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| <b>Title of ER:</b> The Ethics of IT Professionals in China                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Level:</b> B2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Target audience:</b> all college level students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>General goals/objectives:</b> reading comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Specific goals/objectives:</b><br>Reading strategies: skimming, scanning, identifying the main ideas, reading for close details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Materials needed for activity: (check the following)</b><br>Xinternet access<br>Xprojector<br>_speakers<br>_printout<br>XBYOD (Bring Your Own Device - smartphone, tablet)<br>_other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Time:</b> 90 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Overview:</b> Reading an article and answering comprehension questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Activity 1</b> Students choose a first and second option in an IT scenario (one of those used in the study referred to in the article).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Activity 2</b> Students match the main idea to the paragraph. A Moodle quiz version is available.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Activity 3</b> Students answer reading comprehension questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Activity 4</b> Use <a href="http://www.vocabulary.com">Vocabulary.com</a> or ROADS to review vocabulary from the article                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Supplementary materials</b><br><a href="http://inroads.acm.org/article.cfm?aid=2568201">http://inroads.acm.org/article.cfm?aid=2568201</a><br><br><a href="https://college.cengage.com/business/course360/business_ethics_exp_1111746915/casestudy/casestudy_06.pdf">https://college.cengage.com/business/course360/business_ethics_exp_1111746915/casestudy/casestudy_06.pdf</a><br><br><a href="http://search.proquest.com/openview/f0730108550a89255e245bab3670fc95/1?pq-origsite=gscholar">http://search.proquest.com/openview/f0730108550a89255e245bab3670fc95/1?pq-origsite=gscholar</a><br><br><a href="http://oai.dtic.mil/oai/oai?verb=getRecord&amp;metadataPrefix=html&amp;identifier=ADA620280">http://oai.dtic.mil/oai/oai?verb=getRecord&amp;metadataPrefix=html&amp;identifier=ADA620280</a> |
| <b>Related LOs</b> Introduction to Ethics (introduces the model referred to in this article)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## A Code of Ethics

### Can-dos

|                       |                                            |                                                                                                                                                              |
|-----------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception/<br>Reading | Overall reading<br>comprehension           | Can understand in detail lengthy, complex texts that relate to his/her own area of specialty provided that he/she can reread difficult sections (adapted C1) |
|                       | Reading for<br>orientation                 | Can scan quickly through long and complex texts locating relevant details (B2)                                                                               |
|                       |                                            | Can skim to identify the content and relevance of academic articles and reports and decide whether closer reading is worthwhile (adapted B2)                 |
|                       | Reading for<br>information and<br>argument | Can obtain information, ideas and opinions from highly specialized sources within his/her field (B2+)                                                        |
|                       |                                            | Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (B2)                    |

Pre-reading: Read the following **scenario** and select your most likely choice of action and your second most likely choice of action

DUTY TO THE IT PROFESSION – You believe that as an IT professional, you should...

- (0) do whatever you like irrespective of other people
- (1) do your best, but not worry if your work is imperfect
- (2) cut corners in order to get a job done in a way that maximises your personal benefit.
- (3) fulfil the minimum requirements of a job.
- (4) promote good practice and high standards in your work
- (5) help to develop new standards for professional work
- (6) constructively challenge the fundamental values of the IT profession.

### 5. Reading a text: The Ethics of IT Professionals in China

Access the full text from your university library's database

<http://cacm.acm.org/magazines/2009/7/32108-technical-opinion-the-ethics-of-it-professionals-in-china/abstract> and number the paragraphs 1 - 18

#### Technical Opinion: The Ethics of IT Professionals in China

By Robert M. Davison, Maris G. Martinsons, Henry W. H. Lo, Yuan Li

Communications of the ACM, Vol. 52 No. 7, Pages 153-155

10.1145/1538788.1538823

### The Ethics of IT Professionals in China – Main Idea Exercise

Number the paragraphs in the text. (Paragraph 1 begins with the words "Ethical integrity is a critical..."). There are 18 paragraphs.

There are 18 main ideas below. Match each one to the correct paragraph. The first one has been done as an example.

**a. Ethical integrity is especially crucial to the IT field.**

**P.1**

b. Most of the 290 survey respondents work directly in the IT field. \_\_\_\_\_

c. China has been chosen as a subject of the study for various reasons. \_\_\_\_\_

d. The results of the study in China have some positive implications. \_\_\_\_\_

e. Chinese culture and recent economic success may account for age differences in ethical perceptions. \_\_\_\_\_

f. The choice-shift method enabled checking the issue of volatility. \_\_\_\_\_

g. Older professionals may be more aware of results of unethical behaviour and therefore tend to choose higher reasoning. \_\_\_\_\_

h. Some findings of the survey should worry organizations. \_\_\_\_\_

i. All respondents expressed volatility in their answers. \_\_\_\_\_

j. There are three implications from the study for organizations. \_\_\_\_\_

k. Kohlberg's model of ethical reasoning consists of six stages. \_\_\_\_\_

l. The main finding suggests that Chinese ethics are more international than local in the IT field. \_\_\_\_\_

m. Earlier international research indicates that the higher stages of Kohlberg's model may not apply universally \_\_\_\_\_

n. Scenario 12 is an example of the instrument used for the study. \_\_\_\_\_

o. Kohlberg's model is criticized for being based on Western rather than Chinese ethical norms. \_\_\_\_\_

p. Kohlberg's model has been supported by the findings from China. \_\_\_\_\_

- q. An instrument was developed for the study to investigate how IT professionals in China see ethics. \_\_\_\_\_
- r. Most responses were stage 4 or above \_\_\_\_\_

### **The Ethics of IT Professionals in China – Questions**

1. a. What type of article is this? *Circle the best option:*

- i. a newspaper article.
- ii. a research article.
- iii. a report on a study.
- iv. a criticism of a study.

- b. Which paragraph helped you answer this question? Paragraph \_\_\_\_

2. a. Why is Lawrence Kohlberg mentioned in this article?

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- b. Give two reasons why his CMD theory and model has been criticized:

i: \_\_\_\_\_

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ii: \_\_\_\_\_

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3. What is the full reference for Snell mentioned in paragraph 4?

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4. a. What was the topic of the current empirical study?

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- b. List all the reasons why this topic was important to study?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v.. \_\_\_\_\_

5. Explain the context of "stage zero" (paragraph 6)

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6. Complete the following sentence:

Paragraph 8 describes \_\_\_\_\_

7. Why did older respondents express preference for stage 4 & 5 reasoning?

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8. Explain the following sentence in your own words,

"No respondent exhibited zero volatility." (paragraph 12)

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9. a. What was the main finding of the study?

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b. What was the main conclusion of the study?

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c. This conclusion **supports** / **contradicts** (*CIRCLE ONE*) the last statement in paragraph 3.

10. What **two** main concerns are there to organizations?

i. \_\_\_\_\_

ii. \_\_\_\_\_

11. a. What is the relationship between paragraph 16 and 17? (*CIRCLE ONE*)

a. addition

- b. contrast
- c. illustration
- d. time order

b. Explain your answer \_\_\_\_\_

12. What two implications of the study suggest the need to implement organization-wide ethics programs?

i. \_\_\_\_\_

ii. \_\_\_\_\_

### **7. Vocabulary from the text:**

<http://www.vocabulary.com/lists/779711#view=notes>

or [ROADS](#)

