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| Creator: Gauthier/Smith |
| Program: Business Careers |

**Performance Task Project**

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| **ESSENTIAL QUESTIONS** | | |
| * Who determines whether a business activity is ethical? * What does the term ethics mean? * Is something that is unethical also illegal? | | |
| **SUBJECT MATTER CONTENT** | | |
| Ethics in business | | |
| **PRIOR KNOWLEDGE & MISCONCEPTION** | | |
| STUDENT WHO STRUGGLES | | |
| No understanding of workplace ethics and little understanding of financial documents. Very limited reading skills, difficulty locating information, and interpreting text/graphics. Is confused when given multiple textual/graphical sources to read and interpret, and then asked to use to draw inferences and conclusions. Difficulty formulating ideas and then conveying in writing. No or very limited knowledge of executive summary and professional business letter | | |
| STUDENT WHO IS TYPICAL | | |
| Understands ethical behavior but doesn’t know the difference between illegal and unethical. Can read for the main ideas but has difficulty with inferences. Has some ability to locate information and interpret text/graphics and, at times, synthesize information from various sources. Is not always able to recognize faulty reasoning and illogical conclusions. Is able to summarize information but has some difficulty articulating it in an executive summary. Has knowledge of key components of a professional letter, but has some difficulty drafting a cohesive and well-articulated letter. | | |
| STUDENT WHO EASILY UNDERSTANDS | | |
| Understands ethical behavior and legal behavior. Is competent in reading for the main idea, inferences and can detect fallacies in reasoning and illogical conclusions. Competently locates information and interpret text/graphics, can synthesize information from a variety of sources. Is able to detect faulty and illogical reasoning. Is adept at summarizing information gleaned from text/graphical sources and articulate in written fashion. Comprehends the nature of an executive summary and is able to produce a clear, cohesive, and concise executive summary. Understands fully the key components of a professional letter as well as able to draft, revise, and create a finished letter. | | |
| **SCENARIO** | | |
| AUTHENTIC, REAL WORLD SITUATION | | ROLE |
| You (the student) are a hired intern filling in for the bookkeeper in a teen homeless shelter, Hattie’s House, which provides services to local teens in need. Operating funds come from government agencies (primarily Grand Traverse County funds), private donations and grant sources. The staff at the shelter consists of: four outreach coordinators who help with counseling and making certain teens have the needed resources to live (i.e. – clothing, food, transportation and medical care), the shelter director, a bookkeeper and a custodian. Part-time cook? You are in charge of processing internal financial paperwork. Recently, you have realized that the mileage reimbursement and payroll records don’t reconcile with each other. You suspect some of the staff are “padding” their mileage reports. Also, last week, you needed to take the BATA bus because your car was being repaired and you saw the director’s daughter using a transportation voucher from the shelter. | | You are an intern bookkeeper with Hattie’s House. During the bookkeeper’s vacation, you fill in for her position. |
| STAKES/OPPOSITION | | |
| You suspect some type of wrong doing, but are unsure of how to proceed. You are very worried that, if you come forward with your suspicions, you may lose your job. Jobs are very difficult to find in Traverse City and you are fearful that you can’t find another job fast enough before you lose your apartment. You also are afraid that a scandal could impact funding and hurt the teens receiving services. | | |
| **TASK LIBRARY** | | |
| An organizational chart of employees as well as job descriptions of each. | RELEVANT INFORMATION | |
| Students will review the information because they will need to understand who reports to who and the responsibilities of each person. | |
| HIGHER ORDER THINKING SKILLS USED (E.G. DISTRACTORS) | |
| Most of the information will be irrelevant but the student will need to determine what is useful and what is not. | |
| Time sheets and mileage reimbursement records | RELEVANT INFORMATION | |
| Students will review the mileage being reported on the mileage reimbursements and on the time sheets (payroll records). | |
| HIGHER ORDER THINKING SKILLS USED | |
| The student will need to determine who, if at all, is “padding” his/her mileage records. This will mean that the student will need to compare both records to determine if they reconcile. Also, student will be given mileage reimbursement records with specific addresses so they can determine how much traveling staff has done for time period. Without expressly being told, student should use critical thinking skills and determine what travel sites they will need to use (i.e. – Map Quest) to determine accurate travel distances. | |
| Transportation vouchers | RELEVANT INFORMATION | |
| Students will be shown transportation vouchers | |
| HIGHER ORDER THINKING SKILLS USED | |
| Student will use higher order thinking skills to realize the transportation vouchers are not numbered and there is no list recording who received the vouchers. Student should realize that the tracking system for transportation vouchers is nonexistent and provides enormous potential for abuse, unethical behavior, and wrongdoing. | |
| Internal e-mails | RELEVANT INFORMATION | |
| There will be several e-mails provided from various sources. One email will allude to a grant from Rotary Charities in which $1000 has been provided to help underwrite costs of travel vouches. Another email will indicate that one of the outreach coordinators will need to take three days off to deal with an elderly parent. Some of the information will have no relevance for the scenario; some will have bearing on the scenario. | |
| HIGHER ORDER THINKING SKILLS USED | |
| Student will determine what information is needed and what is not relevant. | |
| A section of the Hattie’s House employee manual | RELEVANT INFORMATION | |
| The manual will outline the procedures for various services provided. | |
| HIGHER ORDER THINKING SKILLS USED | |
| The student will determine what is relevant and what is not. | |
| Newspaper articles  “A Little Extra on the Road” – NY Times 2010  And  “Improper Mileage Reports Found at LA County Children’s Agency” – NY Times 2012 | RELEVANT INFORMATION | |
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| HIGHER ORDER THINKING SKILLS USED | |
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| Memorandum from bookkeeper to Shelter Director indicating that first quarter expenses have increased almost 30% over previous year’s first quarter | RELEVANT INFORMATION | |
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| HIGHER ORDER THINKING SKILLS USED | |
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| Wastebasket contents? Letter to Editor praising the role of the shelter in the community? | RELEVANT INFORMATION | |
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| HIGHER ORDER THINKING SKILLS USED | |
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| **PROCESS** | | |
| **HOW PROCESS REPLICATES REAL WORLD PROCESS** | | |
| Students will see world through eyes of intern and use documents that will actually be needed (i.e. payroll records, time sheets, etc.) to reach a conclusion regarding an ethical dilemma. | | |
| **PRODUCT** | | |
| **DECISIONS TO BE MADE** | | |
| Does the intern report any wrongdoing/unethical behavior? If so, to whom does he/she submit information and how? | | |
| **AUTHENTIC PRODUCT TO BE PRODUCED** | | |
| Letter with executive summary to county administrator indicating findings with accompanying evidence. | | |
| **TRANSFER GOALS** | | |
| **DATE BY WHICH STUDENTS WILL BE ABLE TO ACCOMPLISH A TASK/GOAL AND DESCRIPTION OF SUCH** | | |
| Upon completion of the unit, student will understand unethical behavior (what it is) and the difference between unethical and illegal. | | |
| **DATE BY WHICH STUDNETS WILL BE ABLE TO ACCOMPLISH A TASK/GOAL AND DESCRIPTION OS SUCH** | | |
| Upon completion of the unit, student will be able to draw conclusions from reading and interpreting a variety of text resources. Student will be able to discern what is extraneous information not needed in the decision-making process. Student will be able to detect fallacious and illogical reasoning and faulty conclusions. | | |
| **DATE BY WHICH STUDENTS WILL BE ABLE TO ACCOMPLISH A TASK/GOAL AND DESCRIPTION OF SUCH** | | |
| Upon completion of the unit, student will craft executive summary summarizing research findings. | | |
| **DATE BY WHICH STUDENTS WILL BE ABLE TO ACCOMPLISH A TASK/GOAL AND DESCRIPTION OF SUCH** | | |
| Upon completion of the unit, students will be able to write a professional letter that articulates position and conclusions. | | |
| **OBSERVABLE PERFORMANCE** | | |
| **IN COMPLETING THE PERFORMANCE TASK, WHAT STUDENT CAN DEMONSTRATE NOW (TOWARDS MASTERY OF THE ESSENTIAL QUESTION(S) AND PREPARATION FOR THE TRANSFER GOAL(S)** | | |
| 1. Ability to read, comprehend, interpret, and analyze text/graphical information 2. Reach conclusions regarding ethical behavior and practices 3. State conclusions in well-crafted business letter/executive summary | | |
| **CLASSROOM/PEDAGOGICAL PLAN** | | |
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