station.

        Attendance at the debate far surpassed the EAW Committee's expectations. The debaters were animated and their arguments were well received. There was significant student involvement after the debate and during the question/answer period.

Subsequent to the debate, the students were assessed regarding the effectiveness of the multiple methods of discussing/integrating ethics into the various disciplines. The results of such assessment are set forth in the section below. After the assessment was completed by the close of the Fall 2002 semester, the EAW Committee and various faculty members met to discuss the faculty perception of the overall effectiveness of the concept and suggestions for improvement.

Evaluation

Sample

The survey was taken by students enrolled in business classes in the various disciplines. A representative sample of the classes that had utilized the case in some manner during the course of the semester were surveyed. Students who were enrolled in multiple classes that were surveyed were instructed to only complete one survey. Out of 284 total possible students, 241 students responded with usable surveys, for a response rate of 83%.

253 students attended the EAW Oxford style debate. Of the 241 students surveyed, 233 students (95%) attended the debate and discussed the case in their class(es) during the semester. Of the 241 students surveyed, 8 students (5%) were enrolled in class(es) that incorporated the case into the class in the semester but the student did not attend the debate.

The survey was designed to determine whether the students understood ethical issues and to test for differences among various student populations based on major, age and school year. In addition, the survey was designed to determine the effectiveness of the Oxford style debate as a pedagogical method for aiding in the assimilation of the issues of ethics by business students.

Methodology

Surveyed students were divided into 4 age groups <18 n=2, 18-24 n=187, 25-35 n=40, and >35 n=12. Students were also differentiated by academic year based on university requirements for completed hours. The breakdown is: freshmen n=2, sophomores n=10, juniors n=99, and seniors n=130. The third differentiation was based on majors, of which there were twenty. The sample was reasonably representative of majors in the business division and several areas outside the college. The greatest number of students within a major was 36 while the smallest was 2.

The authors were interested in knowing whether the students felt that the debates and discussions that preceded them were worthwhile from a pedagogical point of view in helping them understand the issues raised. Specifically, did the debate and discussions help them understand the issue so ethics, coded as DEBETH and DISETH respectively; did the debate and discussions help them understand the issues of personal and corporate responsibility, coded as DEBPER and DISPER respectively; and did the debate and discussions help them understand the multidisciplinary perspectives of the case, coded as DEBMUL and DISMUL. The specific questions corresponding to these codes are listed below.

The authors were also interested in determining whether there were significant differences among the various groups involved in this study in their response to the survey questions. A nonparametric procedure, Kruskal Wallis**,** was used to perform the tests since it requires few assumptions about the underlying population of the data. The authors wanted to test if the response medians were the same among different age groups, majors, and academic years. The null hypothesis is that the medians are the same. The alternative hypothesis is that there is a difference in at least two of the medians. The following assumptions were made:

- There are k random samples that each come from a continuous population
- The k random samples are independent of each other
- The k populations have the same shape

Test H_0: median$_1$ = median$_2$ = median$_3$ = median$_4$
            H_a: Not all the medians are equal

The Kruskal Wallis test statistic H is

$$H \;=\; \frac{12}{N(N+1)} \sum_{j=1}^{k} n_j (R_{.j} - R_{..})^2$$

$$=\; \left(\frac{12}{N(N+1)} \sum_{j=1}^{k} \frac{R_j^2}{n_j} \right) - 3(N+1)$$

Reject H_0 if $H \geq h_\alpha$

      A multiple comparison test is done when a difference among groups is noted, i.e., the null hypothesis is rejected. In this project, Hsu's multiple comparison is used to perform the test to see where the differences are in the factors.

Results

      The questions asked of the students and analyzed by this analysis were as follows:

1) How helpful was the Ethics Debate to you in exposing you to the issue of ethics? (DEBETH)
2) How helpful was the Ethics Debate to you in helping you understanding the issues of personal
      responsibility versus corporate responsibility? (DEBPER)
3) How helpful was the Ethics Debate to you in helping you understand the multidisciplinary perspectives
      of this case? (DEBMUL)
4) How helpful was the class discussion of the EverQuest® case in exposing you to the issue of ethics?
      (DISETH)
5) How helpful was the class discussion of the EverQuest® case in helping you understand the issues of
      personal versus corporate responsibility? (DISPER)
6) How helpful was the class discussion of the EverQuest® case in helping you understand the
      multidisciplinary perspectives of this case? (DISMUL)

Table II
Mean Response Scores for Questions 1-6

DEBETH	DEBPER	DEBMVL	DISETH	DISPER	DISMUL
2.94	3.03	2.93	3.74	3.69	3.63

      As indicated in Table II, the debate and discussions were not rated equally in terms of their helpfulness to the students. All questions are on a 5-point scale (5 being the most helpful). While the authors are pleased with the scores for the debate (this was, after all, something quite foreign to most of the students) we were particularly pleased with the responses to the discussion effect questions. They were consistently strong and indicate that those faculty who took the time to have discussions in their classes provided the students with valuable insight.

Table III
Kruskal Wallis Significance Levels for Questions 1-6 by Major, Age, and Year

	DEBETH	DEBPER	DEBMVL	DISETH	DISPER	DISMUL
MAJOR	0.544	0.299	0.032*	0.022*	0.229	0.053
AGE	0.591	0.997	0.858	0.127	0.208	0.451
YEAR	0.351	0.327	0.193	0.008*	0.160	0.001*

* Significant at .05 level

Table III details the results of the tests on various subgroups of students. As indicated in Table III, there were no differences among age groups, academic years or majors on either Question 1 (DEBETH) or Question 2 (DEBPER). The effect of the debate on the understanding of ethics and on understanding personal and corporate responsibility was similar regardless of age, academic year or major.

On Question 3 (DEB MUL) there was no difference among either age groups or academic year, however, there was a difference among different majors and the debate's affect on their understanding of the multidisciplinary nature of the case. The multiple comparison test identified two majors, Accounting and Heath Care Administration, whose response to the question indicated that the debate was much less helpful to their understanding of the multidisciplinary aspects of the case than was the case for the other majors.

On Question 4 (DISETH) there was no difference among the respondents based on age, but significant differences based on both major and academic year. The data show that the people in the Technology major felt that the class discussion of the case provided virtually no benefit to their understanding of the case. The data also indicate that seniors felt that the discussion was particularly helpful to their understanding of the case while freshmen felt just the opposite.

The results of Question 5 (DISPER) revealed that there were no significant differences among students based on age, academic year or major relative to the class discussion's help in understanding the multicultural nature of the case.

Question 6 (DISMUL) responses revealed no differences among respondents based on major and age. However, one's academic year was a significant determinant of the student's responses. Freshmen reported that the discussion of the case in class was of little value in their understanding of the multidisciplinary nature of the EverQuest® case while seniors reported just the opposite.

Table IV
Kruskal Walis Significance Levels of Discussion Effects upon Debate by Major, Age, Year

	DEB-VS-DISC
MAJOR	0.000*
AGE	0.000*
YEAR	0.000*

* Significant at .05 level

The authors also tested (Question 7) whether discussing the case prior to the debate was helpful in helping students better understand the debate itself. This test was done for each of the three areas under study. It was found that by discussing the case, faculty members were able to enhance student's understanding of the ethical issues involved, the issue of personal versus corporate responsibility and the multidisciplinary nature of the case.

In addition, the authors tested (Question 8) to determine if business majors had a better understanding of ethical issues than that of majors outside the business programs. Business majors consist of students in accounting, computer information systems, finance, real estate, insurance, management, marketing, general business, and administrative communication.
Non-business majors consists of a diverse group of majors comprised of public relations, mass communications, construction technology, apparel design and merchandising, aviation management, and health care administration.

It was found that, indeed, business students did have a greater degree of understanding of the issues involved in the EverQuest® case than their fellow students did in majors outside the business programs.   Regardless of age or year, the effect was significant at a 0.001 level of significance.

Question 9 was used to determine if there was a difference between female or male students in their level of understanding of the issues presented in the case scenario. The results clearly indicate that regardless of age, year, or major, female students tended to understand these issues better than male students.   The level of statistical significance was 0.024.

Enhancements

Roderick et al. (1991) and Bunn et al. (1992) found that business students were somewhat willing to accept unacceptable practices. Based upon this presumption, the EAW Committee entered into this project with significant misgivings as to its long and short term effects upon the students enhanced learning and understanding about ethical and social responsibility issues.

However, the results of this project showed the outcome that students learning can be influenced. The range of teaching methods (classroom discussions, lectures, quizzes, assignments, papers, and tests) set forth in this paper which were utilized over a period of time, culminating in the EAW, netted the result of having at least one week during the course of a semester that all forms of disciplines discussed, integrated, and related to a similar ethical problem. With all of these pedagogical methods, the students could perceive the interrelationship between the disciplines as well as the need for ethical behavior in the business world. Additionally, the utilization of a case method, coupled with the Oxford style debate, further emphasized this interrelationship. Due to the nature of the debaters as well as the case itself, the students were exposed to differing viewpoints on the same issue. By engaging the students in an interactive method of learning, the authors submit that the students achieved a higher level of understanding of the ethical and social responsibility issues presented in the case study and the need for understanding the variety of issues faced by a modern business executive.

The authors suggest that adapting these multiple teaching methods to fit your institutional needs and mandates could result in a similar experience. Support of this concept by the administration and faculty is critical to its success, so, it is suggested that faculty espousing this methodology work diligently prior to the implementation in order to insure administration and faculty buy-in and overall publicity for the concept. The EAW Committee was concerned that the business faculty would not fully support this concept since it required them to allot valuable class time for the discussion and integration. In actuality, the faculty embraced this project. In the authors' opinion, having the information about the case and its integration into the classroom given to the faculty the semester prior to its implementation and the importance of this concept emphasized to the faculty at the first faculty member prior to the start of school, were critical steps in creating faculty support. In addition, providing teaching notes, along with the case, was helpful for the faculty in order to initially spark their imagination as to how to integrate the case into their respective classrooms.

In order to continue to encourage administration and faculty support, it is suggested that a survey be conducted of the students in order to assess their perception of the effectiveness of these various methods. The authors only conducted a post-survey, but, it is recommended that other schools have both a pre and post survey in order to assess any possible changes in perception and understanding of ethical issues. Utilization of the information gathered will be useful in continuous improvement, as stressed in the AACSB Curriculum Standards as well as business program goals.

Based upon the assessment results from this Ethics Awareness Week, the business program is committed to continuation of this concept. Due to the integrative nature of this case and the fact that faculty from all the disciplines discussed this case in various classes, students were exposed to differing viewpoints based upon the same fact pattern. Thus, the main effects of this project upon enhanced student learning and understanding of ethical and social responsibility issues resulted from: 1) utilizing multiple pedagogical methods; 2) presentations by faculty from a variety of disciplines; and 3) the extended length of exposure to these discussions. Further assessment cycles will help clarify the nature of the hypothesized main effects, how they combine, and their pedagogical value for a variety of student subpopulations.

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Appendix A

Case Study - EverQuest® or EverCrack?

At around 6:00 p.m., on Tuesday, November 20, 2001, in Hudson, Wisconsin, Shawn Woolley logged on to his computer and began playing EverQuest®, his favorite game. A few hours later he committed suicide. (Irvine, 2002).   His mother stated to the news media that she believed the cause of Shawn's suicide was his addiction to EverQuest®. (Miller, 2002). The news media picked up on this suicide story and the potential issues of addiction, obsession, or compulsion of today's consumer for on-line game playing at the expense of their daily lives.

Introduced by Sony Online Entertainment in 1998, EverQuest® retailed for approximately $40. For an additional $12.95 per month, players could sign up to play the game online. Revenues from online subscriptions netted Sony approximately $5 million a month. (Keighley, 2002). As of May 2003, there were approximately 430,000 registered players of EverQuest®, with approximately 12,000 more signing up each month. (Keighley, 2002).

Numerous mental health organizations are dedicated to dealing with online addition. Experts believe that online gaming in a significant addiction problem. In one survey, 45.2% of the 1,989 respondents considered themselves addicted to EverQuest®. (CBS News, 2002). The typical player logged more than 20 hours per week playing the game, with one survey estimating that 15% of the users played between 40-50 hours per week. (Yee, 2001). Web-sites are available and dedicated to providing a support group for those individuals dealing with a husband, wife, girlfriend, etc. addicted to playing the game. (Yahoo! Groups: Spouses against EverQuest® and Yahoo!Groups: EverQuest® Widows, 2003).

Sony planned to introduce EverQuestII® in the fall of 2003. SOE was anticipating high profits and thus favorable customer response with this new product. But, was the game responsible, even in part, for the death or abuse of a player? Why should/should not Sony introduce this game and should/should not the players take personal responsibility for their own actions?

Appendix B

Ethics Awareness Week
Teaching Notes

Objectives:
1. To provide an interesting case study that the students can relate to which will stimulate debate not only on the ethics and social responsibility issues presented in the case study but also how the issues of ethics and social responsibility relate to particular functional areas.
2. To provide suggestions for the faculty that could help stimulate debate within a particular discipline.
3. Please review the questions for all the different disciplines since the ideas/questions may be applicable to your functional area.

Integration into classes:
1. It is suggested that this particular case study be specifically included in BTO 100, ACC 201, ACC 202, ACS 101, ACS 300, CIS 300, FIN 300, GBU 201, GBU 204, MGT 300, and MKT 300.
2. Inclusion of this particular case study in upper division classes will vary depending upon the class.

> **CAVEAT**: The following questions are offered ONLY as suggestions as to how the case study might be integrated into your particular class(es) and functional areas. These are only guides and not intended to be exhaustive in nature.

ACC
1. How do you report a possible lawsuit on the various SEC filings, i.e., 10K, 10Q, etc?
2. How do you assess the possible loss associated with the lawsuit for reporting purposes?
3. Should you assess the possible loss for reporting purposes?
4. What input should accounting have into the decision to continue marketing the product?
5. Should more product development monies be poured into producing similar online games?

ACS
1. Prepare press release commenting on death of individual
2. Prepare a press release commenting on the lawsuit
3. Write warning labels for inclusion onto product and design a process for updating and/or changing the labels on a yearly/monthly basis

CIS

1. Should Sony Online Entertainment alter this product?
2. Should Sony develop a product with a less addictive nature?
3. Are online games addictive?
4. Should the number of hours a person plays online games be regulated?
5. Can a system be designed to cut off a player after a certain number of hours per day/week of play?
6. Should Sony continue to develop these types of products?

FIN
1. What are the costs of litigation versus pulling the product?
2. Should Sony continue to market the product in lieu of the lawsuit?
3. If a similar product is presently being developed by Sony, should they continue to develop it in lieu of this lawsuit?
4. Should Sony increase the price of the product to pay for the accompanying costs of litigation?
5. Should Sony increase the cost of the online game access if the player reaches over a certain number of hours per day/week?
6. Looking at the financial status of Sony – what would be your recommendation to the President regarding the continuation of the production of this product?

INS
1. How would an underwriter accepting this risk know before this product was developed about this potential risk?
2. What should an adjuster do if a claim was made?
3. Is there any personal liability for the individual designers of the game?
4. Is there any personal liability for the officers/directors?

MGT/STRATEGY
1. Should Sony continue to produce the product?
2. Should Sony continue to encourage unlimited play or advocate "responsible" play?
3. What are the public relations issues associated with the suicide of Mr. Woolley? How will that affect your company (or will it affect your company?)
4. Why should the company even consider changing its highly successful strategy of online gaming?
5. What are the ethical ramifications of your decision?
6. What are the legal ramifications of your decision?

MKT
1. Should Sony continue to market a highly popular product that might be addictive even though a user does not drink it or inhale it?
2. Should the product be even more heavily marketed?
3. Should Sony more heavily market the game in various product lines, e.g., t-shirts, toys, game boards, etc.?
4. Referencing long-term issues, should there be warning labels on the product (similar to the tobacco labels)?
5. Should Sony continue to develop other products with the same complexity and possibly addictive nature?
6. Review advertising – to whom is Sony advertising? Should their marketing campaign be changed? Are you advertising to under 18 or over 18 year old individuals and would that make a difference to you?

GENERAL QUESTIONS
1. Could this case scenario be the next "tobacco" lawsuit? If tobacco was not deemed to be addictive so many years ago and now, arguably, it is addictive and the tobacco companies must compensate users for "assisting" their addiction, is this case scenario any different?

2. Is this case scenario any different than the recent lawsuit filed against McDonalds and Kentucky Fried Chicken alleging that the marketing by their companies of their fast foods caused an individual to become addicted to the foods and become overweight?
3. How far does a company have to go legally to protect people from their own addictions?
4. How far should a company go ethically to protect people from their own addictions?