2023-24 Competitive Events Guidelines
Business Ethics (High School)

Business Ethics recognizes members who demonstrate the ability to present solutions to ethical situations encountered in the business world and the workplace. This competitive event consists of an individual objective test, report and presentation.

Event Overview

Division: High School
Event Type: Team of 1, 2 or 3 members
Event Category: Presentation
Event Elements: Objective Test, Pre-judged Report and a Presentation (with a Topic)
Objective Test Time: 30 minutes
Pre-judged Component: Three-page report due May 7, 2024
Presentation Time: 3-minute set-up, 7-minute presentation, 3-minute Question & Answer
[NACE Connections](#): Career & Self-Development, Communication, Critical Thinking, Equity & Inclusion, Leadership, Professionalism, Teamwork, Technology

Equipment Provided by Competitors: Pencil for objective test, Technology and presentation items for preliminary & final round presentation
Equipment Provided by FBLA: One piece of scratch paper per competitor, Table for preliminary round presentation; table, power, projector & screen for final round presentation

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

Objective Test Competencies

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

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

District/Region/Section

Check with your District/Region/Section leadership for District/Region/Section-specific competition information.

State

Check with your State Leader for state-specific competition information.

National

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

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

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

Event Administration
- This event has four parts: Objective Test, Pre-judged Report, Preliminary Presentation and Final Presentation based on a topic
- Objective Test
  - **Objective Test Time:** 30 minutes
  - **Objective Test Questions:** 50 questions
  - This event is an objective test administered online at the NLC.
  - No reference or study materials may be brought to the testing site.
  - All electronic devices such as cell phones and smart watches must be turned off before competition begins.
  - Competitors on a team must test individually, starting within minutes of each other. Individual test scores will be averaged for a team score.
- Pre-Judged Report
  - **Submission Deadline:** A PDF of the report must be uploaded in the conference registration system by May 7, 2024.
  - **Number of Pages:** The report will be no more than three (3) pages.

- o Competitors must research the topic and prepare a one-page summary (called a report) prior to the conference.
- o Competitors must interview three local businesspeople as part of their research and explain how the interview findings factored into their recommendations. This information must be addressed in the report and the presentation.
- o The first page of the report must include only the title (Business Ethics Summary) on the first line, names of all competitors on the second line, the name of the school on the third line, the state on the fourth line and the year (2023-24) on the fifth line.
- o The second page of the report is a one-page summary of the topic and findings, with the following headings: Why the Ethical Issue Happened, How the Ethical Issue Should be Resolved, What Could Have Prevented the Ethical Issue. The one-page summary can be single spaced.
- o The third page is a works cited page.
- o Competitors must prepare reports. Advisers and others are not permitted to write reports. Reports must be original, current, and not submitted for a previous NLC.
- o Pages must be formatted to fit on 8 ½" x 11" paper.
- o The report is pre-judged before the NLC.
- o Pre-judged materials will not be returned. Reports submitted for competition become the property of FBLA. These reports may be used for publication and/or reproduced for sale by FBLA.
- Preliminary Presentation Information
  - o **Equipment Set-up Time:** 3 minutes
  - o **Presentation Time:** 7 minutes (one-minute warning)
  - o **Question & Answer Time:** 3 minutes
  - o **Internet Access:** Not provided
  - o Competitors must research the topic and be prepared to present their findings and solutions. The presentation must address why the ethical issues happened, how it should be resolved, and what could have prevented it.
  - o All competitors will present during the preliminary round. The presentation is judged at the NLC. Preliminary presentations are not open to conference attendees. The presentation will take place in a large, open area, with a booth size of approximately 12' x 12'.
  - o Competitors/teams are randomly assigned to sections.
  - o Competitors present directly from a laptop/device. Screens and projectors are not allowed for use, and competitors are not allowed to bring their own. Power will not be available.
  - o Competitors can present with and bring any of the following technology into the presentation as long as it fits on the small table in front of the judges' table or is held by the competitors:
    - Laptop
    - Tablet
    - Mobile phone
    - External monitor that is approximately the size of a laptop monitor

- o Pre-judged materials, visual aids, and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
  - o When the equipment set-up time has elapsed, the timer will automatically start the presentation time.
  - o If performing as a team, all team members are expected to actively participate in the presentation.
  - o Facts and data must be cited and secured from quality sources.
  - o No animals (except authorized service animals) will be allowed for use in any competitive event.
  - o Preparation for and presentation of the entry must be conducted by chapter members.
  - o The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- Final Presentation
  - o The above presentation guidelines will be in effect for the final presentation.
  - o An equal number of competitors/teams from each section in the preliminary round will advance to the final round. When there are more than five sections of preliminary presentations for an event, two competitors/teams from each section will advance to the final round.
  - o Final presentations may be open to conference attendees, space permitting. Finalists may not view other competitors' presentation in their event.
  - o The following will be provided for the final round if it occurs in a conference room: screen, power, table, and projector. Competitors using laptops or other devices that do not have an HDMI port will need to provide their own adapters. It is up to final-round competitors to determine if they wish to use the technology provided.

Scoring

- The objective test score (worth 50 points), pre-judge score and presentation score will be added together to determine the finalists.
- The normalized report score (using standard deviation) and objective test score will be added to the final presentation score to determine the top winners.
- Ties are broken by the objective test score.

Americans with Disabilities Act (ADA)

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

Recording of Presentations

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

Penalty Points

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

2024 Topic: Ethical Implications of Chatbots in the Business World

Background Info

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

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

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

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

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

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

The increased prevalence of AI systems also poses long-term consequences regarding employment and human redundancy. As generative AI becomes more adept at positions

traditionally held by humans, businesses must balance the needs of their human workforce with the potential efficiency of AI-driven labor.

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

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

High School Scenario

Jace is a software manager for Synergy Consulting, a company that specializes in information technology services and consulting. His primary responsibility at the company is integrating new programs and applications into Synergy's processes to increase efficiency company-wide.

Synergy is always looking for new ways to innovate, and recent advances in generative artificial intelligence have motivated them to incorporate this technology into their processes. The company decides to modernize and streamline their customer service operations with an advanced chatbot called ANNETTE (Artificial Neural Network for Telecommunications Engagement). ANNETTE possesses highly sophisticated comprehension and language skills, allowing it to have complex conversations with customers.

Jace is responsible for overseeing ANNETTE's interactions with Synergy's clients and adjusting the chatbot's behavioral procedures accordingly. This includes catching any errant responses, providing any missing data or information when needed, and monitoring and modifying ANNETTE's interpersonal conduct when communicating with customers.

As the chatbot begins its role as a customer service representative, things appear to be going well. In fact, customers have loved their interactions with ANNETTE. In an effort to make ANNETTE as "human" as possible, the chatbot is programmed to make informal conversation, talk in a casual tone of voice, and even display emotions. This programming has allowed ANNETTE and customers to form personal connections, leading to improved customer relations overall at Synergy Consulting.

However, Jace recognizes potential ethical issues with designing a charismatic chatbot. He worries that customers forming a close connection to ANNETTE will lead to a false sense of support and trust. After all, no matter how genuine ANNETTE appears, it cannot feel or demonstrate real emotions and is simply responding to prompts based on collected data. If Synergy's clients become trusting of or vulnerable towards ANNETTE, this could lead to them divulging sensitive personal or professional information and being emotionally manipulated.

Jace raises his concerns to his department manager. He recommends modifying ANNETTE's behavior to be much more impersonal and rigid with customers, so as to decrease the risk of

customers being manipulated or deceived. However, Jace's manager doesn't seem to share his concerns. They remind Jace that ANNETTE's personable nature is what makes it such an effective customer service representative and dialing that element back would defeat the purpose of incorporating chatbots into their business processes. Besides, they argue, even human customer service representatives run the risk of developing unhealthy personal connections with customers. Jace's manager urges him to keep ANNETTE's engaging personality, and even floats the idea of expanding ANNETTE's responsibilities to other roles and departments.

Next week, Jace is slated to meet with the top executives at Synergy Consulting and provide recommendations for the future of AI use at the company. What should Jace suggest to his company's leadership? Should he recommend reprogramming ANNETTE to be more formal and transactional? Or should he recommend continuing with ANNETTE's design as-is, knowing this may lead to ANNETTE—or other chatbots—receiving an expanded role at the company?

Suggested Questions:
- Should generative AI be used by businesses? When might it be useful in the business world? When may it do more harm than good?
- Should businesses be expected to disclose when customers interact with chatbots as opposed to real humans? What role does **transparency** play in this decision?
- Are chatbots capable of demonstrating **integrity** in their interactions with humans? How does the answer to this question impact companies' use of chatbots in the business world?
- To what extent should businesses be held **accountable** for the actions of artificial intelligence programs they use?
- Is it **fair** to expect businesses to make decisions based solely on the best interests of customers? How should businesses balance the needs of consumers and the company, which may not always align?
- If a business chooses to program chatbots to be more transactional and formal, how might this affect the company's **viability**? What about if a company elects to program its chatbot as charismatic and potentially manipulative?

Objective Test Study Guide: Competencies and Tasks

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

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

FBLA
Future Business Leaders of America

Business Ethics Pre-judged Report Rating Sheet

Expectation Item	Not Demonstrated	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Content					
Identifies and defines ethical issues presented in the topic	*No identification of ethical issues as it relates to the event guidelines*	*Identifies OR defines the ethical issues*	*Identifies and defines the ethical issues*	*Identifies and defines the ethical issues using industry terminology*	
	0 points	1-2 points	3-4 points	5 points	
Explains why the ethical issues happened	*No reasons cited for the ethical issues*	*Reasons for the ethical issues identified but were not on target*	*Several, but not all, reasons accurately identified*	*All reasons addressed and analyzed*	
	0 points	1-6 points	7-8 points	9-10 points	
Provides logical solutions as to how the ethical issues should be resolved	*No ethical solutions are identified*	*One ethical solution provided*	*Ethical solution provided with supporting evidence*	*Feasible, logical solutions recommended for all issues*	
	0 points	1-2 points	3-4 points	5 points	
Recommends safeguards that should have been in place to prevent the ethical issues	*No safeguards identified*	*One safeguard provided*	*Safeguards provided with supporting evidence*	*Feasible, logical safeguards recommended for all issues*	
	0 points	1-6 points	7-8 points	9-10 points	
Substantiates and cites sources used while conducting research	*Sources are not cited*	*Sources/References are seldom cited to support statements*	*Professionally legitimate sources & resources that support statements are generally present*	*Compelling evidence from professionally legitimate sources & resources is given to support statements*	
	0 points	1-6 points	7-8 points	9-10 points	
Report Format					
Follows event guidelines	*Does not follow event guidelines*	*Inconsistent with event guidelines*	*Consistent with event guidelines*	*All guidelines were followed, including businessperson interviews*	
	0 points	1-2 points	3-4 points	5 points	
Includes correct grammar, punctuation, and spelling	*More than 5 grammar, punctuation, or spelling errors*	*3-4 grammar, punctuation, or spelling errors*	*No spelling errors, and not more than 2 grammar or punctuation errors*	*No spelling errors, and not more than 1 grammar or punctuation error*	
	0 points	1-2 points	3-4 points	5 points	
				Report Total (50 points)	

Name(s):	
School:	
Judge Signature:	Date:

Comments:

Business Ethics Presentation Rating Sheet

Expectation Item	Not Demonstrated	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Content					
Identifies and defines ethical issues presented in the topic	*No identification of ethical issues as it relates to the event guidelines*	*Identifies OR defines the ethical issues*	*Identifies and defines the ethical issues*	*Identifies and defines the ethical issues using industry terminology*	
	0 points	1-6 points	7-8 points	9-10 points	
Explains why the ethical issues happened	*No reasons cited for the ethical issues*	*One reason for the ethical issue(s) identified but were not on target*	*One reason identified for the ethical issue(s) identified and on target*	*Two or more reasons identified, on target, and analyzed*	
	0 points	1-6 points	7-8 points	9-10 points	
Provides logical recommendations as to how the ethical issues should be resolved	*No recommendations are given*	*One recommendation provided but no supporting evidence*	*One recommendation provided with supporting evidence*	*Two or more recommendations provided with evidence*	
	0 points	1-6 points	7-8 points	9-10 points	
Recommends safeguards that should have been in place to prevent the ethical issues	*No safeguards identified*	*One safeguard provided but no supporting evidence*	*One safeguard provided with supporting evidence*	*Two or more safeguards recommended with supporting evidence*	
	0 points	1-8 points	9-12 points	13-15 points	
Research shows quality and related information to the ethical issues and incorporates input of businesspeople interviewed	*No research done with 3 or more inaccurate statements*	*Research is unrelated to the ethical topic and 1-2 inaccurate statements*	*All research is accurate with no reference made to supporting evidence*	*Research is accurate with supporting evidence provided; incorporates input of businesspeople interviewed as part of presentation*	
	0 points	1-8 points	9-12 points	13-15 points	
Substantiates and cites sources used while conducting research	*Sources are not cited*	*Sources/References are seldom cited to support statements*	*Professionally legitimate sources & resources that support statements are generally present*	*Compelling evidence from professionally legitimate sources & resources is given to support statements*	
	0 points	1-6 points	7-8 points	9-10 points	
Presentation Delivery					
Statements are well-organized and clearly stated	*Competitor(s) did not appear prepared*	*Competitor(s) were prepared, but flow was not logical*	*Presentation flowed in logical sequence*	*Presentation flowed in a logical sequence; statements were well organized*	
	0 points	1-6 points	7-8 points	9-10 points	
Demonstrates self-confidence, poise, assertiveness, and good voice projection	*Competitor(s) did not demonstrate self-confidence*	*Competitor(s) demonstrated self-confidence and poise*	*Competitor(s) demonstrated self-confidence, poise, and good voice projection*	*Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness*	
	0 points	1-6 points	7-8 points	9-10 points	
Demonstrates the ability to effectively answer questions	*Unable to answer questions*	*Does not completely answer questions*	*Completely answers questions*	*Interacted with the judges in the process of completely answering questions*	
	0 points	1-6 points	7-8 points	9-10 points	
Staff Only: Penalty Points (5 points for dress code penalty and/or 5 points for late arrival penalty)					
Presentation Total (100 points)					

Name(s):	
School:	
Judge Signature:	Date:
Comments:	