

Junior Achievement

High School Pilot Program
JA Global Business Ethics™

Final Report
June 29, 2007



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Introduction

Junior Achievement (JA) Worldwide is a not-for-profit organization financed by businesses, foundations, government, and individuals. The programs are designed to help students assess their personal skills, interests, and values, understand the economic benefits of education, explore career options, learn job-seeking skills, and practice personal and family financial management. The purpose of JA is to educate and inspire young people to succeed in a global economy with the expectation that this will improve the quality of their lives.

JA high school programs are developed with a primary emphasis on social studies content, while providing a strong secondary emphasis on mathematics, reading, and writing skills. Students learn fundamental business and economic concepts, explore career interests and opportunities, and learn important principles of work readiness. During visits to classrooms, volunteers serve as role models as they lead students through a variety of experiential activities. As a result, students are expected to better understand the relationship between what they learn in school and their successful participation in a global economy.

Through a series of seven sessions, *JA Global Business Ethics* fosters ethical decision-making in students as they prepare to enter the workforce and the global marketplace. In 2007, JA contracted with the Evaluation and Training Institute (ETI) to conduct an evaluation of the pilot version of the program to assist JA in improving the content of the program before implementing it on a larger scale.

Methodology

ETI relied on surveys in both paper and online formats as the primary methods of data collection for the evaluation of *JA Global Business Ethics*. Specifically, ETI developed surveys for participating students, teachers, and volunteers, and JA Area Office staff to be completed following each of the seven program sessions. Teachers administered paper and pencil surveys to participating students within one day of each session, and teachers, volunteers, and JA Area office staff took similar surveys online. Eight JA Area Offices participated in the evaluation and were able to recruit 33 classrooms for the study (see **Table I**).

Table I
Sample of Participating Classrooms

Area Office	Location	Number of Classrooms
JA of Central Michigan	Midland, MI	4
JA of Central Texas	Austin, TX	4
JA of Greater Baton Rouge & Acadiana	Baton Rouge, LA	5
JA of Greater Owensboro	Owensboro, KY	3
JA of Rhode Island	Providence, RI	4
JA of the Bay Area	Walnut Creek, CA	4
JA of the Heartland	Moline, IL	4
JA of West Texas	Midland, TX	5

Student Surveys

Students were asked to complete seven session-specific surveys and a pre-/post-survey addressing content knowledge and attitude/behavior change.

Session-by-Session Surveys. The seven session-specific surveys focused on the following areas:

- Demographic information;
- Student understanding of specific curricular concepts and topics;
- Satisfaction with the session curriculum;
- Overall satisfaction with the session; and,
- Quality and appeal of the program materials.

Pre-program Initial Survey and Post-program Final Survey. The pre-/post-survey was designed to assess changes in students' understanding of curricular concepts and ideas over the course of the program, and included a selection of content questions developed from each of the seven program sessions. In addition, the post-program survey also included questions about students' satisfaction with the program curriculum, activities, materials, and the quality of the volunteer.

Response rates by JA Area Office for each of the student surveys are presented in **Table 2**.

Table 2
Student Survey Response Rates

	Pre-test Survey	Post-test Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
JA of Central Michigan	n=50 11%	n=109 26%	n=101 19%	n=93 15%	n=82 15%	n=90 16%	n=85 16%	n=88 17%	n=21 5%
JA of Central Texas	n=79 17%	n=77 19%	n=68 13%	n=67 11%	n=64 12%	n=60 10%	n=39 7%	n=54 10%	n=69 15%
JA of Greater Baton Rouge & Acadiana	n=43 9%	n=0 0%	n=18 3%	n=81 13%	n=72 13%	n=63 11%	n=63 12%	n=47 9%	n=44 10%
JA of Greater Owensboro	n=64 14%	n=0 0%	n=66 12%	n=67 11%	n=69 12%	n=63 11%	n=68 13%	n=63 9%	n=65 15%
JA of Rhode Island	n=22 5%	n=60 0%	n=31 6%	n=47 8%	n=48 9%	n=46 9%	n=48 9%	n=49 42%	n=27 6%
JA of the Bay Area	n=75 16%	n=19 5%	n=95 17%	n=100 17%	n=67 12%	n=95 17%	n=73 14%	n=75 15%	n=78 17%
JA of the Heartland	n=65 14%	n=54 13%	n=74 14%	n=70 %	n=61 11%	n=70 12%	n=71 13%	n=69 13%	n=70 16%
JA of West Texas	n=71 15%	n=94 23%	n=90 17%	n=81 13%	n=93 17%	n=86 15%	n=92 17%	n=70 14%	n=74 17%
Total Sample Size	n=469	n=413	n=543	n=606	n=556	n=573	n=539	n=515	n=448

Teacher and Volunteer Online Surveys

For teachers and volunteers, seven lesson-specific on-line surveys were developed, as well as pre and post-program surveys.

Session-by-Session Surveys. Seven session-specific surveys gauged teachers' and volunteers' reactions to the program. For the most part, the topics addressed in the teacher and volunteer surveys were similar. Specific topic areas covered in the surveys included:

- Demographics;
- Volunteers' level of preparation, quality of delivery, and the ability to complete each session in the recommended timeframe;
- The quality and utility of the Guide for Volunteers and Teachers;
- The extent to which the lessons were age-appropriate and interesting to students;
- Students' ability to meet group work expectations;
- Students' level of understanding;
- The effectiveness of each lesson's exercises and activities;
- The quality and appeal of the program materials;

- The extent to which the lessons contributed to the school curriculum and met state and district standards (teachers only); and,
- Recommendations to improve the lessons.

Pre-program Survey. The pre-survey gathered demographic information from teachers and volunteers and asked a series of questions about the training offered to them prior to beginning *JA Global Business Ethics*.

Post-Program Survey. The post-program survey centered on teachers' and volunteers' overall impressions of the program. Specifically, the post-program survey asked respondents about:

- The quality of the program overall;
- Perceived student satisfaction with, and interest in, the program;
- Perceptions of lesson length and the age-appropriateness of the curriculum;
- Program likes and dislikes;
- Quality and appeal of the program materials;
- Volunteer comfort level presenting the lessons;
- Volunteer effectiveness;
- The presence of stereotypes/bias in the program materials; and,
- Recommendations to improve the program materials.

Survey response rates for teachers and volunteers are presented in **Table 3** below.

Table 3
Teacher and Volunteer Survey Response Rates

	Pre-Survey	Post-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Teachers (n=21)	n=16 76%	n=10 48%	n=11 52%	n=14 67%	n=14 67%	n=12 57%	n=13 62%	n=10 48%	n=10 48%
Volunteers (n=38)¹	n=27 71%	n=20 53%	n=25 66%	n=25 66%	n=26 68%	n=26 68%	n=22 58%	n=23 61%	n=18 47%

Area Office Staff On-Line Surveys

Surveys were also designed for JA Area Office staff. Similar to the three other stakeholder groups, ETI designed seven session-specific surveys and a post-program survey.

Session-by-Session Surveys. The seven session-specific surveys examined staff members' reactions to the program by lesson. Specific topic areas addressed in the survey included:

- Background information about JA staff members;
- The quality and utility of the Guide for Volunteers and Teachers;

¹ It should be noted that four classes had more than one volunteer, so the number of volunteers is greater than the number of classes included in the study.

- The quality, utility, and age-appropriateness of the Student Workbook;
- The appeal and effectiveness of the program materials;
- Volunteers’ level of preparation;
- The extent to which students were engaged and learned the curricular concepts;
- Whether the glossary supported the lesson; and,
- Recommendations to improve the lessons.

Post-Program Survey. The post-program survey for JA Area office staff was very similar to the teacher and volunteer post-program survey. Specifically, the post-program survey asked JA staff about:

- The quality of the program overall;
- Perceived student satisfaction with, and interest in, the program;
- Perceptions about the length of each lesson and the age-appropriateness of the curriculum;
- Program likes and dislikes;
- The quality and appeal of the program materials;
- Perceived volunteer comfort level in presenting the curriculum;
- The presence of stereotypes/bias in the program materials;
- The degree to which teachers liked the program; and,
- Recommendations to improve the program materials.

As presented in **Table 4** below, between seven and nine Area Office staff members responded to each survey.

Table 4
Area Office Staff Survey Response Rates

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-test Survey
Area Office Staff (n=13)	n=9 69%	n=9 69%	n=9 69%	n=8 62%	n=8 62%	n=7 54%	n=8 62%	n=8 62%

Findings

Students

JA Global Business Ethics includes seven core sessions which seek to inform students of ethical theories, instruct them on how to apply the theories to their own lives and business situations, as well as to identify their personal beliefs about ethics and decision-making. A brief summary of each lesson is provided below.

Session 1: Introduction to Ethics – Packing for the Journey

Students are introduced to basic program terminology and concepts related to the study of ethics.

Session 2: What Color Are Your Ethics?

Students recognize major ethics theories and apply them to scenarios while analyzing their own ethical philosophies.

Session 3: Personal Ethics – Priorities and Goals

Students analyze personal ethical beliefs and prioritize personal values and goals. Students begin to make plans for achieving their goals.

Session 4: Organizational Ethics

Students review professional duties and potential ethical conflicts in various departments in a business, and participate in a competition to apply the information to business scenarios.

Session 5: Ethical Decision-Making in the Workplace

Students explore an ethical decision-making model and evaluate personal decision-making processes.

Session 6: Employee Ethics

Students explore a variety of ethical challenges in the workplace.

Session 7: Global Business Ethics Issues

Students explore several complex ethical issues found in global business.

Student Learning and Ethics Content Knowledge

To assess student understanding of program concepts and changes in students' content knowledge taking place over the course of JA Global Business Ethics, the student, teacher,

volunteer, and JA Area Office staff surveys contained questions designed as indicators of student learning.

Each session-specific student survey included from three to seven content-based questions that were developed from the curricular concepts presented in the Guide for Volunteers and Student Workbook. As presented in **Table 5** below, **students answered between 53 and 87 percent of the content questions correctly across the seven sessions.**

Table 5
Student Responses to Content-based Questions:
Student Survey Sessions I-7

Session	Mean Percentage Correct
1	82%
2	77
3	87
4	53
5	70
6	77
7	60
Average	72%

As a more general assessment of student learning, student survey respondents were asked to indicate whether they knew more about ethics following each program session. As displayed in **Table 6**, **over half of participating students (55 to 67 percent) reported increased understanding upon completion of each session. Students were most likely to report that they knew more about ethics after completing Session 7 (67 percent).**

Table 6
Students' Responses to the Statement "I know more about ethics after this session than I did before"
Student Survey Sessions I-7

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Sample Size	(n=534)	(n=590)	(n=550)	(n=563)	(n=532)	(n=504)	(n=434)
Strongly Agree or Agree	59%	64%	57%	57%	55%	58%	67%
Neither Agree or Disagree	25	23	26	25	27	25	21
Strongly Disagree or Disagree	16	13	17	19	18	17	12

When asked to identify the extent to which program elements included in each of the sessions contributed to their learning, the majority of students (77 to 86 percent) found each of the elements to contribute at least "a little" to their learning. Over a third indicated that the exercises and activities had contributed "a lot" (**Table 7** on the following page).

Table 7
Students’ Indication of the Degree to which Program Exercises and
Activities Contributed to Their Learning
Student Post-program Survey

	Sample Size	Not at all	A little	A lot	My class did not participate in this activity
Warm-Up: Quotation Analysis	n=452	15%	47%	37%	2%
Reminder of the Need for Mutual Respect	451	10	42	44	4
One-Minute Session Review	451	17	41	36	6

Teachers’ and volunteers’ assessment of whether students accomplished the learning objectives of each session mirrored students’ understanding as presented in **Tables 5 and 6** above. **For each session, the majority of teachers and volunteers agreed that students had accomplished each learning objective as described in the Guide for Volunteers and Teachers.** For complete results, see **Table 8** below.

Table 8
Average Percentage of Teachers and Volunteers that Agreed that Students had Accomplished the
Lesson’s Learning Objectives
Teacher and Volunteer Surveys Sessions 1-7

Session	Respondent Type	Sample Size	Average Percentage
1	Teacher	n=11	94%
	Volunteer	n=25	79%
2	Teacher	n=14	86%
	Volunteer	n=25	76%
3	Teacher	n=14	93%
	Volunteer	n=26	80%
4	Teacher	n=12	77%
	Volunteer	n=26	71%
5	Teacher	n=13	92%
	Volunteer	n=22	57%
6	Teacher	n=10	100%
	Volunteer	n=23	94%
7	Teacher	n=10	90%
	Volunteer	n=18	80%

In addition, at least half of the JA Area Office staff members (56 to 89 percent) indicated that students had learned the intended material for Sessions I through 7.

Table 9
JA Staff who Agreed with the Statement: “Students learned the intended material for Session [session number].”
JA Area Office Staff Survey Sessions 1-7

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
n=9	n=9	n=9	n=8	n=8	n=7	n=8
56%	78%	89%	88%	50%	71%	75%

In addition to session-specific survey items addressing student understanding and knowledge, the teacher, volunteer, and Area Office staff’s post-program surveys also addressed student learning. According to the results presented in **Table 10**, **most teachers, volunteers, and JA staff members agreed that students’ ethical skills and their understanding of ethical concepts had improved. Teachers also reported that as a result of the program, their students’ ethical concepts and skills were changed.**

Table 10
Volunteers’ and Teachers’ Impressions of Program Curriculum’s Effectiveness
Teacher and Volunteer Post-program Surveys

Statement	Respondent Type	Sample Size	Disagree or Strongly Disagree	Don’t Know/ Unsure	Agree or Strongly Agree
As a result of this program, students’ ethical skills improved.	Teachers	n=10	0%	20%	80%
	Volunteers	n=20	5%	40%	55%
	JA Staff	n=8	0%	25%	75%
As a result of this program, students’ understanding of ethical concepts improved.	Teachers	n=10	0%	0%	100%
	Volunteers	n=20	5%	15%	80%
	JA Staff	n=8	0%	13%	88%
As a result of this program, students’ ethical concepts and skills were changed.	Teachers	n=10	0%	20%	80%

Outcomes Assessment: Pre-/Post- Student Survey Results

While students’ responses to session-specific survey content questions and teacher, volunteer, and Area Office staff’s perceptions of student learning are useful indicators of program success, the student pre-/post-survey also included a number of content questions drawn from across the lessons to assess changes in students’ understanding of the curriculum’s concepts and ideas taking place over the course of the program. Questions addressed each of the content areas presented in the curriculum, including ethics and decision-making, among others.

Complete results by question are presented in **Table 11** on the following page. As displayed, the percentage of students responding correctly to each item changed little from pre- to post-survey. Students demonstrated a statistically significant increase in the percentage answering correctly for one item (item 3), which required that respondents understand that a company’s

stakeholders include individuals other than company employees. In addition, for eight of ten items (highlighted in purple), the percentage of students responding correctly decreased from pre- to post-survey.

The results in **Table II** should be considered with caution, however, because the student surveys were not matched by individual, and as is presented in **Table I** in the **Methodology** section above, the number of surveys submitted by the various sites were not equivalent for the pre- and post-surveys. As such, the results present a t-test of aggregated results and the analyses do not capture gains in individual students' content knowledge over the course of the program.

Table II
Student Pre-/Post-Survey Results by Question

Survey Question		Pre-Survey (n=413)	Post-Survey (n=469)	Significance Value (2-tailed)
1.	There can be several right or wrong answers to an ethical dilemma question.	89%	92%	.13
2.	Ethical dilemmas are rare and most people will never encounter one in their life.	90	79	.00*
3.	Stakeholders in a company include only the company's employees.	71	59	.00*
4.	You must plan to act unethically to make unethical choices.	68	62	.07
5.	Organizational ethics is the _____ of various professional ethical roles in a business, usually by department.	47	40	.34
6.	The money a company makes after all expenses have been paid is called...	92	86	.01
Match the terms with the appropriate definition:				
7.	Role Model	88	84	.09
8.	Ethics	66	64	.54
9.	Values	67	64	.42
10.	Mentor	84	80	.15
Mean Number of Items Correct and Incorrect Overall:		7.6	7.1	.00*

*Indicates significance at the .01 level.

**Indicates significance at the .05 level.

Student Behavior and Attitudes Toward School

As is presented in **Table 12** below, **most volunteers and teachers agreed that students met expectations for small group work.** Volunteers were least likely to agree with the statement for Session 6, during which students learned about employee ethics and played the Trail to the Top game.

Table 12
Volunteers and Teachers who Agreed with the Statement:
“Students met expectations for small group work.”
Volunteer and Teacher Post-program Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Volunteers who agreed	n=25 80%	n=25 80%	n=26 69%	n=26 69%	n=22 64%	n=23 52%	n=18 67%
Teachers who agreed	n=11 100%	n=14 86%	n=14 93%	n=12 92%	n=13 92%	n=10 100%	n=10 90%

It was also of interest to JA Worldwide as to whether students participating in *JA Global Business Ethics* would experience changes in their attitudes about education over the course of the program. To assess any differences in this area, the pre- and post-surveys included an item which asked students to indicate how much education they expected to complete in their lives. As presented in **Table 13**, **a greater proportion of students (30 percent) expected to complete a post-graduate degree after completing the program.**

Table 13
Student Pre-/Post-test Results by Question

Education Level	Pre-Survey	Post-Survey
(Sample Size)	n=410	n=458
G.E.D. (General Education Diploma)	1%	1%
High School diploma	5	7
Technical training	5	3
Two-year community college	9	7
College/University degree	54	52
Post-graduate degree	26	30

Student Satisfaction

In the session-specific and post-program surveys, students were asked to report on their satisfaction with a variety of aspects of *JA Global Business Ethics*. To identify the sessions that were most successful, as well as sessions or components of sessions that would benefit from improvement, students were asked to rate their satisfaction according to a series of indices

contained in each session-specific survey. Using a five-point scale ranging from “strongly disagree” to “strongly agree,” students indicated their attitudes toward various aspects of the program, such as whether they thought the sessions were fun, whether the ideas presented were interesting, and if they felt they could personally relate to the content presented. Results from these statements are provided in **Tables 14** through **16** on pages 12 and 13.

Over half of the students “really liked” each session in the program (54 to 64 percent). Session 5 received the lowest rating, while Sessions 2 and 3 received the highest ratings. Less than a quarter of students disagreed or strongly disagreed with the statement about any program session.

Table 14
Students’ Responses to the Statement “I really liked Session [session number: session name]”
Student Surveys Sessions 1-7

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Sample Size	(n=537)	(n=598)	(n=552)	(n=568)	(n=531)	(n=510)	(n=443)
Strongly Agree or Agree	58%	64%	64%	55%	54%	61%	62%
Neither Agree or Disagree	27	23	21%	25	26	24	25
Strongly Disagree or Disagree	15	13	15	20	20	15	13

Most students also found the sessions to be “interesting” (58 to 71 percent). Again, Sessions 4 and 5 received the lowest ratings as pertaining to student interest.

Table 15
Students’ Responses to the Statement “The ideas presented in this session were interesting”
Student Surveys Sessions 1-7

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Sample Size	(n=538)	(n=596)	(n=551)	(n=565)	(n=533)	(n=510)	(n=439)
Strongly Agree or Agree	62%	71%	68%	58%	58%	65%	66%
Neither Agree or Disagree	22	17	19	26	27	20	24
Strongly Disagree or Disagree	16	12	13	16	16	15	10

The majority of students reported that the information contained in the session was valuable for them to learn (59 to 68 percent).

Table 16
Students' Responses to the Statement "The session contained information that was valuable for me to learn"
Student Surveys Sessions 1-7

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Sample Size	(n=537)	(n=586)	(n=552)	(n=568)	(n=532)	(n=509)	(n=433)
Strongly Agree or Agree	67%	68%	66%	59%	60%	62%	66%
Neither Agree or Disagree	23	21	21	26	26	24	25
Strongly Disagree or Disagree	11	10	13	15	15	14	9

General questions contained in the student post-survey sought to gather data on students' satisfaction with the program overall. When asked to indicate the program components that they enjoyed most and least, **62 percent of students collectively identified games and class discussions as the activities they enjoyed most, while 57 percent of students indicated that they liked the Student Workbook activities least (Table 17)**. These findings suggest that students were more engaged by hands-on activities and interactive discussions as opposed to written work.

Table 17
Student Responses to the Question: What did you like most/least about this program?
Student Post-program Survey

Response Option	Liked Most (n=454)	Liked Least (n=431)
Student Workbook activities	4%	57%
Games	37	6
Class discussions	25	12
Working in groups	18	9
Other	15	16

Students liked the Trail to the Top game most of all of the program’s activities (32 percent). During the game, students competed to be the first to reach the end of the trail on the game board, rolling dice and losing turns or spaces after drawing Trail Buster Cards describing unethical behaviors in the workplace, or moving ahead after landing on Bonus Spaces describing ethical behaviors.

Table 18
Student Responses to the Question: Which activity did you like the best?
Student Post-program Survey
(n=434)

Response Option	Percentage of Respondents
Uncovering Your Personal Ethics (Session 1)	8%
Packing Your Backpack for the Journey (Session 1)	6
How Do You Make ethical Decisions (Session 2)	14
Right or Wrong? Spectrum (Session 3)	14
Goal Mountain Worksheet (Session 3)	11
The Competition: Department Matching Choices (Session 4)	5
Steps to Ethical Decision-Making (Session 5)	5
Trail to the Top (Session 6)	32
Global Business Issue Cards (Session 7)	6

As presented in **Tables 19** through **21** below and on the following page, **the majority of students felt the difficulty of the information they learned was “just right.”** Their mean rating of the program on a 10-point scale was 7.3 and 81 percent of students indicated that they would recommend *JA Global Business Ethics* to a friend.

Table 19
Student Responses to the Question: “what did you think about the information you learned in the program?”
Student Post-program Survey
(n=456)

Response Option	Percentage of Respondents
Just right	81%
Too easy	14
Too hard	5

Table 20
Student Responses to the Question:
On a scale from 1 to 10, with 1 being totally unsatisfied and 10 being completely satisfied, how satisfied were you with the program overall?
Student Post-program Survey

Sample Size	Mean
n=425	7.3

Table 21
Student Responses to the Question: “Would you recommend this program to a friend?”
Student Post-program Survey
(n=446)

Response Option	Percentage of Respondents
Yes	81%
No	19

Students who indicated that they would not recommend the program to a friend were asked to provide an explanation for their answer. A representative list is presented below. Students were most likely to indicate that the program was “boring” (n=25).

- “Because it was boring.”
- “It could have had a little more fun activities.”
- “Because my friend wouldn’t want to do this.”
- “I didn’t quite understand what they were talking about.”
- “I don’t like working in groups.”
- “I feel like I already knew everything.”
- “I know about ethics. I would rather learn about what goes on and how to survive in the business world.”
- “It doesn’t tie in with school.”
- “At our age most of us already have what ethics we think are right and wrong.”
- “We had the same speaker every time and did the same thing every day.”
- “It was not in-depth enough.”
- “The information seemed unrealistic and it wasn’t made to apply to everyday life.”

As alternative indices of student satisfaction, volunteers, teachers, and JA staff were asked to comment on the age-appropriateness of and student engagement in the program sessions. The majority of the respondents felt that the sessions were age-appropriate and that students were engaged (**Tables 22 and 23** below and on the following page).

Table 22
Volunteers, Teachers, and JA Staff who Agreed with the Statement “The concepts presented in this session were age-appropriate.”
Volunteer, Teacher, and JA Staff Session-specific Surveys

Respondent	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
Volunteers who agreed	n=25 76%	n=25 84%	n=26 92%	n=26 81%	n=22 82%	n=23 91%	n=18 83%	n=20 70%
Teachers who agreed	n=11 82%	n=14 93%	n=14 100%	n=12 92%	n=13 92%	n=10 90%	n=10 70%	n=10 70%
JA staff who agreed	n=9 44%	n=9 67%	n=9 100%	n=8 63%	n=8 63%	n=7 86%	n=8 88%	n=8 88%

Table 23
Volunteers’, Teachers’, and JA Staff who Agreed with the Statement: “The students were engaged in this session.”
Volunteer, Teacher, and JA Staff Session-specific Surveys

Respondent	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
Volunteers who agreed	n=25 82%	n=25 80%	n=26 89%	n=26 81%	n=22 68%	n=23 87%	n=18 83%	n=20 80%
Teachers who agreed	n=11 91%	n=14 86%	n=14 100%	n=12 83%	n=13 85%	n=10 100%	n=10 80%	n=10 100%
JA staff who agreed	n=9 78%	n=9 89%	n=9 89%	n=8 38%	n=8 50%	n=7 71%	n=8 75%	n=8 88%

The majority of volunteers, teachers, and JA staff (85 to 90 percent) also reported that students had enjoyed the program overall (Table 24).

Table 24
Volunteers, Teachers, and JA Staff Responses to the Statement “Overall, students enjoyed the program.”
Volunteer, Teacher, and JA Staff Post-program Surveys

Respondent	Sample Size	Disagree or Strongly Disagree	Don’t Know/Unsure	Agree or Strongly Agree
Volunteers	n=20	10%	5%	85%
Teachers	n=10	0%	10%	90%
JA staff	n=8	0%	13%	88%

Training

Prior to the start of the program, JA volunteers and teachers were invited to attend a training to prepare them for *JA Global Business Ethics*. Prior to the start of the program, both stakeholder groups completed a pre-survey which asked them to describe the quality and utility of the training they received. As displayed in **Table 25** below, 78 percent of volunteers and 63 percent of teachers attended a training prior to the program.

Table 25
Volunteers and Teachers who Responded to the Question: “Did you receive training for JA Global Business Ethics?”
Volunteer and Teacher Pre-surveys

Respondent Type	Sample Size	Percentage
Volunteer	n=27	78%
Teacher	n=16	63%

Between 83 and 100 percent of teachers responded positively to each statement posed about the training. Volunteers evidenced greater variability in their responses about the training, although the majority responded positively to each statement. Volunteers were most likely to agree that the training gave them “clear instructions about how to conduct the program” (81 percent).

Table 26
Volunteers’ and Teachers’ who Received Training Responses to the Usefulness of Training
Volunteer and Teacher Pre-surveys

Statement	Respondent	Sample Size	Strongly Disagree or Disagree	Don't Know/ Unsure	Strongly Agree or Disagree
The training helped me feel prepared to teach/work with the program.	Volunteer	n=21	0%	19%	59%
	Teacher	n=6	0%	17%	83%
I would recommend the training to other volunteers/teachers.	Volunteer	n=21	0%	19%	59%
	Teacher	n=6	0%	0%	100%
The training gave clear instructions about how to conduct the program.	Volunteer	n=21	10%	10%	81%
	Teacher	n=6	0%	17%	83%
Time spent at the training was worth it.	Volunteer	n=21	5%	19%	76%
	Teacher	n=6	0%	0%	100%
The training included information I needed to effectively run/participate in the program	Volunteer	n=21	14%	14%	71%
	Teacher	n=6	0%	0%	100%
If I participated in any other JA program, I would definitely take the training first.	Volunteer	n=21	10%	19%	71%
	Teacher	n=6	0%	0%	100%
I felt like I needed the training to be prepared to run/participate in the program.	Volunteer	n=21	33%	0%	67%
	Teacher	n=6	0%	17%	83%

Quality and Preparedness of the JA Volunteers

The surveys also addressed volunteer preparedness and the quality of their presentation of *JA Global Business Ethics*. As displayed in **Table 27** on the following page, volunteers were most likely to spend between one and two hours preparing for each session.

Table 27
Volunteer Responses to the Question: “On average, how much time did you spend preparing for each session?”
Volunteer Post-program Survey
(n=20)

Response Option	Percentage of Respondents
Under 1 hour	35%
1 to less than 2 hours	60
2 hours to less than 3 hours	5
3 hours to less than 4 hours	0
4 hours to less than 5 hours	0
5 or more hours	0

As is evidenced by responses from volunteers, teachers, and JA Area Office staff displayed in **Tables 28** through **33** below and on the following page, the majority of respondents from all stakeholder groups indicated that volunteers were well-prepared, understood the objectives of the sessions, and were comfortable teaching the program.

Table 28
Volunteers who Agreed with the Statement: “I felt well prepared to deliver this session from the JA Global Business Ethics curriculum to the students.”
Volunteer Session-specific Surveys

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
n=25	n=25	n=26	n=26	n=22	n=23	n=18
96%	100%	100%	100%	96%	100%	95%

Table 29
Teachers and JA Staff Members who Agreed with the Statement: “The volunteer was well-prepared to deliver this JA Global Business Ethics session to the students.”
Teacher Session-specific Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Teachers who agreed	n=11 91%	n=14 86%	n=14 100%	n=12 100%	n=13 100%	n=10 90%	n=10 100%
JA staff who agreed	n=9 100%	n=9 89%	n=9 100%	n=8 100%	n=8 100%	n=7 100%	n=8 100%

Table 30
Volunteers who Agreed with the Statement: “I understood the objectives of this session.”
Volunteer Session-specific Surveys

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
n=25	n=25	n=26	n=26	n=22	n=23	n=18
100%	100%	96%	96%	100%	91%	95%

Table 31
Teachers who Agreed with the Statement: “The volunteer was knowledgeable of the subject matter.”
Teacher Session-specific Surveys

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
n=11	n=14	n=14	n=12	n=13	n=10	n=10
100%	93%	100%	100%	100%	100%	100%

Table 32
Volunteers’ Responses to the Statement: “I felt comfortable teaching the program.”
Volunteer Post-program Survey
(n=20)

Disagree or Strongly Disagree	Don’t Know/ Unsure	Agree or Strongly Agree
0%	0%	100%

Table 33
JA Staff Members’ Responses to the Statement: “The volunteer(s) were comfortable teaching the program.”
(n=8)
JA Staff Post-program Survey

Disagree or Strongly Disagree	Don’t Know/ Unsure	Agree or Strongly Agree
0%	13%	88%

Most importantly, most teachers (73 to 100 percent) reported that the JA volunteers had presented the sessions in a way that was interesting to their students.

Table 34
Teachers who Agreed with the Statement: “The volunteer presented this session in a way that was interesting to the students.”
Teacher Session-specific Surveys

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
n=11	n=14	n=14	n=12	n=13	n=10	n=10
73%	86%	100%	83%	100%	100%	100%

Students’ attitudes about volunteer effectiveness were also solicited from students in the post-program survey. The majority of students reported that the volunteer explained the material in a way that was understandable (76 percent) and interesting (70 percent), and that they had served as role models that students could look up to (65 percent). For complete results, see **Table 35** on the following page.

Table 35
Student Responses to the Statement: “The Volunteer...”
Student Post-program Survey

Statement	Sample Size	Strongly Disagree or Disagree	Don’t Know/ Unsure	Agree or Strongly Agree
Explained things so that I could understand them.	n=447	10%	14%	76%
Presented the program in a interesting way.	445	12	18	70
Was a role model I could look up to.	445	12	23	65

Almost all volunteers reported that teachers had managed student discipline/behavior during the lessons, allowing the volunteers to focus their efforts on presenting the curriculum. Volunteers were more likely to disagree with the statement for Session 4, during which students learned about business departments and then made presentations to their peers.

Table 36
Volunteers’ Responses to the Statement: “The teacher managed student discipline/behavior during the lesson.”
Volunteer Session-specific Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
(Sample Size)	n=25	n=25	n=26	n=26	n=22	n=23	n=18
Strongly Agree or Agree	84%	92%	88%	4%	100%	100%	100%
Neither Agree or Disagree	8	0	0	62	0	0	0
Strongly Disagree or Disagree	8	8	12	35	0	0	0

Program Materials

Prior to the start of *JA Global Business Ethics*, volunteers receive a packet of materials for use as they implement the program with participating students. The program materials include a Guide for Volunteers and Teachers, Student Workbooks, and supplemental manipulatives and visual aides for use to convey the program content and facilitate exercises and games. To assess the quality and effectiveness of the program materials, program stakeholders were asked to comment on them throughout the course of the evaluation.

Guide for Volunteers and Teachers

The Guide for Volunteers and Teachers is the primary document for the program, describing lessons and activities and offering suggestions about how to facilitate student participation and engagement. **Across each of the seven sessions, the majority of volunteers (72 to 100 percent) reported that the Guide had provided a “practical, step-by-step description” of the sessions (Table 37)**

Table 37
Volunteers who Agreed with the Statement: “The Guide for Volunteers and Teachers provided a practical, step-by-step description of this session.”
Volunteer Post-program Survey

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Volunteers who agreed	n=25	n=25	n=26	n=26	n=22	n=23	n=18
	72%	96%	81%	96%	100%	74%	89%

In addition, volunteers and JA Area Office staff largely agreed that the Guide provided useful outlines for the session and was clear and easy to understand.

Table 38
Volunteers’ and JA Staff who Agreed with the Statement: “The Guide for Volunteers and Teachers provided a useful outline for this session.”
Volunteer and JA Staff Post-program Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Volunteers who agreed	n=25	n=25	n=26	n=26	n=22	n=23	n=18
	76%	96%	96%	77%	95%	96%	94%
JA staff who agreed	n=9	n=9	n=9	n=8	n=8	n=7	n=8
	100%	89%	100%	100%	88%	100%	100%

Table 39
Volunteers and JA Staff who Agreed with the Statement: “The Guide for Volunteers and Teachers was clear and easy to understand.”
Volunteer and JA Staff Post-program Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Volunteers who agreed	n=25	n=25	n=26	n=26	n=22	n=23	n=18
	76%	84%	100%	73%	100%	74%	83%
JA staff who agreed	n=9	n=9	n=9	n=8	n=8	n=7	n=8
	89%	89%	100%	100%	88%	100%	100%

As volunteers lead the lessons according to the Guide for Volunteers and Teachers, students complete exercises contained in the Student Workbooks. **Most volunteers and JA staff indicated that the Guide and the Student Workbook worked well together (70 to 100 percent).**

Table 40
Volunteers and JA Staff who Agreed with the Statement: “The Guide for Volunteers and Teachers and Student Workbook worked well together.”
Volunteer and JA Staff Post-program Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Volunteers who agreed	n=25	n=25	n=26	n=26	n=22	n=23	n=18
	72%	88%	85%	85%	95%	70%	89%
JA staff who agreed	n=9	n=9	n=9	n=8	n=8	n=7	n=8
	89%	89%	100%	88%	100%	100%	100%

At the conclusion of each session volunteers are directed to review the core concepts of the program through the use of Summary and Review sections in the Guide and Student Workbooks. **The majority of volunteers and teachers (60 to 91 percent) reported that the review process was useful for each program session.**

Table 41
Volunteers and Teachers who Agreed with the Statement: “The summary and review of key terms and concepts at the end of this session in the Guide for Volunteers and Teachers was useful.”
Volunteer and Teacher Post-program Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Volunteers who agreed	n=25	n=25	n=26	n=26	n=22	n=23	n=18
	72%	68%	77%	77%	91%	83%	89%
Teachers who agreed	n=11	n=14	n=14	n=12	n=13	n=10	n=10
	64%	79%	79%	83%	85%	80%	60%

Almost all volunteers, teachers, and JA staff members “really liked the Guide for Volunteers and Teachers.”

Table 42
Volunteer and Teacher Responses to the Statement: “I really liked the Guide for Volunteers and Teachers.”
Volunteer and Teacher Post-program Surveys

Respondent	Sample Size	Disagree or Strongly Disagree	Don't Know/ Unsure	Agree or Strongly Agree
Volunteer	n=20	15%	5%	80%
Teacher	n=10	0%	0%	100%
JA Staff	n=8	0%	0%	100%

Each session in *JA Global Business Ethics* includes a reminder of the need for mutual respect. The Guide for Volunteers and Teachers reads: Remind students of the need for mutual respect during class discussions and activities. This was a new edition to the JA program materials, and as such, the online surveys queried volunteers as to the utility and necessity of the reminder following each program session. **Most volunteers indicated that the Mutual Respect Reminder was at least “a little” useful and necessary for every session.**

Table 43
Volunteer Responses to the Question: “How USEFUL was the workbook activity, Reminder of the Need for Mutual Respect?”
Volunteer Session-specific Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
(Sample Size)	n=25	n=25	n=26	n=26	n=22	n=23	n=18
Not at all useful	8%	8%	19%	15%	32%	22%	28%
A little useful	52	44	42	58	50	57	39
Very Useful	40	48	39	27	18	22	33

Table 44
Volunteer Responses to the Question: “How NECESSARY was the workbook activity, Reminder of the Need for Mutual Respect?”
Volunteer Session-specific Surveys

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
(Sample Size)	n=25	n=25	n=26	n=26	n=22	n=23	n=18
Not at all necessary	12%	28	27%	46%	46%	30%	33%
A little necessary	44	36	46	23	36	48	33
Very necessary	44	36	27	31	18	22	33

Student Workbook

JA Area Office staff were also invited to comment on the Student Workbook. All staff members “really liked the Student Workbook” and most (75 to 100 percent) indicated that it was designed to meet the objectives of each program session (Tables 45 and 46 below and on the following page).

Table 45
JA Staff Responses to the Statement: “I really liked the Student Workbook.”
JA Staff Post-program Surveys

Sample Size	Disagree or Strongly Disagree	Don’t Know/ Unsure	Agree or Strongly Agree
n=8	0%	0%	100%

Table 46
JA Staff who Agreed with the Statement: “The Student Workbook for this session was designed to meet the objectives of the session.”
JA Staff Post-program Surveys

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
n=9	n=9	n=9	n=8	n=8	n=7	n=8
89%	89%	100%	75%	100%	86%	100%

Glossary

As a result of the program’s peripheral emphasis on language development, *JA Global Business Ethics* includes vocabulary words for each session and a glossary in the Guide and Student Workbook to support volunteer presentation and student learning of the words. **Volunteers, teachers, and JA staff largely reported that the glossary had adequately supported each session.**

Table 47
Volunteers, Teachers, and JA Area Office Staff who responded “Yes” to the Question: “Did the glossary adequately support the session?”
Volunteer, Teacher, and JA Staff Session-specific Surveys

Respondent	Response	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Volunteers	Sample Size	n=25	n=23	n=26	n=26	n=22	n=23	n=18
	Percentage	88%	92%	81%	96%	96%	87%	94%
Teachers	Sample Size	n=11	n=14	n=14	n=14	n=13	n=10	n=10
	Percentage	91%	100%	100%	92%	100%	90%	100%
JA staff	Sample Size	n=9	n=9	n=9	n=8	n=8	n=7	n=8
	Percentage	78%	78%	100%	75%	100%	100%	88%

Program Materials Overall

Post-program surveys completed by all program stakeholders also asked more general questions about the program materials. For many sessions, less than half of the volunteers and Area Office staff members indicated that the program materials were “attractive,” “of good quality,” or appealing (highlighted in purple in **Table 48** on the following page).

Table 48
Volunteer, Teacher, and JA Staff Attitudes towards Program Materials
Volunteer, Teacher, and JA Staff Session-specific Surveys

	Respondent	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Easy to Use	Volunteer	n=25	n=25	n=26	n=26	n=22	n=23	n=18
		68%	56%	89%	73%	77%	91%	61%
	Teacher	n=11	n=14	n=14	n=12	n=13	n=10	n=10
		91%	71%	71%	83%	92%	100%	80%
	JA Staff	n=9	n=9	n=9	n=8	n=8	n=7	n=8
		56%	56%	67%	50%	75%	86%	63%
Attractive	Volunteer	n=25	n=25	n=26	n=26	n=22	n=23	n=18
		48%	24%	54%	50%	46%	44%	33%
	Teacher	n=11	n=14	n=14	n=12	n=13	n=10	n=10
		82%	64%	57%	58%	54%	90%	80%
	JA Staff	n=9	n=9	n=9	n=8	n=8	n=7	n=8
		22%	22%	33%	25%	25%	57%	13%
Of Good Quality	Volunteer	n=25	n=25	n=26	n=26	n=22	n=23	n=18
		52%	44%	73%	58%	59%	44%	50%
	Teacher	n=11	n=14	n=14	n=12	n=13	n=10	n=10
		64%	50%	57%	67%	62%	90%	80%
	JA Staff	n=9	n=9	n=9	n=8	n=8	n=7	n=8
		33%	22%	78%	75%	75%	43%	88%
Appealed to Me	Volunteer	n=25	n=25	n=26	n=26	n=22	n=23	n=18
		40%	28%	54%	42%	64%	35%	39%
	Teacher	n=11	n=14	n=14	n=12	n=13	n=10	n=10
		73%	36%	64%	58%	62%	100%	80%
	JA Staff	n=9	n=9	n=9	n=8	n=8	n=7	n=8
		0%	11%	33%	13%	25%	29%	13%
Did not appeal to me	Volunteer	n=25	n=25	n=26	n=26	n=22	n=23	n=18
		28%	20%	0%	12%	9%	9%	6%
	Teacher	n=11	n=14	n=14	n=12	n=13	n=10	n=10
		0%	7%	7%	0%	0%	0%	0%
	JA Staff	n=9	n=9	n=9	n=8	n=8	n=7	n=8
		45%	11%	11%	25%	0%	29%	0%

When asked how to improve the program materials, staff members were most likely to suggest that the materials would benefit from “brighter colors” (50 percent). Forty percent of teachers felt that the materials should be “easier to understand.” Volunteers were most likely to indicate that “other” changes should be made to improve the materials. A representative list of their comments is presented below **Table 49** on the following page.

Table 49
Volunteers, Teacher, and JA Staff Responses to the Question: “How could JA make their materials better?”
Volunteer, Teacher, and JA Staff Post-program Surveys

	Respondent	Sample Size	Percent
Better graphics/Change the mountain journey theme	Volunteer	n=20	25%
	Teacher	n=10	10%
	JA Staff	n=8	13%
Brighter colors	Volunteer	n=20	15%
	Teacher	n=10	10%
	JA Staff	n=8	50%
Easier to understand	Volunteer	n=20	30%
	Teacher	n=10	40%
	JA Staff	n=8	25%
Add more content materials	Volunteer	n=20	25%
	Teacher	n=10	10%
	JA Staff	n=8	25%
Put materials in a different order	Volunteer	n=20	0%
	Teacher	n=10	10%
	JA Staff	n=8	0%
Other	Volunteer	n=20	55%
	Teacher	n=10	20%
	JA Staff	n=8	38%

* Note this is a multi-response question.

- “Banner on Mutual Respect Reminder.”
- “Add relevance to their knowledge, job level.”
- “Get rid of the Issue Cards, Trail Game, and Student Journal.”
- “The student journal lacked pizzazz-pretty boring.”
- “Simplify, even the cover of the student workbook.”
- “More age appropriate examples.”

Students were also critical of the *JA Global Business Ethics* materials. Across the five sessions, less than half of the students indicated that they found the materials to be easy to use, attractive, of good quality, or appealing (**Table 50** on the following page). Students were most apt to describe the materials as “of good quality.”

Table 50
Student Attitudes towards Program Materials

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Average
Sample Size	(n=543)	(n=606)	(n=556)	(n=573)	(n=539)	(n=515)	(n=448)	(n=540)
Easy to Use	44%	37%	20%	34%	33%	37%	36%	34%
Attractive	15	16	46	16	18	24	20	22
Of Good Quality	44	43	27	42	41	42	42	40
Appealed to Me	25	27	11	27	27	34	33	26
Did not appeal to me	11	12	0	14	14	10	10	10

While 89 percent of the students (n=350) found the materials to be “interesting and easy to use” (data not tabled), they also indicated areas for improvement. As presented in **Table 51** below, approximately one quarter of students recommended that the materials contain more content, that they be easier to understand, and that the materials have brighter colors. In addition, 33 percent selected “better graphics” when asked how JA could make the program materials better. Students who selected the “other” response option made the following recommendations:

- “Act out scenarios about business.”
- “Add more interaction activities. Then it sticks.”
- “Add pictures.”
- “Darker colors.”
- “Have things that students can relate to more.”
- “Less writing activities.”
- “More games.”
- “Put more examples that apply to today’s ethics in easy terms.”

Table 51
Student Responses to the Question:
How could JA make their materials better?
(n=469)

Response Option	Percentage of Respondents
Add more content to the materials	27
Better graphics	33
Brighter colors	25
Easier to understand	27
Other	9

The majority of volunteers, teachers, and JA staff had not identified stereotypes or bias in the program or program materials (**Table 52**). The teacher who indicated that he/she had noticed stereotypes/bias in the program explained, “*I think that a non-global perspective should also be included.*” Volunteers did not offer explanations for their concerns about stereotypes/bias.

Table 52
Volunteer, Teacher, and JA Staff Who Did NOT Notice Stereotypes/Bias
in the Program or Program Materials
Volunteer, Teacher, and JA Staff Post-program Surveys

Respondent	Sample Size	Percentage
Volunteer	n= 14	83%
Teacher	n= 10	90%
JA staff	n=8	100%

To garner more qualitative feedback about the program materials, the teacher, volunteer, an Area Office staff post-surveys also included open-ended questions asking that they indicate the program materials they liked most, least, and to offer suggestions for improvement. Representative lists of their responses are provided below.

Liked Most

Volunteers

Volunteers were most likely to identify the Guide for Volunteers and Teachers and the Trail to the Top game as the materials they liked most. Other materials mentioned by volunteers included the Goal Mountain Worksheet and Global Business Ethics Cards.

- “1) *The Guide for Volunteers and Teachers because it helped me prepare for the session; 2) Trail to the Top game because it helped students think about their values in relation to what they wanted to accomplish in life; and, 3) Global Business Issue cards.*”²
- “*The Business Issue Cards were real life situations and the Guide was formatted nicely and was appropriate to the discussions.*”
- “*The Guide for Volunteers provided a road map on what to teach.*”
- “*The Guide for Volunteers and Teachers was very well put together. And the Business Issue cards gave the students different real life scenarios they may have to face in the workplace.*”
- “*The Trail to the Top was relevant to the kids and kept them interested.*”
- “*Trail to the Top Game - I was really surprised but the kids really enjoyed it. They identified with getting fired and having to return to the start.*”
- “*Goal Mountain and Trail to the Top sessions were the best received sessions and they were also the most rewarding to teach.*”
- “*I liked the games such as climbing the mountain and how unethical issues can set you back. All materials were good.*”
- “*I liked the Global Business Issue Cards as they prompted some good discussion.*”

² Quotes drawn from the surveys have been edited for grammar and readability.

Teachers

Teachers also identified the Goal Mountain Worksheet and Trail to the Top game as the materials they liked best. The Student Workbook was also mentioned.

- *“Goal Mountain - students had to think and relate to themselves. The cards in the game [were] great discussion starters.”*
- *“My favorite part of the program was the Goal Mountain worksheet. I especially liked the line where they must indicate one obstacle to avoid attaining this goal as most are trained to write their goal list and how they plan to attain the goal.”*
- *“Student Workbook - this allowed students with all learning styles to relate to the materials.”*
- *“Trail to the Top game--engaging, students learned they could lose their job because of decisions they make.”*
- *“Ethical Journey because it provoked thought.”*
- *“Students appeared engaged in the ethical case studies and offered different points of view through discussion; workbooks provided hands on material; excellent teacher guides.”*

JA Staff

Comments from JA Area Office staff varied more widely than those of the volunteers and teachers. The Global Business Issue Cards were mentioned most often. One volunteer used the Parent Take Home Letter as an “awareness piece.”

- *“Global Business Issue cards [were] very engaging.”*
- *“I liked the Global Business Issue Cards the most. They were good scenarios and the students could work in teams to discuss and make decisions on the back.”*
- *“Goals form.”*
- *“I liked the Parent-Take Home letter. It doubles as an awareness piece for my office.”*
- *“The Guide for Volunteers and Teachers provided good detail and linked well with the Student Workbook.”*
- *“Any activity that engaged the kids, such as the game or those activities where the students were up and moving around.”*
- *“I thought all the materials were well done and very much complimented each other.”*

To identify materials that would benefit from revision, the surveys also asked respondents to identify the program materials they liked least.

Liked Least

Among volunteers, the Ethical Journey game was cited most often. Several volunteers felt that the materials and accompanying activity were not appropriate for the age level of the students they were teaching. A representative list of their comments is provided on the following page.

- “Backpack materials seemed entirely too juvenile. One of my students made reference to 'Dora the Explorer' which is a child's cartoon.”
- “Ethical Journey Equipment - The kids thought it was a little ‘cheesy...not very relevant.”
- “I did not like the idea of a backpack. The concept is valid, but the backpack was hokie and unproductive. While the students enjoyed the Trail to the Top Game, I felt it was a very long time spent on a tool that provided little learning or substantive content.”
- “The Ethical Journey Equipment Set was introduced too early in the program. The students could have benefited from more time using the terms and understanding of ethics.”
- “The What Color Are Your Ethics Banners are hard to read; too complicated/too many words.”
- “The Banner is not really necessary. Quotes - the kids were pretty unengaged in this part, making them relevant was a challenge.”
- “I thought the banners in session two were rather bland and ‘wordy.’”
- “The Trail to the Top Game was a bit too easy for their age level. And the Session 2 What Color Are Your Ethics? banner had a little too much info on it for the students to decipher from afar.”
- “The Trail to the Top game seemed to have the students more interested in winning instead of understanding the ethical issues. Also, tearing out the game cards was a pain.”
- “Trail to the Top - the game needed to be more positive. The students felt they were continually being punished (sent back). Also, some of the cards were too complex for the students to comprehend.”
- “I personally didn't think the references to respect and deportment issues in the classroom were all that valuable. The teacher and the volunteer should be able to adequately set the expected deportment and ensure then that it is observed.”

Teachers also addressed the What Color Are Your Ethics Banners and suggested that the Student Workbook could be simplified for younger students.

Teachers

- “Session 2 posters for the four options were WAY too wordy and confusing. The Scenarios were enough. No need for the written out options 1-4. Those just confused the entire lesson.”
- “The Banner.”
- “The Unpacking your backpack activity, the kids just didn't seem to ‘get it’ or enjoy it. The curriculum was important, but I would recommend an alternate method for teaching the lesson.”
- “Trail to the Top Game Sheet had too many stops along the way before reaching a yellow question square, fewer squares and more time for discussing the questions; also, don't have the answer to the dilemma on the same card as the question.”
- “Student workbook was too ‘busy’ for 9th graders.”

JA Area Office staff were most likely to identify the Backpack materials as those that they liked least.

JA Staff

- *“Backpack materials. You really did not do much with them.”*
- *“Backpack [was] too cheesy for older High School students.”*
- *“Ethical journey equipment was awkward to pass out. The students were not excited about it.”*
- *“I did not like the Ethical Journey Equipment Set. The backpack, cell phone were jokes to the students. It was too elementary for high school kids.”*
- *“Probably the backpack analogies.”*
- *“JA banner because all the other stuff was excellent!”*
- *“Student workbook - it was too much information.”*
- *“The activities that were bookwork. Students get plenty of this in the classroom, so I feel that some of the activities were more like busy work instead of being fun and interactive.”*

Suggestions to Improve the Written Materials

Suggestions to improve the written materials were also solicited from volunteers, teachers, and Area office staff members. Volunteers suggested that the Guide for Volunteers and Teachers and the Student Workbook could be more complimentary. Volunteers also made suggestions for additions to the materials that would assist them to engage students in discussions or to answer their questions.

Volunteers

- *“Combine the Student Workbook and the Guide together for the leader. It would make it easier for the leader to follow what the students are doing and not need to use both books.”*
- *“The Volunteer Guide should include all the information that is in the Student Workbook. The volunteer would be better off if they did not have to refer to both books during a session.”*
- *“Make sure the Teacher and Volunteer Book contains all material that the Student Book includes. Change the color running down the sides of the pages in the book so that the lessons stand out from the optional.”*
- *“Give the Teacher Guide answers or suggested answers the kids may use.”*
- *“I think volunteers need to be given debrief questions to ask after the exercises so that the learning can be reinforced.”*
- *“Make the optional sessions stand out more in the book, titles in red, for example.”*
- *“All the optional sections were distracting to me, some I very much wanted to do, but had no time.”*
- *“In the Guide, I would include more breakdown of time allocation within the activities. I would also include much more time for discussion among the class, even though that will require reducing the number of issues that can be included in each lesson.”*
- *“Condense it some. Add more terms and definitions in the weak chapters for students.”*

- *“Identify supplementary materials with the lesson they support.”*
- *“A banner on Mutual Respect Reminder to keep up in class at all times.”*
- *“Keep the examples more relevant to their demographics.”*
- *“The quotes were great. Although, I would recommend a short one/two sentence bio after each of the names. I conducted a Google search for some of the individuals quoted.”*

Teachers suggested that the Optional Lessons should be placed separately in the Guide or removed, that fewer scenarios be included in the lessons, and that the warm-up activities be more diverse, rather than always be a quotation analysis.

Teachers

- *“Separate the optional lessons from the main lessons.”*
- *“Take out the excess descriptions for option[al sessions], make the vocabulary easier, not so much writing in session 3.”*
- *“Cut down on the number of scenarios.”*
- *“I don't think the students utilized all the opportunities of the lesson. Perhaps a different ‘warm-up’ instead of always using a quote.”*
- *“I would like a format like the old student study guides.”*
- *“Session four, add the information about each department to the booklet, this is good information and students may use the books a resource.”*

The majority of JA Area Office staff members’ suggestions addressed the aesthetics of the materials, such as color, graphics, and size.

JA Staff

- *“Keep the Student Workbook visually interesting. Add graphics, photos.”*
- *“Student workbook needs more color, graphics and design changes to appeal to students.”*
- *“I loved the quotes at the beginning of each lesson in the Student Workbook. They were a natural open to the lesson and put me in the right frame of mind. I would recommend putting these on a poster to hang up each week and leave in the classroom.”*
- *“Some material in the Student Workbook were not in the Volunteer Guidebook. It was up to the volunteers to carry both workbooks with them so that they know exactly what the students had versus their book alone.”*
- *“Could be a larger Guide [for Volunteers and Teachers] like the Economics for Success guide. Print was also very small.”*
- *“Some of the pages for the activities would work best if they were side by side instead of opposite pages (i.e. Session three values and goals activities).”*

Suggestions to Improve the Manipulatives

In addition to the program's written materials, *JA Global Business Ethics* also includes a number of manipulatives for use during exercises and activities. Similar to comments above, volunteers were most likely to address the Backpack materials and the Trail to the Top game. Two volunteers felt that the program should not include games or manipulatives, while others thought that they could be made of brighter, more colorful, or sturdier materials.

Volunteers

- *“Replace the Ethical Journey Equipment Set. I did not have enough time for most all of the sessions; I would suggest getting the definitions out more quickly and move some of the other material forward. Simplify the Global Business Card Issues.”*
- *“The backpack equipment set was seen as trivial and not taken seriously.”*
- *“The Trail to the Top game needs much more content, or to be much shorter, or probably both. The Ethical Journey Equipment Set needs reworking.”*
- *“Make the Trail to the Top game a little more complicated.”*
- *“The Trail to the Top game should somehow get the students to share the ethical issues presented on the game cards.”*
- *“Try to make the examples, cards, etc more age appropriate. While the business examples were clear to me, I am not 16 -18 years old. Fashion the examples around the students' life experiences, work experience, school experience, etc.”*
- *“Trail to the Top game may look a little nicer on glossy paper. Global issue cards could actually be a heavier stock card and the answers could be written in their books.”*
- *“The manipulatives should be made of a better quality material for durability. Many of them were wrinkled after the one use”.*
- *“Identify them with the lesson they support.”*
- *“Brighter colors and maybe some word changes.”*
- *“Board needs to be brighter colors and cards made out of sturdier material.”*
- *“Get rid of them and just use simple handouts.”*
- *“No board games.”*

Teachers' comments addressed the Trail to the Top game.

Teachers

- *“The Trail to the Top game too many stops along the way to land on the yellow squares for the question. Students had to go back, forward, back etc. before reaching a yellow question, it wasted time.”*
- *“Instead of making the game like Candyland where they choose a card and it tells them what they did wrong, make it like trivial pursuit, give them multiple choice questions that they must answer correctly to move forward, if incorrect they move backwards.”*
- *“Give more time for the game.”*

JA Staff members made suggestions to improve the Backpack materials and Trail to the Top game as well.

JA Staff

- “Trash the backpack, manipulate the goals session to have ten goals but more detail work and explanation on setting goals.”
- “Redo the Ethical Journey Equipment Set. The trail game is okay, just shorten the cards and game board so that the students can complete in the allotted time. The Global Business Issue Cards are fine as is.”
- “The trail game was slow. Add cards that included moving more spaces forward.”
- “The game is a little dull-looking. It could be improved with more color, better graphics and a clearer path moving upward.”

Curriculum

Teachers were largely positive in their assessment of the *JA Global Business Ethics* curriculum. **Almost all teachers (90 percent) indicated that the information in the curriculum conveyed the program’s concepts to the students, that it held students’ attention, and resulted in a high level of student participation.** Teachers were less apt to agree that the curriculum encouraged students’ creativity and imagination (70 percent). The teacher who indicated that the curriculum had not held the students’ attention explained, “Some of the items were not important to them. They had no ownership. Situations assumed they knew about board of directors, officers of a company, and their responsibilities.”

Table 53
Teacher Impressions of Program Curriculum’s Effectiveness
Teacher Post-program Survey

Statement	Sample Size	Disagree or Strongly Disagree	Don’t Know/ Unsure	Agree or Strongly Agree
The information in the curriculum conveyed the program’s concepts to the students.	n=10	0%	10%	90%
The curriculum encouraged students’ creativity and imagination.	n=10	0	30	70
The curriculum held the students’ attention.	n=10	10	0	90
The curriculum resulted in a high level of student participation	n=10	0	10	90

As is evidenced by survey responses presented in **Table 54** below, volunteers, teachers, and JA staff agreed that the program was best suited to 11th and 12th grade students.

Table 54
Volunteer, Teacher, and Area Office Staff Members' Responses to the Statement: "What grade level do you think the curriculum fits best?"
Volunteer, Teacher, and JA Staff Post-program Surveys

Grade	Respondent	Sample Size	Percent
9 th Grade	Volunteer	n=20	15%
	Teacher	n=10	10%
	JA Staff	n=8	0%
10 th Grade	Volunteer	n=20	10%
	Teacher	n=10	0%
	JA Staff	n=8	0%
11 th Grade	Volunteer	n=20	30%
	Teacher	n=10	50%
	JA Staff	n=8	63%
12 th Grade	Volunteer	n=20	45%
	Teacher	n=10	40%
	JA Staff	n=8	38%

Respondents did not agree as to which program activities should not be changed or deleted. No single activity listed in the post-program surveys was selected by more than 25 percent of respondents (**Table 55** on the following page).

Table 55
Volunteer and JA Staff Responses to the Question: “What is the one activity in the program that should not be changed or deleted?”
Volunteer and JA Staff Post-program Surveys

Response Option	Respondent	Sample Size	Percentage of Respondents
Uncovering Your Personal Ethics (Session 1)	Volunteer	n=20	15%
	JA Staff	n=8	13%
Packing Your Backpack for the Journey (Session 1)	Volunteer	n=20	0%
	JA Staff	n=8	25%
How Do You Make ethical Decisions (Session 2)	Volunteer	n=20	10%
	JA Staff	n=8	0%
Right or Wrong? Spectrum (Session 3)	Volunteer	n=20	25%
	JA Staff	n=8	0%
Goal Mountain Worksheet (Session 3)	Volunteer	n=20	20%
	JA Staff	n=8	13%
The Competition: Department Matching Choices (Session 4)	Volunteer	n=20	0%
	JA Staff	n=8	0%
Steps to Ethical Decision-Making (Session 5)	Volunteer	n=20	0%
	JA Staff	n=8	0%
Trail to the Top (Session 6)	Volunteer	n=20	5%
	JA Staff	n=8	25%
Global Business Issue Cards (Session 7)	Volunteer	n=20	25%
	JA Staff	n=8	25%

Almost all teachers agreed that the program had contributed to their curriculum (81 to 100 percent) and that it “met the standards required by the state, district, and school” (75 to 90 percent).

Table 56
Teachers Who Agreed with the Statement: “JA Global Business Ethics program contributed to my curriculum.”
Teacher Session-specific Surveys

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
n=11	n=14	n=14	n=12	n=13	n=10	n=10	n=10
81%	86%	93%	92%	100%	100%	100%	100%

Table 57
Teachers Who Agreed with the Statement: “The curriculum met the standards required by the state, district, and school.”
Teacher Session-specific Surveys

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
n=11	n=14	n=14	n=12	n=13	n=10	n=10	n=10
82%	86%	86%	75%	77%	80%	80%	90%

Session and Program Length

Most volunteers, teachers, and JA staff indicated that the length of the weekly sessions was “just right” (60 to 75 percent), although 40 percent of volunteers found them to be “too short” (Table 58).

Table 58
Volunteer, Teacher, and JA Staff Responses to the Question “On average, the length of the weekly sessions was...”
Volunteer, Teacher, and JA Staff Post-program Surveys

Response Option	Respondent	Sample Size	Percentage of Respondents
Just right	Volunteer	n=20	60%
	Teacher	n=10	70%
	JA Staff	n=8	75%
Too short	Volunteer	n=20	40%
	Teacher	n=10	10%
	JA Staff	n=8	0%
Too long	Volunteer	n=20	0%
	Teacher	n=10	20%
	JA Staff	n=8	25%

Similarly, the majority of program stakeholders also reported that the length of the program overall was “just right” (63 to 90 percent).

Table 59
Volunteer Responses to the Question “On average, the length of the program overall was...”
Volunteer, Teacher, and JA Staff Post-program Surveys

Response Option	Respondent	Frequency	Percentage of Respondents
Just right	Volunteer	n=20	75%
	Teacher	n=10	90%
	JA Staff	n=8	63%
Too short	Volunteer	n=20	20%
	Teacher	n=10	0%
	JA Staff	n=8	25%
Too long	Volunteer	n=20	5%
	Teacher	n=10	10%
	JA Staff	n=8	13%

In agreement with volunteers, teachers, and JA staff, most students (74 percent) also found the length of the JA Global Business Ethics sessions to be “just right” (Table 60).

Table 60
Student Responses to the Question “What did you think about the length of the sessions?”
 (n=456)

Response Option	Percentage of Respondents
Just right	74%
Too short	7
Too long	20

Most volunteers (56 to 78 percent) and teachers (64 to 93 percent) also reported that the sessions could be completed in the recommended time.

Table 61
Volunteers and Teachers Who Agreed or Strongly Agreed that the Curriculum for the session was able to be Completed in the Recommended Time
Volunteer and Teacher Session-specific Surveys

Respondent	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Volunteer	n=25	n=25	n=26	n=26	n=22	n=23	n=18
	56%	64%	62%	65%	59%	78%	61%
Teacher	n=11	n=14	n=14	n=12	n=13	n=10	n=10
	64%	93%	93%	75%	92%	90%	90%

Volunteer and Teacher Satisfaction with the Program Overall

Post-program surveys also included items to assess volunteers’ and teachers’ satisfaction with the program overall. **Almost all volunteers (95 percent) indicated a willingness to participate in the program again, as well as to recommend the program to others.**

Table 62
Volunteer Overall Program Satisfaction Based on Willingness to Participate and Recommend the Program to Others
Volunteer Post-program Survey

	Would participate in JA Global Business Ethics™ again	Would recommend in JA Global Business Ethics™ to other potential volunteers
(Sample Size)	n=20	n=20
Percent	95%	95%

All teachers indicated that they would allow JA Global Business Ethics to be taught in their class again and that they would recommend the program to other teachers.

Table 63
Teacher Overall Program Satisfaction Based on Willingness to Participate and Recommend the Program to Others
Teacher Post-program Survey

	Would have JA Global Business Ethics™ taught in class again	Would recommend in JA Global Business Ethics™ to other teachers
(Sample Size)	n=10	n=10
Percent	100%	100%

Almost all volunteers and teachers rated the program as “good” or better on a five-point scale ranging from “poor” to “excellent.” In addition, all JA Area Office staff members (n=8) responding to the post-program survey reported that teachers had “liked the program” (data not tabled).

Table 64
Volunteer and Teacher Ratings of the JA Global Business Ethics program overall
Volunteer and Teacher Post-program Surveys

Respondent	Sample Size	Poor	Fair	Good	Very Good	Excellent
Volunteer	n=20	0%	5%	30%	45%	20%
Teacher	n=10	0	0	0	80	20

To gain a more detailed understanding of the program components that volunteers, teachers, and Area Office staff members liked least and best, the post-program surveys also included open-ended questions addressing these areas.

When asked to identify the program components they liked least, volunteers were most apt to discuss time limitations and difficulties they experienced covering the breadth and depth of the material. The quotation analysis warm-up exercises and Packing Your Backpack Activity from Session I were also addressed, as was the appropriateness of the program for some students.

Liked Least

Volunteers

- “Students who didn't want to participate and disrupted the class for everyone. There wasn't enough time.”
- “The biggest problem with the program was that it did not call for, and did not provide time to add class discussion of the interesting, challenging, and difficult ethical concepts and dilemmas that were presented.”
- “Too much content for 50 minute classes (even considering survey time). The program needs to be shortened a bit.”

- *“The overall length was too long; seven weeks is a long time for the students to stay motivated on one topic. Five weeks would have been better.”*
- *“I thought some of the warm-up quotes were over the head of most of the students. Some of the sessions were just too long to fit the 45 minute time. I had the luxury of having a 75 minute class time to work with.”*
- *“Quotation Analysis.”*
- *“I didn't use the banner because [it was] not really necessary. The quotes exercise wasn't really that useful.”*
- *“Too much focus on definitions vs. concepts.”*
- *“I did not like the backpack exercise; I do not feel that it made a strong point.”*
- *“In some sessions there should have been more information for closure of an activity and how it relates to the students every day lives.”*
- *“Parts were too simple. More examples need to apply to students as what applies to business does not interest all that many of the students.”*
- *“The students had difficulty realizing that ethics affects whatever role they play in the global economy. Not enough emphasis on ethics relating to lower level jobs, which is what they are accustomed to.”*
- *“I would have liked to have gone into more depth on an issue. Perhaps the course should explore a few situations in more depth and from different perspectives versus looking at many issues.”*
- *“Overuse of small work groups.”*
- *“Some of the session activities required a little too much reading for the students. Some of them just didn't read that well. And the Need for Mutual Respect was a bit redundant.”*
- *“Teaching to the wrong audience.”*

Several teachers indicated that their students were not ready for the program or activities, or that it was not designed in a way that applied to them. Time constraints were also addressed.

Teachers

- *“The long sheets students had to read and then report on. Global aspects; I think the students first need to learn and practice ethics that involve them. Global should be stressed more at the college level.”*
- *“Too much business material for students who have yet to take a business course.”*
- *“The quotations for the students to read and write their thoughts and the vocabulary along with the situations in business students have no prior knowledge about.”*
- *“Some of the scenarios were a bit lengthy.”*
- *“If the individual sessions are meant to be 45 minutes in length, most sessions had far too much information. When the volunteer spent more time trying to engage students, connecting them to the session, we ran out of time.”*
- *“Some discussions could have lasted longer with less to be covered.”*
- *“I wished the program could have been started in the first six weeks instead of the last six weeks of the semester.”*

- *“The presenter did not capture the students’ attention and had a hard time presenting the information.”*
- *“During the Trail to the Top Game, students were more interested in reaching the top than actually discussing the ethical dilemma.”*

JA staff members’ were most apt to comment on specific sessions or program activities.

JA Staff

- *“The game - but the kids loved it - and the lead-in quotes.”*
- *“I think classroom layouts will be an issue for this program; this almost needs a circle discussion type of format. While the kids seemed to enjoy the game, I think it still needs more interaction instead of just rolling and landing on a space.”*
- *“Reflective writing about the quotes, most of our volunteers engaged the students in discussion rather than taking the time to write. The game didn't go over very well; perhaps if students landed on more scenario cards [it would have gone better].”*
- *“The department activity in session four and while I like the activity for lesson one, I feel that it needed something more attention-grabbing.”*
- *“Lesson 4 lost the focus. The students were more concerned with understanding the different departments rather than the ethical scenarios in each department. Lesson 5 was too long and could not cover the importance of the steps to ethical decision-making.”*
- *“The scenarios [in session 2] and the lesson 5 scenarios could be a little more ‘teen’ related for jobs they may have now.”*
- *“Some of the case studies were not relevant and the backpack in lesson one.”*
- *“The program was content heavy and juvenile. The lessons were saturated with activities and busy work, which left little time for discussion and building rapport with the volunteer.”*

Liked Best

When asked to describe the program components they liked best, volunteers commented on the scenarios as an effective means to facilitate student learning, the ability of the program to fill a gap in what students typically learn in school, and observing interactive discussions among participating students.

Volunteers

- *“All lessons with scenario-based questions and answers.”*
- *“I liked the format of the lessons. The material was well organized and the scenarios/issues were very interesting and just controversial enough to retain their interest.”*
- *“The different ethical scenarios that made the students think about topics they may not encounter in their everyday life. And the warm-up quotations at the beginning of each section.”*
- *“Helping the students understand and discuss ethics, both personal and business, and interaction with the students.”*

- “Students were exposed to concepts that seem to be removed from their school curriculums completely. It was in high school where students have very good reasoning power, but need to be challenged about their attitudes.”
- “I really liked and was surprised by how into each of the group activities the students were. They were VERY engaged and had active group dynamics.”
- “The ability for the students to have debates among themselves and the class as a whole over the subject matter.”
- “The students have the chance to verbalize their thinking on these issues. Many students see no problem in being dishonest.”
- “I liked the quotes and models for ethical decision-making.”
- “The quotes and activities.”
- “Getting the students to think about ethics in their lives.”
- “I liked the way the Volunteers Book outlined each session in sequence.”
- “Providing tools for analyzing ethical dilemmas and suggesting Role Models/Mentors as sounding boards.”
- “The sessions seem to be age appropriate; the sessions seem to have multiple levels at which the students could relate.”

Teachers’ comments focused on how students responded to the program.

Teachers

- “1) Small group work. 2) Appropriate topics used.”
- “Made students think and made students evaluate.”
- “The amount of student participation and the case studies were great.”
- “The students had to problem solve. Students were given current situations to consider.”
- “What Color Are Your Ethics using the four different banners. Global ethics decision making case Studies in Session 7.”
- “Goal Mountain and cards in the game.”
- “I enjoyed the pace of the program, beginning with the definition, building on personal ethics and moving to ethics in business and international business. I thought how students were taught in Session 2 and 3 on how people make ethical decisions was perfect.”
- “The board game and Session 3 values and goals.”
- “I liked the diverse make-up of the volunteers.”

JA Area office Staff members addressed the content of the program, the quality of the volunteers who presented the lessons, and how the program facilitates students’ exploration of their own ethical beliefs.

JA Staff

- “I really liked the topics the scenarios covered. They really made students think and on many occasion debate the issues. Lesson 2 (color of ethics) was by far the best lesson.”
- “Topic and relevance.”

- “Session [2] when the students choose the quadrants most closely representing their responses.”
- “The volunteers brought their experiences into the classroom and provided real-life examples. The scenarios got the kids talking.”
- “I liked the theory of ‘teaching kids about ethics’ and the volunteers’ enthusiasm for participating.”
- “This program shines because it gives the students opportunity to express their own feelings and explore their personal ethics, instead of being told what they should do. Also this program doesn't ‘insult’ them with petty issues, but gets them thinking.”
- “The game in session six and the ‘right’ or ‘wrong’ activity in session three.”
- “I liked the quotes, business matching.”

Summary of Findings

Volunteer Preparedness and Quality

- Most teachers, students, and volunteers indicated that the volunteers were well-prepared, knowledgeable of the subject matter, and comfortable presenting the program to students.
- Most teachers (73 to 100 percent) reported that the JA volunteers presented the sessions in a way that was interesting to their students.
- Most students indicated that the volunteer explained the material in a way that was understandable (76 percent) and interesting (70 percent).

Student Learning and Engagement

- Anecdotal survey results gathered from teachers, volunteers, JA Area Office staff, and students indicated that students accomplished the objectives for each session and gained knowledge about ethical concepts, theories, and their application.
- The majority of volunteers, teachers, and JA staff indicated that the program sessions were age-appropriate and that students were engaged.

Program Materials

- Volunteers, staff, and teachers were satisfied with the utility of the Guide for Volunteers and Teachers.
- Volunteers and JA staff reported that the Guide and Student Workbook worked well together (70 to 100 percent).
- Most JA staff (75 to 100 percent) agreed that the Student Workbook was designed to meet the objectives of each session.
- The majority of stakeholders (75 to 100 percent) reported that the glossary had supported each session.
- Survey respondents were less positive about the aesthetic qualities of the program materials, and for many sessions fewer than 50 percent found them to be “attractive,” “of good quality,” or appealing.

Program Curriculum

- Almost all teachers (90 percent) indicated that the information in the curriculum conveyed the program’s concepts to the students, that it held students’ attention, and resulted in a high level of student participation.
- Almost all teachers agreed that the program had contributed to their curriculum (81 to 100 percent) and that it met the standards required by the state, district, and school (75 to 90 percent).

Stakeholder Satisfaction

- Students reported satisfaction with the program overall:
- The difficulty of the information was “Just right” (81 percent).
- On a 10-point scale ranging from “totally unsatisfied” to “completely satisfied,” students gave the program a mean rating of 7.3 overall.
- Eighty-one percent of students indicated that they would recommend the program to a friend.
- Eighty-five to 90 percent of volunteers, teachers, and JA staff reported that students enjoyed the program overall.
- Almost all volunteers (95 percent) indicated a willingness to participate in the program again, as well as to recommend the program to others.
- All teachers indicated that they would allow JA Global Business Ethics to be taught in their class again and that they would recommend the program to other teachers.

Recommendations

While the majority of the evaluation findings suggest that *JA Global Business Ethics* is a strong program worthy of implementation on a larger scale, survey responses from the stakeholders included in the study did reveal some areas for improvement. Recommendations for program improvement are presented below.

Review Sessions 4 and 5.

Sessions 4 and 5 received the lowest student ratings in terms of their enjoyment, interest, and the value of the information presented. It is possible that these sessions can be improved, such as by adding interactive games or activities to increase student engagement and interest in the content being presented.

Review the aesthetic qualities of the program materials.

While teachers, volunteers, and Area Office staff almost unanimously indicated that the utility of the program materials was of a high quality, those respondents, as well as students participating in the evaluation, were less positive as related to the aesthetic qualities of the materials. JA may wish to revise the graphics and colors of the materials to make them more bold and enticing. More specifically, survey respondents reported that the What Color Are Your Ethics banners are too wordy and the font is too small, and that the materials for Activity Two in Session 1 (Packing Your Backpack for the Journey) were not age appropriate.

Offer the program to 11th and 12th grade students.

Teachers, volunteers, and JA staff members indicated that the program was best suited to students in the 11th and 12th grades who would soon transition into the workplace, and that students in lower grades experienced difficulty engaging in and understanding some program content.

Offer suggestions in the Guide for Volunteers and Teachers for time management.

While most volunteers indicated that the length of the lessons was “just right,” 40 percent reported that they were “too long.” Some volunteers may benefit from suggestions for time management, or ideas of how to cut down the lessons to their most essential elements in order to complete the sessions in the recommended time.

Appendices

Appendix A: Student Profile

Student Profile

As shown in **Table A1** below, **almost half of the students (47 to 62 percent) participating in JA Global Business Ethics were in the 12th grade.** A smaller percent of students were in the 11th grade (19 to 26 percent).

Table A1
Grade Level of Students

Grade	Pre-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=413	n=540	n=599	n=551	n=566	n=527	n=508	n=440	n=458
9th Grade	6%	14%	14%	14%	13%	14%	15%	15%	15%
10th Grade	13	10	11	10	12	14	12	11	11
11th Grade	19	22	23	21	23	24	26	25	25
12th Grade	62	54	51	55	51	48	47	50	49
Other	0	0	0	1	0	0	0	0	0

Table A2 below displays student age by survey. Corresponding with the above information that most of the students were in the 12th grade, **the majority of students were 17 or 18 years old (62 to 70 percent).**

Table A2
Age of Students

Age	Pre-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=412	n=540	n=595	n=545	n=564	n=520	n=498	n=431	n=450
14 years old	2%	3%	3%	3%	4%	3%	3%	3%	3%
15 years old	7	11	11	11	11	12	13	14	12
16 years old	17	18	18	17	18	20	19	16	17
17 years old	35	35	36	32	34	32	34	33	34
18 years old	35	30	29	33	31	30	28	31	31
19 years old	4	4	2	3	3	3	3	3	3
Other	0	0	1	0	0	0	1	0	0

The students were approximately equally divided in terms of gender, although there were slightly more male students (see **Table A3** below).

Table A3
Gender of Students

Gender	Pre-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=413	n=	n=572	n=528	n=539	n=503	n=469	n=414	n=416
Female	44%	42%	44%	46%	44%	41%	42%	45%	44%
Male	56	58	56	55	56	59	58	55	56

The ethnic and racial backgrounds of students are provided in **Table A4** below. **About half of the students identified themselves as Caucasian/White (47 to 57 percent).** A smaller percent of students identified themselves as Hispanic/Latino (19 to 32 percent) and African American/Black (12 to 19 percent).

Table A4
Ethnic and Racial Background of Students
(multiple response question)

Race/Ethnicity	Pre-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=413	n=543	n=606	n=556	n=573	n=539	n=515	n=448	n=469
Caucasian/White	54%	56%	54%	54%	53%	56%	57%	47%	52%
Hispanic/Latino	32	23	21	21	21	19	19	25	24
African American/Black	12	14	18	19	19	17%	14	17	16
Asian	3	5	5	5	8	6	6	8	6
Pacific Islander	2	2	2	3	3	2	3	4	2
Native American/ Alaska Native	2	2	2	2	3	3	2	3	2
Other	6	5	5	5	5	4	4	6	5

Appendix B: Volunteer Profile

Volunteer Profile

Company/organizational affiliation and professional titles among volunteers tended to vary. Below is a representation list of companies and organizations that volunteers were affiliated with.

- APC
- CCOM
- Courier Express, Inc
- Coventry High School
- Deloitte Consulting
- Deloitte Tax, LLP
- Dow Corning Corporation
- Dow Corning Foundation
- Guthrie Oil & Gas
- HEB
- IBAT
- Independent Bankers Association of Texas
- JA of the Heartland
- Johnson & Wales University
- JPMorgan Chase Bank
- Mission Valley ROP
- MPD, Inc.
- Northwestern Mutual
- Risk Management, Inc.
- Speak-Up Enterprises
- State National Bank
- The Dow Chemical Company
- The Shaw Group
- Trinity Regional Health System
- Wells Fargo Bank
- Woman's Hospital

Below is a representative list of job titles reported at least one time in the online surveys.

- Accountant
- Assistant Store Director
- Assistant Vice President
- Attorney
- Auditor - Senior
- C.E.O.
- Career Management Educator/Coach
- Cashier
- Casualty Claims Manager
- CCOM
- Corporate Vice President Human Resources
- Deputy Director - Ethics and Compliance
- Director of Sales and Marketing
- Executive Director
- Executive Vice President
- Financial Analyst
- Financial Representative
- General Accounting Manager
- Human Resources Manager
- Life Coach / Inspirational Speaker
- Manager
- Owner
- Personal Banker
- Public Relations Administrator
- President
- Resources Attorney
- Retired
- School Based Coordinator
- Senior Auditor
- Store Manager
- Store Manager II
- Student
- Training Consultant
- Vice President Education
- Vice President Client Services
- Vice President Technology

The volunteers reported that students in various grade levels received the program, ranging from 7th grade and 9th to 12th grades. Students were more likely to be in the 12th (64 to 73 percent). (See **Table B1** below).

Table B1
Grade Levels that Received the Program
 (multiple response question)

Grade	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=25	n=25	n=26	n=26	n=22	n=23	n=18	n=20
7 th Grade	0	n=1	n=0	n=1	n=1	n=1	n=1	n=0
	0%	4%	0%	4%	5%	4%	6%	0%
9 th Grade	n=6	n=7	n=8	n=8	n=8	n=8	n=7	n=8
	24%	28%	31%	31%	36%	35%	39%	40%
10 th Grade	n=2	n=6	n=6	n=5	n=6	n=6	n=4	n=4
	8%	24%	23%	19%	27%	26%	22%	20%
11 th Grade	n=10	n=9	n=10	n=9	n=10	n=11	n=8	n=10
	20%	36%	38%	35%	45%	48%	44%	50%
12 th Grade	n=16	n=18	n=19	n=18	n=16	n=15	n=12	n=14
	64%	72%	73%	69%	73%	65%	67%	70%

Volunteers participating in the evaluation were most likely to be White/Caucasian (89 to 100 percent). See **Table B2** below.

Figure B2
Ethnic and Racial Background of Volunteers
 (multiple response question)

Race/Ethnicity	Pre-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=27	n=25	n=25	n=26	n=26	n=22	n=23	n=18	n=20
Caucasian/White	n=25	n=23	n=24	n=23	n=24	n=22	n=22	n=18	n=19
	93%	92%	96%	89%	92%	100%	96%	100%	95%
African American/Black	n=1	n=3	N=2	n=3	n=3	n=1	n=1	n=1	n=2
	4%	12%	8%	12%	12%	5%	4%	6%	10%
Hispanic/Latino	n=0	n=3	n=1	n=3	n=1	n=1	n=2	n=1	n=1
	0%	12%	4%	8%	4%	5%	9%	6%	5%
Asian	n=0	n=1	n=1	n=1	n=1	n=1	n=1	n=1	n=1
	0%	4%	4%	4%	4%	5%	4%	6%	5%
Pacific Islander	n=1	n=1	n=1	n=1	n=1	n=1	n=1	n=1	n=1
	4%	4%	4%	4%	4%	5%	4%	6%	5%
Native American/ Alaska Native	n=0	n=0	n=0	n=0	n=0	n=1	n=1	n=1	n=1
	0%	0%	0%	0%	0%	5%	4%	6%	5%
No Response	n=0	n=0	n=0	n=0	n=0	n=0	n=1	n=0	n=0
	0%	0%	0%	0%	0%	0%	4%	0%	0%

Educationally, as shown in **Table B3**, most of the volunteers have a college degree (85 percent). Twelve of the 27 volunteers (44 percent) graduated from a four-year college.

Figure B3
Highest Level of Education Attained by Volunteers
(n=27)

Education Level	Frequency	Percentage of Respondents
Did not finish High School	n=0	0%
Graduated from High School	4	15
Graduated from a two-year college or trade school	2	7
Graduated from a four-year college	12	44
Completed an advanced degree beyond college	9	33

In addition, volunteers were asked on the pre-survey how many years they have volunteered for JA and other volunteer organizations for which they have volunteered. As shown in **Table B4** below, the majority of volunteers had only been volunteering for JA for a short time with 15 of the 27 volunteers (56 percents) having volunteered for one year.

Table B4
Number of Years Have Volunteered for JA
(n=27)

Years	Frequency	Percentage of Respondents
0	n=1	4%
1	15	56
2 to 5	4	15
6 to 10	5	19
11 or more	2	7

Listed below and on the following page are the various volunteer organizations that volunteers have participated in other than JA.

- Boy Scouts
- Boys and Girls Clubs
- Camp Fire
- Court Appointed Special Advocates (CASA)
- Chamber/City Boards
- City Air Show
- City Center for the Arts
- City Chamber of Commerce
- Dale Carnegie
- Forum 35
- Non-profit Musical Theater Company
- Optimist Lt Governor
- Parent groups
- Personnel Association Governmental Affairs
- Parrot Heads of the Lower Ohio-Valley Club (PHLOC 186)
- Playhouse West
- Pregnancy Resource Center
- Project Lead the Way;
- Race for the Cure
- Regional Art Museum

- Girls Inc
- Habitat for Humanity
- Heart Association
- Hospice of Contra Costa
- Jr. League
- Kiwanis
- Lions Club
- Local Church Group
- Local Country Club
- Local School Group
- Meals on Wheels
- Modern Woodman
- Museum of Science & Art
- National Youth Sports
- Neighborhood Alliance
- Republican Party
- Salvation Army
- Spring Hill Camps
- St. Vincent DePaul
- State Bar Association
- State Claims
- State Commission for the Blind
- State University Advisory Board
- Tee-ball
- United Way
- University Alumni Association
- Visiting Nurses Association & Support Services
- YMCA

Appendix C: Teacher Profile

Teacher Profile

The teachers reported that students in various grade levels received the program, ranging from 9th to 12th grades. Students were more likely to be in the 12th (n=8-12) and 11th grades (n=5-10). (See Table C1 below).

Table C1
Grade Levels that Received the Program
(multiple response question)

Grade	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=11	n=14	n=14	n=12	n=13	n=10	n=10	n=10
9 th Grade	2	4	4	3	4	3	3	2
10 th Grade	2	3	5	3	5	3	4	5
11 th Grade	8	8	10	8	10	5	7	5
12 th Grade	10	9	12	10	11	9	8	8

Teachers were most likely to have between 11 and 20 students (n=3-5) and 21 and 30 students in their class (n=3-8), as shown in Table C2 below.

Table C2
Number of Students in Class

Number	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=1	n=14	n=14	n=12	n=13	n=10	n=10	n=10
1 to 10	1	1	1	1	1	1	1	1
11 to 20	3	4	4	4	3	5	3	3
21 to 30	7	8	7	6	8	3	5	5
Over 30	0	1	2	1	1	1	1	1

Teachers participating in the evaluation were most likely White/Caucasian (n=8-14). See Table C3 below.

Figure C3
Ethnic and Racial Background of Teachers
(multiple response question)

Race/Ethnicity	Pre-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=16	n=11	n=14	n=14	n=12	n=13	n=10	n=10	n=10
Caucasian/White	14	11	13	14	12	13	8	9	9
African American/ Black	1	1	1	1	1	1	1	1	0
Hispanic/Latino	1	1	0	1	1	1	0	1	1
Asian	0	0	0	1	1	1	0	1	0
Pacific Islander	0	0	0	0	0	0	0	0	0
Native American/ Alaska Native	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	0	0

Teachers were asked the number of years they had been teaching at their current school and overall, as displayed in **Tables C4** and **C54** below. **There was an equal proportion of novice and experienced teachers.**

Table C4
Number of Years Taught at Current School

Years	Pre-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=16	n=11	n=14	n=14	n=12	n=13	n=10	n=10	n=10
1 to 2	3	2	3	2	2	2	3	0	2
3 to 5	3	1	3	4	3	3	2	2	0
6 to 10	4	4	4	3	2	3	3	3	3
11 to 20	4	2	2	4	4	4	1	4	3
21 or more	2	2	2	1	1	1	1	1	2

Table C5
Number of Years Taught Overall

Years	Pre-Survey	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=16	n=11	n=14	n=14	n=12	n=13	n=10	n=10	n=10
1 to 2	0	0	0	0	0	0	0	0	0
3 to 5	3	2	3	4	4	4	2	1	0
6 to 10	2	1	2	2	1	1	2	1	1
11 to 20	6	5	5	6	5	6	3	6	6
21 or more	5	3	4	2	2	2	3	2	3

In addition, teachers were asked on the pre-survey how many years they have participated in JA. As shown in **Table C6** below, **the majority of volunteers had only been volunteering for JA for a short time**; seven of the 16 respondents have been participating in JA for one or two years and this was the first JA program for four volunteers.

Table C6
Number of Years Participating in JA

Years	Frequency
(Sample Size)	n=16
0	4
1 to 2	7
3 to 5	2
6 to 10	1
11 to 20	2
21 or more	0

Appendix D: JA Staff Profile

JA Staff Profile

JA Area Office staff reported that the program was being taught relatively evenly across the 9th to 12th grade (see Table D1 below).

Table D1
Grade Levels that Received the Program
(multiple response question)

Grade	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=9	n=9	n=9	n=8	n=8	n=7	n=8	n=8
9 th Grade	4	3	3	3	4	3	3	5
10 th Grade	5	2	2	2	2	2	2	4
11 th Grade	7	5	4	4	4	4	3	4
12 th Grade	8	7	6	6	5	4	6	6

When asked how many years they have worked for JA, the largest proportion of JA staff have worked for less than three years (n=3-5).

Table D2
Number of Years Worked for JA

Years	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post-Survey
(Sample Size)	n=9	n=9	n=9	n=8	n=8	n=7	n=8	n=8
1 to 2	5	4	3	5	6	3	4	5
3 to 5	1	2	3	1	1	2	2	0
6 to 10	2	3	2	2	1	1	2	2
11 to 20	1	0	1	0	0	1	0	1

As shown in Table D3 below, participating Area Offices were more likely to have three or four volunteers presenting JA Global Ethics in their area.

Table D3
Number of Volunteers Presenting JA Global Business Ethics

Number	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Post Survey
(Sample Size)	n=9	n=9	n=9	n=7	n=8	n=7	n=8	n=8
1 to 2	0	0	0	0	0	0	0	0
3 to 4	6	6	5	4	6	5	6	5
5 to 6	2	1	2	1	1	1	0	1
7 to 8	1	2	2	2	1	1	2	2

Appendix E: Student Surveys

PRE-SURVEY

JA Worldwide High School Pilot Program JA Global Business Ethics - Student Survey

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Information about You and Your School

1. What is the name of your school? _____
2. What grade are you in? (*please check only one*) ₁ 9th ₂ 10th ₃ 11th ₄ 12th ₅ Other
3. How old are you? _____
4. Are you (*please check one*): ₁ Female ₂ Male
5. What is your ethnic/racial background? (*please check all that apply*)
 African American/Black Asian Pacific Islander Caucasian/White
 Hispanic/Latino Native American/Alaska Native Other: _____

A. Please answer the following questions by checking the correct answer:

6. There can be several right or wrong answers to an ethical dilemma question. ₁ True ₂ False
7. Ethical dilemmas are rare and most people will never encounter one in their life. ₁ True ₂ False
8. Stakeholders in a company include only the company's employees. ₁ True ₂ False
9. You must plan to act unethically to make unethical choices. ₁ True ₂ False
10. Organizational ethics is the _____ of various professional ethical roles in a business, usually by department.
₁ competition
₂ consequence
₃ interaction
₄ decision
11. The money a company makes after all expenses have been paid is called:
₁ pay.
₂ profit.
₃ reward.
₄ funds.
12. Role Model _____
13. Ethics _____
14. Values _____
15. Mentor _____
16. How much education do you expect to complete during your life?
₁ G.E.D (General Education Diploma) ₂ High School diploma ₃ Technical training
₄ Two-year community college ₅ College/University degree
₆ Post-graduate degree (such as a master's degree, law degree, medical doctor, Ph.D., etc.)

THANK YOU!

SESSION ONE

JA Worldwide High School Pilot Program JA Global Business Ethics - Student Survey

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Information about You and Your School

1. What is the name of your school? _____
2. What grade are you in? (please check only one) ₁ 9th ₂ 10th ₃ 11th ₄ 12th ₅ Other
3. How old are you? _____
4. Are you (please check one): ₁ Female ₂ Male
5. What is your ethnic/racial background? (please check all that apply)
 African American/Black Asian Pacific Islander Caucasian/White
 Hispanic/Latino Native American/Alaska Native Other: _____

Session One: Introduction to Ethics – Packing for the Journey

Session review: This session taught students about basic terms and concepts related to the study of ethics. Students examined their beliefs about right and wrong, values, and ethics and the influences and origins of these beliefs.

6. _____ is a term that demonstrates that every choice may have results that were not considered at the time a decision was made.
₁ The Law of Nature
₂ The Law of Unintended Consequences
₃ The Law of Accidental Consequences
₄ The Law of Stuff Happens

Match each key term to its correct definition in the space provided:

7. Role Model _____ a. One who acts as an advisor, counselor, or teacher.
8. Ethics _____ b. A person whose behaviors and characteristics serve as a representation for others to follow.
9. Values _____ c. The standards that help determine what is good, right and proper.
10. Mentor _____ d. Beliefs that are held strongly enough to be acted upon.
11. Ethical values are values that tell us what we should do. ₁ True ₂ False
12. What constitutes right and wrong is the same across all cultures. ₁ True ₂ False

13. To what extent do you agree with the statements below?

	Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
a. I really liked Session One: Introduction to Ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The ideas presented in this session were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know more about ethics after this session than I did before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The session contained information that was valuable for me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Easy to Use 1	Attractive 2	Of Good Quality 3	Appealed to Me 4	Did Not Appeal to Me 5
14. The materials (such as the Student Workbook, Backpack Envelope, and Ethical Journey Equipment Set) used in Session One were: (Please check all that apply)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SESSION TWO

JA Worldwide High School Pilot Program JA Global Business Ethics - Student Survey

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Information about You and Your School

1. What is the name of your school? _____
2. What grade are you in? (please check only one) ₁ 9th ₂ 10th ₃ 11th ₄ 12th ₅ Other
3. How old are you? _____
4. Are you (please check one): ₁ Female ₂ Male
5. What is your ethnic/racial background? (please check all that apply)
 African American/Black Asian Pacific Islander Caucasian/White
 Hispanic/Latino Native American/Alaska Native Other: _____

Session Two: What Color Are Your Ethics?

Session review: In this session, students recognized major ethics theories and applied them to scenarios while analyzing their own ethical philosophies.

6. There is only one right or wrong answer to an ethical dilemma question. ₁ True ₂ False
7. An ethical dilemma is a situation in which a decision needs to be made based on conflicting or competing values. ₁ True ₂ False
8. Ethical decisions are made nearly every day. ₁ True ₂ False
9. In an ethical dilemma where more than one choice seems right, one should:
₁ Make a decision based on what is most convenient for you.
₂ Weigh all factors before making a decision.
₃ Have someone else make the decision for you.
₄ Avoid making a decision.
10. Which of the following "philosophy choices" is unethical to base a decision on?
₁ Analyzing the outcomes of each possible decision.
₂ Taking direction from what you have learned from your culture or community.
₃ Choosing what you have been assigned to do, based on agreed-upon duties.
₄ Looking to your religion, beliefs, or conscience for guidance.
₅ None of the above.
11. To what extent do you agree with the statements below?

	Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
a. I really liked Session Two: What Color Are Your Ethics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The ideas presented in this session were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know more about ethics after this session than I did before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The session contained information that was valuable for me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Easy to Use 1	Attractive 2	Of Good Quality 3	Appealed to Me 4	Did Not Appeal to Me 5
12. The materials (such as the Student Workbook and What Color Are Your Ethics Banners) used in Session Two were: (Please check all that apply)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SESSION THREE

JA Worldwide High School Pilot Program JA Global Business Ethics - Student Survey

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Information about You and Your School

1. What is the name of your school? _____
2. What grade are you in? (please check only one) ₁ 9th ₂ 10th ₃ 11th ₄ 12th ₅ Other
3. How old are you? _____
4. Are you (please check one): ₁ Female ₂ Male
5. What is your ethnic/racial background? (please check all that apply)
 - African American/Black Asian Pacific Islander Caucasian/White
 - Hispanic/Latino Native American/Alaska Native Other: _____

Session Three: Personal Ethics – Priorities and Goals

Session review: In this session, students analyzed personal ethical beliefs, prioritized personal values and goals, and began to make plans for achieving their goals.

6. When individuals understand their personal ethics, they can make better choices when facing complicated ethical dilemmas. ₁ True ₂ False
7. Ethical dilemmas are rare and most people will never encounter one in their life. ₁ True ₂ False
8. Making a difficult decision “in a moment” can lead to decision that is later regretted and deemed unethical. ₁ True ₂ False
9. Personal values should have no influence on ethical dilemma decisions. ₁ True ₂ False

10. To what extent do you agree with the statements below?

	Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
a. I really liked Session Three: Personal Ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The ideas presented in this session were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know more about ethics after this session than I did before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The session contained information that was valuable for me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Easy to Use 1	Attractive 2	Of Good Quality 3	Appealed to Me 4	Did Not Appeal to Me 5
11. The materials (such as the Student Workbook and Goal Mountain Worksheet) used in Session Three were: (Please check all that apply)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SESSION FOUR

JA Worldwide High School Pilot Program JA Global Business Ethics - Student Survey

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Information about You and Your School

1. What is the name of your school? _____
2. What grade are you in? (please check only one) ₁ 9th ₂ 10th ₃ 11th ₄ 12th ₅ Other
3. How old are you? _____
4. Are you (please check one): ₁ Female ₂ Male
5. What is your ethnic/racial background? (please check all that apply)
 - African American/Black Asian Pacific Islander Caucasian/White
 - Hispanic/Latino Native American/Alaska Native Other: _____

Session Four: Organizational Ethics

Session review: In this session, students reviewed professional duties and potential ethical conflicts in various departments in business and participated in a competition to apply the information to business scenarios.

6. Organizational ethics is the _____ of various professional ethical roles in a business, usually by department.
 - ₁ competition
 - ₂ consequence
 - ₃ interaction
 - ₄ decision

Mark each ethical dilemma in the space provided with the department listed below that is most likely to encounter the dilemma.

A. Sales/Marketing Department	B. Finance/Accounting Department	C. Human Resources	D. Public Relations
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7. You are researching several health insurance agencies to determine which agency's costs and benefits are best for your company's employees. One health insurance agency offers fewer benefits to employees, but offers you a personal reward if you choose them. Department: _____
8. A case of embezzlement has been discovered at your company. It is your job to communicate details of the incident to the news media. Your friend, who is a newspaper reporter, promises to keep your name out of the paper if you give her confidential company records. Department: _____
9. Your company is losing money and its stock price is dropping. Your manager asks you to change the company's financial reports to make the profits look better than they really are. Department: _____
10. Your company has developed a videogame that contains content appropriate only for adults 18-years-old or older. You have been asked to create a media campaign aimed to sell the game to young children. Department: _____

11. To what extent do you agree with the statements below?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	1	2	3	4	5

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I really liked Session Four: Organizational Ethics. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The ideas presented in this session were interesting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I know more about ethics after this session than I did before. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. The session contained information that was valuable for me to learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
	1	2	3	4	5

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 12. The materials (such as the Student Workbook and Business Ethics Department Cards) used in Session Four were: (Please check all that apply) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

SESSION SIX

JA Worldwide High School Pilot Program JA Global Business Ethics - Student Survey

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Information about You and Your School

1. What is the name of your school? _____
2. What grade are you in? (please check only one) 1 9th 2 10th 3 11th 4 12th 5 Other
3. How old are you? _____
4. Are you (please check one): 1 Female 2 Male
5. What is your ethnic/racial background? (please check all that apply)
 African American/Black Asian Pacific Islander Caucasian/White
 Hispanic/Latino Native American/Alaska Native Other: _____

Session Six: Employee Ethics

Session review: In this session, students explored a variety of ethical challenges in the workplace that will enable them to identify, reflect on, and avoid possible ethical dilemmas and choices that might have negative consequences in the workplace.

6. Thousands of people across the United States involuntarily lose their jobs every month. 1 True 2 False
7. You have to plan to act unethically in order to make unethical choices. 1 True 2 False
8. Which of the following is a common work rule?
 1 Do not send personal emails or visit websites that could be considered offensive or obscene.
 2 Avoid wearing your work uniform or clothing with company logos outside of work.
 3 Do not use office supplies such as paper clips or sticky notes for personal or unauthorized use.
 4 Never use illegal drugs or consume alcohol while at work.
 5 None of the above.
 6 All of the above
9. To what extent do you agree with the statements below?

	Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
a. I really liked Session Six: Employee Ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The ideas presented in this session were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know more about ethics after this session than I did before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The session contained information that was valuable for me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Easy to Use 1	Attractive 2	Of Good Quality 3	Appealed to Me 4	Did Not Appeal to Me 5
10. The materials (such as the Student Workbook and Trail to the Top Game) used in Session Six were: (Please check all that apply)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SESSION SEVEN

JA Worldwide High School Pilot Program JA Global Business Ethics - Student Survey

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program JA Global Business Ethics, please take a few minutes to complete this survey. Thank you for your help!

Information about You and Your School

1. What is the name of your school? _____
2. What grade are you in? (please check only one) 1 9th 2 10th 3 11th 4 12th 5 Other
3. How old are you? _____
4. Are you (please check one): 1 Female 2 Male
5. What is your ethnic/racial background? (please check all that apply)
 - African American/Black
 - Asian
 - Pacific Islander
 - Caucasian/White
 - Hispanic/Latino
 - Native American/Alaska Native
 - Other: _____

Session Seven: Global Business Ethics Issues

Session review: In this session, students explored several complex ethical issues found in global matters by defining key terms related to global business ethics and analyzing global business ethics dilemmas.

6. Business values and priorities are similar across nations. 1 True 2 False
7. A group of people in charge of making decisions and recommendations for a corporation is called the Board of Overseers. 1 True 2 False
8. The money a company makes after all expenses have been paid is called:
 - 1 pay.
 - 2 profit.
 - 3 reward.
 - 4 funds.

9. To what extent do you agree with the statements below?

	Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
a. I really liked Session Seven: Global Business Ethics Issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The ideas presented in this session were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know more about ethics after this session than I did before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The session contained information that was valuable for me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Easy to Use 1	Attractive 2	Of Good Quality 3	Appealed to Me 4	Did Not Appeal to Me 5
10. The materials (such as the Student Workbook and Global Business Issue Cards) used in Session Seven were: (Please check all that apply)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST-SURVEY

JA Worldwide High School Pilot Program JA Global Business Ethics - Student Survey

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Information about You and Your School

1. What is the name of your school? _____
2. What grade are you in? (*please check only one*) ₁ 9th ₂ 10th ₃ 11th ₄ 12th ₅ Other
3. How old are you? _____
4. Are you (*please check one*): ₁ Female ₂ Male
5. What is your ethnic/racial background? (*please check all that apply*)
 African American/Black Asian Pacific Islander Caucasian/White
 Hispanic/Latino Native American/Alaska Native Other: _____

A. Please answer the following questions by checking the correct answer:

6. There can be several right or wrong answers to an ethical dilemma question. ₁ True ₂ False
7. Ethical dilemmas are rare and most people will never encounter one in their life. ₁ True ₂ False
8. Stakeholders in a company include only the company's employees. ₁ True ₂ False
9. You must plan to act unethically to make unethical choices. ₁ True ₂ False
10. Organizational ethics is the _____ of various professional ethical roles in a business, usually by department.
₁ competition
₂ consequence
₃ interaction
₄ decision
11. The money a company makes after all expenses have been paid is called:
₁ pay.
₂ profit.
₃ reward.
₄ funds.
12. Role Model _____ a. One who acts as an advisor, counselor, or teacher.
13. Ethics _____ b. A person whose behaviors and characteristics serve as a representation for others to follow.
14. Values _____ c. The standards that help determine what is good, right and proper.
15. Mentor _____ d. Beliefs that are held strongly enough to be acted upon.
16. How much education do you expect to complete during your life?
₁ G.E.D (General Education Diploma) ₂ High School diploma ₃ Technical training
₄ Two-year community college ₅ College/University degree
₆ Post-graduate degree (such as a master's degree, law degree, medical doctor, Ph.D., etc.)

(Please Continue on the Next Page)

Overall Impressions of the Program

17. What did you like MOST about this program? (Please check one only)

- ₁ Student Workbook activities
 ₂ Games
 ₃ Class discussions
 ₄ Working in groups
 ₅ Other (Please specify) _____

18. What did you like the LEAST about this program? (Please check one only)

- ₁ Student Workbook activities
 ₂ Games
 ₃ Class discussions
 ₄ Working in groups
 ₅ Other (Please specify) _____

19. Which activity did you like the best? (Please check one only)

- ₁ Uncovering Your Personal Ethics (Session 1)
 ₂ Packing Your Backpack for the Journey (Session 1)
 ₃ How Do You Make Ethical Decisions (Session 2)
 ₄ Right or Wrong? Spectrum (Session 3)
 ₅ Goal Mountain Worksheet (Session 3)
 ₆ The Competition: Department Matching Choices (Session 4)
 ₇ Steps to Ethical Decision-Making (Session 5)
 ₈ Trail to the Top (Session 6)
 ₉ Global Business Issue Cards (Session 7)

20. What did you think about the length of the sessions? (Please check one only)

- ₁ Too short
 ₂ Just right
 ₃ Too long

21. What did you think about the information you learned in the program? (Please check one only)

- ₁ Too easy
 ₂ Just right
 ₃ Too hard

22. The materials were interesting and easy to use. ₁ Yes ₂ No

23. How could JA make their materials (such as the Student Workbook, Backpack Envelope, What Color Are Your Ethics Banners, Trail to the Top Game, Global Business Issue Cards, etc.) better? (Please check all that apply)

- Better graphics
 Brighter colors
 Easier to understand
 Add more content to the materials
 Other (Please specify) _____

24. Please use a check (✓) to indicate the degree to which each activity below contributed to your learning.

	Not at all 1	A little 2	A lot 3	My class did not participate in this activity 4
a. Warm-Up: Quotation Analysis	q	q	q	q
b. Reminder of the Need for Mutual Respect	q	q	q	q
c. One-Minute Session Review	q	q	q	q

25. Please use a check (✓) to indicate how much you agree with each statement below as it relates to the JA volunteer:

The volunteer...	Strongly Disagree 1	Disagree 2	Don't Know/ Unsure 3	Agree 4	Strongly Agree 5
a. Explained things so that I could understand them.	q	q	q	q	q
b. Presented the program in an interesting way.	q	q	q	q	q
c. Was a role model I could look up to.	q	q	q	q	q

26. On a scale from 1 to 10, with 1 being totally unsatisfied and 10 being completely satisfied, how satisfied were you with JA Global Business Ethics OVERALL? _____

27. Would you recommend this program to a friend? ₁ Yes ₂ No

27b. If NO, why not? _____

THANK YOU FOR TAKING YOUR TIME TO COMPLETE OUR SURVEY!

Appendix F: Volunteer Surveys

VOLUNTEER PRE-PROGRAM SURVEY

ADMINISTER PRIOR TO START OF PROGRAM (AFTER TRAINING)

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

GENERAL INFORMATION

1. Name: _____
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)
2. Company/Organization Affiliation: _____
3. Job Title: _____
3. How many years have you volunteered for JA (including this year)? _____
4. What other organizations have you volunteered for? _____

5. Please indicate your race/ethnicity:

- African American/ Black Asian Pacific Islander Caucasian/White
 Hispanic/Latino Native American/Alaska Native Other: _____

7. Please check the highest level of education you have attained:

- ₁ Did not finish High School ₂ Graduated from High School
₃ Graduated from a two-year college or trade school ₄ Graduated from a four year college
₅ Completed an advanced degree beyond college (MS, PhD, MD, etc.)

8. Did you receive training for *JA Global Business Ethics*?

- ₁ Yes (If yes, continue to Q9) ₂ No (If no, stop here)

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. The training helped me feel prepared to teach the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I would recommend the training to other volunteers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The training gave clear instructions about how to conduct the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I felt like I needed the training to be prepared to run the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Time spent at the training was worth it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The training included information I needed to effectively run the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. If I volunteered for any other JA program, I would definitely take the training first. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

JA Global Business Ethics
JA Worldwide High School Pilot Program

VOLUNTEER SURVEY

ADMINISTER AFTER EACH SESSION

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

1. Name: _____
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)

2. Company/Organization Affiliation: _____

3. Job Title: _____

4. Have you ever volunteered for JA (before *JA Global Business Ethics*)? ₁ Yes ₂ No

4a. If yes, for how many programs? _____

5. What grade level did you teach this curriculum to? ₁ 9th ₂ 10th ₃ 11th ₄ 12th ₅ Other

6. What is your ethnic/racial background? (Please check all that apply)

African American/ Black Asian Pacific Islander Caucasian/White
 Hispanic/Latino Native American/Alaska Native Other: _____

GENERAL REACTIONS TO THE SESSION

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree

2 = Disagree

3 = I Don't Know/Not Sure

4 = Agree

5 = Strongly Agree

	1	2	3	4	5
7. I felt well prepared to deliver this session from the <i>JA Global Business Ethics</i> curriculum to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I understood the objectives of this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The Guide for Volunteers and Teachers provided a useful outline for this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The Guide for Volunteers and Teachers was clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The Guide for Volunteers and Teachers provided a practical, step-by-step description of this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The Guide for Volunteers and Teachers and Student Workbook worked well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I was able to complete this session in the recommended time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The summary and review of key terms and concepts at the end of this session in the Guide for Volunteers and Teachers was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Please provide an explanation for those statements to which you responded "disagree" or "strongly disagree."

SESSION ONE: INTRODUCTION TO ETHICS - PACKING FOR THE JOURNEY

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, and listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher managed student discipline/behavior during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students examined their beliefs about right and wrong, values and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students examined the influences and origins of their current ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students expressed basic terms and concepts related to introductory ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

9. The following workbook exercises and class activities helped students understand the main ideas presented in Session One: *(please check all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis |
| <input type="checkbox"/> Activity One: Uncovering Your Personal Ethics | <input type="checkbox"/> Activity Two: Packing Your Backpack for the Journey |

12. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session One.

11. How **USEFUL** was the workbook activity, Reminder of the Need for Mutual Respect?

- ₁ Not At All Useful ₂ A Little Useful ₃ Very Useful

12. How **NECESSARY** was the workbook activity Reminder of the Need for Mutual Respect?

- ₁ Not At All Necessary ₂ A Little Necessary ₃ Very Necessary

13. Did you modify the structure of the lesson?

- ₁ Yes ₂ No

If yes, please describe how you modified the lesson and how effective the modification was. _____

14. Did you provide any additional visual aids/manipulatives for the class to use?

- ₁ Yes ₂ No

If yes, please describe them and how they were used. _____

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
15. The materials (such as the Student Workbook, Backpack Envelope, and Ethical Journey Equipment Set) used in Session One were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. What two specific recommendations would you make to improve this session?

Thank you!

SESSION TWO: WHAT COLOR ARE YOUR ETHICS?

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The concepts presented in this session were age-appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students met expectations for small group work (i.e. working together, full participation, listening with respect). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The teacher managed student discipline/behavior during the lesson. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Students recognized their assumptions and beliefs about ethics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Students recognized their assumptions and beliefs behind major theories of ethics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Students identified theories that were most closely aligned with their own beliefs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

9. The following workbook exercises and class activities helped students understand the main ideas presented in Session Two: *(please check all that apply)*

- | | | |
|---|--|--|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis | <input type="checkbox"/> Scenario One |
| <input type="checkbox"/> Scenario Three | <input type="checkbox"/> Scenario Two | <input type="checkbox"/> Scenario Four |

10. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Two.

11. How **USEFUL** was the workbook activity, Reminder of the Need for Mutual Respect?

- ₁ Not At All Useful ₂ A Little Useful ₃ Very Useful

12. How **NECESSARY** was the workbook activity Reminder of the Need for Mutual Respect?

- ₁ Not At All Necessary ₂ A Little Necessary ₃ Very Necessary

13. Did you have to remove any scenarios because you deemed them too controversial for your community? If so, which one(s)? *(please check all that apply)*

- Scenario One Scenario Two Scenario Three Scenario Four

If any are checked, please explain why you thought they were too controversial:

If any scenarios were removed, were they replaced by scenarios on the errata sheet? (If "No," proceed to question 14)

- ₁ Yes ₂ No

If "Yes," check which alternative scenarios were used as replacements (*please check all that apply*):

- Alternative. Scenario A Alternative. Scenario B Alternative. Scenario C

14. Did you modify the structure of the lesson?

- ₁ Yes ₂ No

If yes, please describe how you modified the lesson and how effective the modification was. _____

15. Did you provide any additional visual aids/manipulatives for the class to use?

- ₁ Yes ₂ No

If yes, please describe them and how they were used. _____

16. The materials (such as the Student Workbook and What Color Are Your Ethics Banners) used in Session Two were:
(Please check all that apply)

- | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. What two specific recommendations would you make to improve this session?

Thank you!

SESSION THREE: PERSONAL ETHICS - PRIORITIES AND GOALS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher managed student discipline/behavior during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students expressed personal ethical beliefs in complex dilemmas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students articulated personal ethical priorities and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students identified necessary steps to take, and obstacles to avoid, to reach personal goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students recognized the importance of identifying and understanding personal values before facing an ethical dilemma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

10. The following workbook exercises and class activities helped students understand the main ideas presented in Session Three: *(please check all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis |
| <input type="checkbox"/> Activity One: Right or Wrong? Spectrum Activity | <input type="checkbox"/> Activity Two: Goal Mountain Worksheet |

11. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Three.

12. How **USEFUL** was the workbook activity, Reminder of the Need for Mutual Respect?

- ₁ Not At All Useful ₂ A Little Useful ₃ Very Useful

13. How **NECESSARY** was the workbook activity Reminder of the Need for Mutual Respect?

- ₁ Not At All Necessary ₂ A Little Necessary ₃ Very Necessary

14. Did you modify the structure of the lesson?

- ₁ Yes ₂ No

If yes, please describe how you modified the lesson and how effective the modification was. _____

15. Did you provide any additional visual aids/manipulatives for the class to use?

- ₁ Yes ₂ No

If yes, please describe them and how they were used. _____

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
16. The materials (such as the Student Workbook and Goal Mountain Worksheet) used in Session Three were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. What two specific recommendations would you make to improve this session?

Thank you!

SESSION FOUR: ORGANIZATIONAL ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher managed student discipline/behavior during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students were able to express possible ethical conflicts as they vary by departments in a business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students were able to apply information about each department's potential ethical challenges to the scenarios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

9. The following workbook exercises and class activities helped students understand the main ideas presented in Session Four: *(please check all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis |
| <input type="checkbox"/> Activity One: Ethical Challenges of Departments | <input type="checkbox"/> Activity Two: Timed Competition |

10. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Four.

11. How **USEFUL** was the workbook activity, Reminder of the Need for Mutual Respect?

- ₁ Not At All Useful ₂ A Little Useful ₃ Very Useful

12. How **NECESSARY** was the workbook activity Reminder of the Need for Mutual Respect?

- ₁ Not At All Necessary ₂ A Little Necessary ₃ Very Necessary

13. Did you modify the structure of the lesson?

- ₁ Yes ₂ No

If yes, please describe how you modified the lesson and how effective the modification was. _____

14. Did you provide any additional visual aids/manipulatives for the class to use?

₁ Yes

₂ No

If yes, please describe them and how they were used. _____

15. The materials (such as the Student Workbook and Business Ethics Department Cards) used in Session Four were: *(Please check all that apply)*

Easy to Use

Attractive

Of Good Quality

Appealed to Me

Did Not Appeal to Me

16. What two specific recommendations would you make to improve this session?

Thank you!

SESSION FIVE: ETHICAL DECISION-MAKING IN THE WORKPLACE

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher managed student discipline/behavior during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students were able to apply an ethical decision-making process to a workplace dilemma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students were able to evaluate possible changes to their individual decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

8. The following workbook exercises and class activities helped students understand the main ideas presented in Session Five: *(please check all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis |
| <input type="checkbox"/> Activity One: Think, Pair, Share | <input type="checkbox"/> Activity Two: Steps to Ethical Decision-Making |

9. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Five.

10. Did you have to remove any dilemmas because you deemed them too controversial for your community? If so, which one(s)? *(please check all that apply)*

- Dilemma One Dilemma Two

If any are checked, please explain why you thought they were too controversial:

11. How **USEFUL** was the workbook activity, Reminder of the Need for Mutual Respect?

- ₁ Not At All Useful ₂ A Little Useful ₃ Very Useful

12. How **NECESSARY** was the workbook activity Reminder of the Need for Mutual Respect?

- ₁ Not At All Necessary ₂ A Little Necessary ₃ Very Necessary

13. Did you modify the structure of the lesson?

₁ Yes ₂ No

If yes, please describe how you modified the lesson and how effective the modification was. _____

14. Did you provide any additional visual aids/manipulatives for the class to use?

₁ Yes ₂ No

If yes, please describe them and how they were used. _____

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
15. The materials (such as the Student Workbook and other items from the kit) used in Session Five were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. What two specific recommendations would you make to improve this session?

Thank you!

SESSION SIX: EMPLOYEE ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The concepts presented in this session were age-appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students met expectations for small group work (i.e. working together, full participation, listening with respect). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The teacher managed student discipline/behavior during the lesson. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Students could identify, reflect on, and reason how to avoid possible ethical dilemmas and choices that might have negative consequences in the workplace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

7. The following workbook exercises and class activities helped students understand the main ideas presented in Session Six: *(please check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis |
| <input type="checkbox"/> Activity One: Job Dismissal Discussion | <input type="checkbox"/> Activity Two: Trail to the Top Game |

8. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Six (Especially related to the effective execution of the game).

9. How **USEFUL** was the workbook activity, Reminder of the Need for Mutual Respect?

- ₁ Not At All Useful ₂ A Little Useful ₃ Very Useful

10. How **NECESSARY** was the workbook activity Reminder of the Need for Mutual Respect?

- ₁ Not At All Necessary ₂ A Little Necessary ₃ Very Necessary

11. Did you modify the structure of the lesson?

- ₁ Yes ₂ No

If yes, please describe how you modified the lesson and how effective the modification was. _____

12. Did you provide any additional visual aids/manipulatives for the class to use?

₁ Yes ₂ No

If yes, please describe them and how they were used. _____

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
13. The materials (such as the Student Workbook and Trail to the Top Game) used in Session Six were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What two specific recommendations would you make to improve this session?

Thank you!

SESSION SEVEN: GLOBAL BUSINESS ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The concepts presented in this session were age-appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students met expectations for small group work (i.e. working together, full participation, listening with respect). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The teacher managed student discipline/behavior during the lesson. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Students defined key terms related to global business ethics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Students analyzed global business ethics dilemmas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

8. The following workbook exercises and class activities helped students understand the main ideas presented in Session Seven: *(please check all that apply)*

- Introduction lecture Warm-up: Quotation Analysis
 Activity One: Global Business Issue Cards

9. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Seven.

10. How **USEFUL** was the workbook activity, Reminder of the Need for Mutual Respect?

- ₁ Not At All Useful ₂ A Little Useful ₃ Very Useful

11. How **NECESSARY** was the workbook activity Reminder of the Need for Mutual Respect?

- ₁ Not At All Necessary ₂ A Little Necessary ₃ Very Necessary

12. Did you modify the structure of the lesson?

- ₁ Yes ₂ No

If yes, please describe how you modified the lesson and how effective the modification was. _____

13. Did you have to remove Global Business Issue Cards, because you deemed the issue too controversial for your community? If so, which one(s)? *(please check all that apply)*

- Issue One Issue Two Issue Three Issue Four
 Issue Five Issue Six Issue Seven Issue Eight

If any are checked, please explain why you thought they were too controversial:

14. Did you provide any additional visual aids/manipulatives for the class to use?

- ₁ Yes ₂ No

If yes, please describe them and how they were used. _____

15. The materials (such as the Student Workbook and Global Business Issue Cards) used in Session Seven were:
(Please check all that apply)

- | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. What two specific recommendations would you make to improve this session?

Thank you!

VOLUNTEER POST-PROGRAM SURVEY

ADMINISTER AT THE END OF PROGRAM

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Overall Rating

Using the following five-point scale, please rate the quality of the *JA Global Business Ethics* program overall.

₁ = Poor ₂ = Average ₃ = Good ₄ = Very Good ₅ = Excellent

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Overall, students enjoyed the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students were interested in, and engaged by the program's topics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. As a result of this program, students' ethical skills improved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. As a result of this program, students' understanding of ethical concepts improved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The <i>JA Global Business Ethics</i> curriculum was age-appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I really liked the guide for volunteers and teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I felt comfortable teaching the <i>JA Global Business Ethics</i> program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Please provide an explanation for those statements to which you responded "disagree" or "strongly disagree." | | | | | |

9. On average, the length of the **weekly** sessions was...

₁ Too short ₂ Just right ₃ Too long

10. The length of the program **overall** was...

₁ Too short ₂ Just right ₃ Too long

11. What grade level, from 9-12, do you think the *JA Global Business Ethics* curriculum fits best?

₁ 9th ₂ 10th ₃ 11th ₄ 12th

12. What two aspects of the *JA Global Business Ethics* program did you like the **BEST**?

13. What two aspects of the *JA Global Business Ethics* program did you like the **LEAST**?

14. Of all the program materials you used (such as the Guide for Volunteers and Teachers, Student Workbook, Junior Achievement Banner, Global Business Issue Cards, Trail to the Top Game, Ethical Journey Equipment Set, etc.), please list the items you liked the **MOST** and explain why you liked them the most.

15. Which program materials did you like the **LEAST**? Why?

16. Did you use any of the Optional Sessions in the Guide for Volunteers and Teachers? ₁ Yes ₂ No

If yes, please tell us why you used them:

17. Did you notice any stereotypes/bias in the program or program materials? ₁ Yes ₂ No

If yes, where specifically? _____

18. How can JA make their materials (such as the Guide for Volunteers and Teachers, Student Workbook, Junior Achievement Banner, Global Business Issue Cards, Trail to the Top Game, Ethical Journey Equipment Set, etc.) better? (please check all that apply)

Better graphics/Change the mountain journey theme

Brighter colors

Easier to understand

Add more content materials

Put the materials in a different order

Other (Please specify) _____

19. What recommendations do you have for the written materials (such as the Guide or Workbook)?

20. What recommendations do you have for the manipulatives (such as the Global Business Issue Cards, Trail to the Top Game, Ethical Journey Equipment Set, etc.)?

21. What is the one activity in this program that you think **should not** be changed or deleted?

Uncovering Your Personal Ethics (Session 1)

Packing Your Backpack for the Journey (Session 1)

How Do You Make Ethical Decisions (Session 2)

Right or Wrong? Spectrum (Session 3)

Goal Mountain Worksheet (Session 3)

The Competition: Department Matching Choices (Session 4)

Steps to Ethical Decision-Making (Session 5)

Trail to the Top (Session 6)

Global Business Issue Cards (Session 7)

24. On average, how much time did you spend preparing for each session?

₁ Under 1 hour

₂ 1 to less than 2 hours

₃ 2 hours to less than 3 hours

₄ 3 hours to less than 4 hours

₅ 4 hours to less than 5 hours

₆ 5 or more hours

25. Would you participate in *JA Global Business Ethics* again?

₁ Yes

₂ No

If No, Why not? _____

26. Would you recommend *JA Global Business Ethics* to other potential volunteers?

₁ Yes

₂ No

If No, Why not? _____

27. Using the following five-point scale, please rate the quality of the program **overall**.

₁ Poor

₂ Fair

₃ Good

₄ Very good

₅ Excellent

Thank you for participating in the Pilot Program Evaluation!

Appendix G: Teacher Surveys

TEACHER PRE-PROGRAM SURVEY

ADMINISTER PRIOR TO START OF PROGRAM (AFTER TRAINING)

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

GENERAL INFORMATION

1. Name: _____
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)
2. School name: _____
3. How many years have you been a teacher? _____
4. How many years have you taught at this school? _____
3. How many years have you volunteered for JA (including this year)? _____
5. Please indicate your race/ethnicity:
- | | | | |
|--|--|---|--|
| <input type="checkbox"/> African American/ Black | <input type="checkbox"/> Asian | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> Caucasian/White |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Native American/Alaska Native | <input type="checkbox"/> Other: _____ | |
6. Did you receive training for *JA Global Business Ethics*?
- ₁ Yes (If yes, continue to Q9) ₂ No (If no, stop here)

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. The training helped me feel prepared to work with the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I would recommend the training to other teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The training gave clear instructions about how to conduct the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I felt like I needed the training to be prepared to effectively participate in the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Time spent at the training was worth it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The training included information I needed to effectively participate in the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. If I participated in any other JA program, I would definitely take the training first. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHER SURVEY

ADMINISTER AFTER EACH SESSION

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

1. Name: _____
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)

2. School Name: _____

3. How many students are in your class? _____

4. What grade level(s) received this lesson? (Please check all that apply)

1 9th 2 10th 3 11th 4 12th 5 Other

5. How many years have you been a teacher? _____

6. How many years have you taught at this school? _____

7. What is your ethnic/racial background? (Please check all that apply)

African American/ Black Asian Pacific Islander Caucasian/White
 Hispanic/Latino Native American/Alaska Native Other: _____

GENERAL REACTIONS TO THE SESSION

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
8. The volunteer was well prepared to deliver this <i>JA Global Business Ethics</i> session to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The volunteer presented this session in a way that was interesting to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. This session was completed in the recommended time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. This session contributed to my curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. This session met the subject standards required by my state, district, and school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The summary and review of key terms and concepts following the workbook activities was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please provide an explanation for those statements to which you responded "disagree" or "strongly disagree."

SESSION ONE: INTRODUCTION TO ETHICS - PACKING FOR THE JOURNEY

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, and listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The volunteer was knowledgeable of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students examined their beliefs about right and wrong, values and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students examined the influences and origins of their current ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students expressed basic terms and concepts related to introductory ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How did you contribute to the session? *(Please check all that apply)*

- Introduced the ideas **prior** to the session
- Assisted with student discipline/behavioral issues
- Assisted students during the group work portion(s) of the session
- Elaborated upon the ideas presented **during** the session
- Expanded on the ideas **following** the session
- Completed the lesson because the volunteer could not/did not finish during the allocated time
- I did not contribute to the session
- Other (Please specify): _____

9. Did the volunteer schedule a class visit/planning session prior to the first session? ₁ Yes ₂ No

10. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

11. The following workbook exercises and class activities helped students understand the main ideas presented in Session One: *(please check all that apply)*

- Introduction lecture Warm-up: Quotation Analysis Ethics
- Activity One: Uncovering Your Personal Ethics Activity Two: Packing Your Backpack for the Journey

12. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session One.

Easy to Use

Attractive

Of Good Quality

Appealed to Me

Did Not Appeal to Me

13. The materials (such as the Student Workbook, Backpack Envelope, and Ethical Journey Equipment Set) used in Session One were: *(Please check all that apply)*

14. What two specific recommendations would you make to improve this session?

Thank you!

SESSION TWO: WHAT COLOR ARE YOUR ETHICS?

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The volunteer was knowledgeable of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students recognized their assumptions and beliefs about ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students recognized their assumptions and beliefs behind major theories of ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students identified theories that were most closely aligned with their own beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

9. The following workbook exercises and class activities helped students understand the main ideas presented in Session Two: *(please check all that apply)*

- | | | |
|---|--|--|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis | <input type="checkbox"/> Scenario One |
| <input type="checkbox"/> Scenario Two | <input type="checkbox"/> Scenario Three | <input type="checkbox"/> Scenario Four |

10. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Two.

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
11. The materials (such as the Student Workbook and What Color Are Your Ethics Banners) used in Session Two were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What two specific recommendations would you make to improve this session?

Thank you!

SESSION THREE: PERSONAL ETHICS - PRIORITIES AND GOALS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The volunteer was knowledgeable of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students expressed personal ethical beliefs in complex dilemmas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students articulated personal ethical priorities and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students identified necessary steps to take, and obstacles to avoid, to reach personal goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students recognized the importance of identifying and understanding personal values before facing an ethical dilemma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

10. The following workbook exercises and class activities helped students understand the main ideas presented in Session Three: *(please check all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis |
| <input type="checkbox"/> Activity One: Right or Wrong? Spectrum Activity | <input type="checkbox"/> Activity Two: Goal Mountain Worksheet |

11. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Three.

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
12. The materials (such as the Student Workbook and Goal Mountain Worksheet) used in Session Three were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What two specific recommendations would you make to improve this session?

Thank you!

SESSION FOUR: ORGANIZATIONAL ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The volunteer was knowledgeable of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students were able to express possible ethical conflicts as they vary by departments in a business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students were able to apply information about each department's potential ethical challenges to the scenarios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

9. The following workbook exercises and class activities helped students understand the main ideas presented in Session Four: *(please check all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis |
| <input type="checkbox"/> Activity One: Ethical Challenges of Departments | <input type="checkbox"/> Activity Two: Timed Competition |

10. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Four.

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
11. The materials (such as the Student Workbook and Business Ethics Department Cards) used in Session Four were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What two specific recommendations would you make in regards to changing this session?

Thank you!

SESSION FIVE: ETHICAL DECISION-MAKING IN THE WORKPLACE

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The concepts presented in this session were age-appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students met expectations for small group work (i.e. working together, full participation, listening with respect). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The volunteer was knowledgeable of the subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Students were able to apply an ethical decision-making process to a workplace dilemma. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Students were able to evaluate possible changes to their individual decision-making processes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

8. The following workbook exercises and class activities helped students understand the main ideas presented in Session Five: *(please check all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Introduction lecture | <input type="checkbox"/> Warm-up: Quotation Analysis |
| <input type="checkbox"/> Activity One: Think, Pair, Share | <input type="checkbox"/> Activity Two: Steps to Ethical Decision-Making |

- | | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. The materials (such as the Student Workbook and other items from the kit) used in Session Five were:
<i>(Please check all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. What two specific recommendations would you make to improve this session?

Thank you!

SESSION SIX: EMPLOYEE ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The volunteer was knowledgeable of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students could identify, reflect on, and reason how to avoid possible ethical dilemmas and choices that might have negative consequences in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

7. The following workbook exercises and class activities helped students understand the main ideas presented in Session Six: *(please check all that apply)*

- Introduction lecture Warm-up: Quotation Analysis
 Activity One: Job Dismissal Discussion Activity Two: Trail to the Top Game

8. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Six.

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
9. The materials (such as the Student Workbook and Trail to the Top Game) used in Session Six were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What two specific recommendations would you make to improve this session?

Thank you!

SESSION SEVEN: GLOBAL BUSINESS ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. The concepts presented in this session were age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students were engaged in this Session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students met expectations for small group work (i.e. working together, full participation, listening with respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The volunteer was knowledgeable of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students defined key terms related to global business ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students analyzed global business ethics dilemmas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

8. The following workbook exercises and class activities helped students understand the main ideas presented in Session Seven: *(please check all that apply)*

- Introduction lecture Warm-up: Quotation Analysis
 Activity One: Role Play Q & A

9. Please provide an explanation for the exercises or activities that you thought **did not help** students understand Session Seven.

	Easy to Use	Attractive	Of Good Quality	Appealed to Me	Did Not Appeal to Me
10. The materials (such as the Student Workbook and Global Business Issue Cards) used in Session Seven were: <i>(Please check all that apply)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What two specific recommendations would you make in regards to changing this session?

Thank you!

TEACHER POST-PROGRAM SURVEY

ADMINISTER AT THE END OF PROGRAM

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Overall Rating

Using the following five-point scale, please rate the quality of the *JA Global Business Ethics* program overall.

₁ = Poor ₂ = Average ₃ = Good ₄ = Very Good ₅ = Excellent

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. I liked the Guide for Volunteers and Teachers.					
2. I felt comfortable teaching the <i>JA Global Business Ethics</i> program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The <i>JA Global Business Ethics</i> curriculum was age-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Overall, students enjoyed the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students were interested in and engaged by the program's topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The information in the curriculum conveyed the program's concepts to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The curriculum encouraged students' creativity and imagination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The curriculum held the students' attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The curriculum resulted in a high level of student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. As a result of this program, students' ethical skills improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. As a result of this program, students' understanding of ethical concepts improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <i>JA Global Business Ethics</i> program contributed to my own curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The curriculum met the standards required by the state, district, and school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Please provide an explanation for those statements to which you responded "disagree" or "strongly disagree."					

15. On average, the length of the **weekly** sessions was...

₁ Too short ₂ Just right ₃ Too long

16. The length of the program **overall** was...

₁ Too short ₂ Just right ₃ Too long

17. What grade level, from 9-12, do you think the *JA Global Business Ethics* curriculum fits best? (Please select **ONLY** one)

₁ 9th ₂ 10th ₃ 11th ₄ 12th

18. What two aspects of the *JA Global Business Ethics* program did you like the **BEST**?

19. What two aspects of the *JA Global Business Ethics* program did you like the **LEAST**?

20. Of all the program materials you used (such as the Guide for Volunteers and Teachers, Student Workbook, Junior Achievement Banner, Global Business Issue Cards, Trail to the Top Game, Ethical Journey Equipment Set, etc.), please list the items you liked the most and explain why you liked them the **MOST**.

21. Which did you like the **LEAST**? Why?

22. Did you notice any stereotypes/bias in the program or program materials? ₁ Yes ₂ No

If yes, where specifically? _____

23. How can JA make their materials (such as the Guide for Volunteers and Teachers, Student Workbook, Junior Achievement Banner, Global Business Issue Cards, Trail to the Top Game, Ethical Journey Equipment Set, etc.) better? (*please check all that apply*)

- Better graphics/Mountain journey theme Brighter colors Easier to understand
 Add more content materials Put the materials in a different order
 Other (Please specify) _____

24. What recommendations do you have for the written materials (such as the Guide or Workbook)?

25. What recommendations do you have for the manipulatives (such as the Global Business Issue Cards, Trail to the Top Game, Ethical Journey Equipment Set, etc.)?

26. What is the one activity in this program that you think **should not** be changed or deleted?

27. As a result of this program, students' ethical concepts and skills were changed.

- ₁ Strongly Disagree ₂ Disagree ₃ I Don't Know/Not Sure ₄ Agree ₅ Strongly Agree

28. Would you have *JA Global Business Ethics* taught in your class again?

- ₁ Yes ₂ No

If No, Why not? _____

29. Would you recommend JA *Global Business Ethics* to other teachers?

₁ Yes

₂ No

If No, Why not? _____

30. Using the following five-point scale, please rate the quality of the program **overall**.

₁ Poor

₂ Fair

₃ Good

₄ Very good

₅ Excellent

Thank you for participating in the Pilot Program Evaluation!

Appendix H: JA Staff Surveys

JA AREA OFFICE STAFF SURVEY

ADMINISTER AFTER EACH SESSION

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

1. Name: _____
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)

2. Area Office: _____

3. How many years have you worked for JA (including this year)? _____

4. How many JA volunteers are presenting *JA Global Business Ethics* in your Area? _____

5. What grade level(s) received this lesson? (Please check all that apply)

₁ 9th ₂ 10th ₃ 11th ₄ 12th ₅ Other

General Reactions to the Session's Program Content and Materials

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
6. The portion of the Guide for Volunteers and Teachers for this session was clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The portion of the Guide for Volunteers and Teachers for this session provided a useful outline for the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The Student Workbook for this session was designed to meet the objectives of the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The activities described in the Student Workbook for this session were age - appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The Guide for Volunteers and Teachers and the Student Workbook complimented each other well for this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please provide an explanation for those statements to which you responded "disagree" or "strongly disagree."

SESSION ONE: INTRODUCTION TO ETHICS - PACKING FOR THE JOURNEY

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The volunteer(s) was/were well-prepared to deliver Session One. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students learned the intended material for Session One. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined or defined differently? _____

- | | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. The materials (such as the Student Workbook, Backpack Envelope, and Ethical Journey Equipment Set) used in Session One were: <i>(Please check all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. What specific recommendations would you make in regards to improving this session?

Thank you!

SESSION TWO: WHAT COLOR ARE YOUR ETHICS?

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree

2 = Disagree

3 = I Don't Know/Not Sure

4 = Agree

5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The volunteer(s) was/were well-prepared to deliver Session Two. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students learned the intended material for Session Two. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the glossary support this session? | | | | | |

₁ Yes

₂ No

If not, what words should have been defined? _____

- | | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 5. The materials (such as the Student Workbook and What Color Are Your Ethics Banners) used in Session Two were:
<i>(Please check all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. What specific recommendations would you make in regards to improving this session?

Thank you!

SESSION THREE: PERSONAL ETHICS - PRIORITIES AND GOALS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The volunteer(s) was/were well-prepared to deliver Session Three. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students learned the intended material for Session Three. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined? _____

- | | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 5. The materials (such as the Student Workbook and Goal Mountain Worksheet) used in Session Three were:
<i>(Please check all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. What specific recommendations would you make in regards to improving this session?

Thank you!

SESSION FOUR: ORGANIZATIONAL ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree

2 = Disagree

3 = I Don't Know/Not Sure

4 = Agree

5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The volunteer(s) was/were well-prepared to deliver Session Four. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students learned the intended material for Session Four. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the glossary support this session? | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

₁ Yes

₂ No

If not, what words should have been defined? _____

- | | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 5. The materials (such as the Student Workbook and Business Ethics Department Cards) used in Session Four were:
<i>(Please check all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. What specific recommendations would you make in regards to improving this session?

Thank you!

SESSION FIVE: ETHICAL DECISION-MAKING IN THE WORKPLACE

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree

2 = Disagree

3 = I Don't Know/Not Sure

4 = Agree

5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The volunteer(s) was/were well-prepared to deliver Session Five. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students learned the intended material for Session Five. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the glossary support this session? | | | | | |

₁ Yes

₂ No

If not, what words should have been defined? _____

- | | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 5. The materials (such as the Student Workbook and other items from the kit) used in Session Five were: <i>(Please check all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. What specific recommendations would you make in regards to improving this session? | | | | | |

Thank you!

SESSION SIX: EMPLOYEE ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree

2 = Disagree

3 = I Don't Know/Not Sure

4 = Agree

5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The volunteer(s) was/were well-prepared to deliver Session Six. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students learned the intended material for Session Six. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the glossary support this session? | | | | | |

₁ Yes

₂ No

If not, what words should have been defined? _____

- | | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 5. The materials (such as the Student Workbook and Trail to the Top Game) used in Session Six were: <i>(Please check all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. What specific recommendations would you make in regards to improving this session?

Thank you!

SESSION SEVEN: GLOBAL BUSINESS ETHICS

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree

2 = Disagree

3 = I Don't Know/Not Sure

4 = Agree

5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The volunteer(s) was/were well-prepared to deliver Session Seven. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The students were engaged in this session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students learned the intended material for Session Seven. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Did the glossary support this session? ₁ Yes ₂ No

If not, what words should have been defined? _____

- | | Easy to Use | Attractive | Of Good Quality | Appealed to Me | Did Not Appeal to Me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 5. The materials (such as the Student Workbook and Global Business Issue Cards) used in Session Seven were:
<i>(Please check all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. What specific recommendations would you make in regards to improving this session?

Thank you!

JA AREA STAFF POST-PROGRAM SURVEY

ADMINISTER AT THE END OF PROGRAM

To assist JA Worldwide in improving the final curriculum of the High School Pilot Program *JA Global Business Ethics*, please take a few minutes to complete this survey. Thank you for your help!

Overall Rating

Using the following five-point scale, please rate the quality of the program overall.

₁ = Poor ₂ = Average ₃ = Good ₄ = Very Good ₅ = Excellent

Please fill in the square under the corresponding number to indicate the extent to which you agree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = I Don't Know/Not Sure 4 = Agree 5 = Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Overall, students enjoyed the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students were interested in and engaged by the program's topics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. As a result of this program, students' ethical skills improved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. As a result of this program, students' understanding of ethical concepts improved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The curriculum was age-appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I really liked the Guide for Volunteers and Teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I really liked the Student Workbook. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The volunteer(s) were comfortable teaching the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Teachers liked the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Please provide an explanation for those statements to which you responded "disagree" or "strongly disagree."

11. What two aspects of the program did you like the **BEST**?

12. What two aspects of the program did you like the **LEAST**?

13. On average, the length of the **individual** sessions was...

₁ Too short ₂ Just right ₃ Too long

14. The length of the program **overall** was...

₁ Too short ₂ Just right ₃ Too long

15. What grade level, from 9-12, do you think the *JA Global Business Ethics* curriculum fits best? (Please select **ONLY** one)

₁ 9th ₂ 10th ₃ 11th ₄ 12th

16. Of all the program materials you used (such as the Guide for Volunteers and Teachers, Student Workbook, Junior Achievement Banner, Global Business Issue Cards, Trail to the Top Game, Ethical Journey Equipment Set, etc.), please list the items you liked the most and explain why you liked them the **MOST**.

17. Which did you like the **LEAST**? Please explain your answer.

18. Did you notice any stereotypes/bias in the program or program materials? ₁ Yes ₂ No

If so, where specifically? _____

19. How can JA make their materials (such as the Guide for Volunteers and Teachers, Student Workbook, Junior Achievement Banner, Global Business Issue Cards, etc.) better? *(Please check all that apply)*

- | | |
|--|---|
| <input type="checkbox"/> Better graphics/Change the mountain journey theme | <input type="checkbox"/> Brighter colors |
| <input type="checkbox"/> Easier to understand | <input type="checkbox"/> Add more content materials |
| <input type="checkbox"/> Put the materials in a different order | |
| <input type="checkbox"/> Other (Please specify) _____ | |

20. What is the one activity in this program that you think should not be changed or deleted?

- | | |
|--|---|
| <input type="checkbox"/> Uncovering Your Personal Ethics (Session 1) | <input type="checkbox"/> Packing Your Backpack for the Journey (Session 1) |
| <input type="checkbox"/> How Do You Make Ethical Decisions (Session 2) | <input type="checkbox"/> Right or Wrong? Spectrum (Session 3) |
| <input type="checkbox"/> Goal Mountain Worksheet (Session 3) | <input type="checkbox"/> The Competition: Department Matching Choices (Session 4) |
| <input type="checkbox"/> Steps to Ethical Decision-Making (Session 5) | <input type="checkbox"/> Trail to the Top (Session 6) |
| <input type="checkbox"/> Global Business Issue Cards (Session 7) | |

21. What recommendations do you have for the written materials (such as the Guide for Volunteers and Teachers or Student Workbook)?

22. What recommendations do you have for the manipulatives (such as the Global Business Issue Cards, Trail to the Top Game, Ethical Journey Equipment Set, etc.)?

Thank you for participating in the Program Evaluation!