



## PROGRAM GUIDE

Developed through the BB&T Center for Ethical Business Leadership



# Business Ethics: Experience

(BEE-2)

A business ethics high school simulation through partnership:



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# BB&T Center for Ethical Leadership

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**OUR FOCUS:** Creating Value by Developing Ethical Leaders

## Vision

Provide support for a North Georgia leadership community that understands and incorporates their values in daily ethical decisions and actions impacting the everyday lives of citizens.

## Mission

Facilitate critical thinking, promote ethical decision-making and support education in ethical leadership through education, research and professional development programs at the community, university and K-12 levels.

## Background

The BB&T Center for Ethical Leadership was founded by the Mike Cottrell College of Business and BB&T Corporation in 2012. The concept of the center was originally presented by Mike Cottrell College of Business faculty and staff. An original gift of \$1 million provided by BB&T Corporation and a matching commitment of \$500,000 from the Mike Cottrell College of Business created the center.

The relationship between the Mike Cottrell College of Business and BB&T Corporation is a natural fit through similar core values and the importance of ethical leadership development in both organizations.

## Quick Contact

**BB&T Center for Ethical Leadership**  
706-867-2966 [bbtcel@ung.edu](mailto:bbtcel@ung.edu)

[WEBSITE](#)



# Business Ethics: Experience (BEE-2) Program

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The BB&T Center for Ethical Leadership and our partners have created a Business Ethics: Experience (BEE-2) program through simulation at the Lanier Charter Career Academy in Hall County. Learning about values and ethics and having to act upon them are two very different things. We believe providing students simulated experience through scenarios, environment immersion and responses of decisions to a live panel gives students an increased learning of how one's ethics are applied in business; thus, giving students "voice to their values."



## BEE-2 Program Objectives

- Business environment immersion
- Critical thinking in ethical decision-making in business through scenarios
- Ethical defense through defending decisions to a live panel of business community leaders

## BEE-2 Scenarios

- Café Scenario
- Marketing and Design Scenario
- Salon and Spa Scenario
- Bistro Scenario
- Events Management Scenario
- Gift Store Scenario

# BEE-2 Program Partnerships

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## PARTNERSHIPS:

**Georgia Department of Labor – GeorgiaBEST Program:** The BEE-2 program satisfies several standards, as well as the required project, of the GeorgiaBEST Certification.

**Junior Achievement:** Partnering with your local Junior Achievement Chapter can provide many resources in implementing the BEE-2 program. Junior Achievement has expertise in high school curriculum implementation, as well as volunteers and other resources that they may be willing to partner with you on in order to replicate the BEE-2 program within your region. If you should need any assistance in contacting your local chapter, you may reach out to BEE-2 program Junior Achievement partner, Lee Highsmith.

Lee Highsmith, Executive Director

North Georgia Region

770.297.1222     [lhighsmith@georgia.ja.org](mailto:lhighsmith@georgia.ja.org) [www.juniorachievement.org](http://www.juniorachievement.org)

**Hall County Board of Education:** Partnering with your local Board of Education is a valuable resource and important for the success of the program within your region.

**Business Community:** Partnering with your business community is crucial to the success of the BEE-2 program providing potentially both expert community panelists, as well as sponsorships (food, materials, etc...)

# BEE-2 Program Structure

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**STEP 1:** Determine the structural way you want to implement the BEE-2 program:

- A. Within a school, hotel, or private facility
- B. In a strip-mall
- C. On a downtown square

The structure you choose will determine your logistics and program details.

**STEP 2:** Secure scenario volunteers, station leaders and your business community expert panelists. For each scenario you will need 2volunteers:

1. All six scenarios = 12 scenario volunteers
2. All six scenarios = 6 station leaders
3. Expert Panel = 3 to 6 business community leaders

**STEP 3:** Secure your space within the BEE-2 structure you chose. For example:

- A. Within a school, hotel, or private facility  
Space: you will need a large room to gather all the students; you will need a room or station for each scenario; you will need an expert panel conference room
- B. In a strip-mall or C. On a downtown square  
Space: you will need a large space to gather all your students; you will need to confirm scenarios/space within each participating business; you will need an expert panel area

**STEP 4:** You will need to secure any needed sponsors (i.e. food, materials, etc...)

**STEP 5:** Obtain student participant names from schools and print/provide BEE-2 Certificates back to each school who participated. These certificates will serve as the documentation to satisfy GeorgiaBEST certification standards.

# BEE-2 Program Schedule Template

## Business Ethics: Experience (BEE-2)

{DATE}

{LOCATION/DETAILS}

**NOTE:** Schools will be given their rotation schedule upon arrival at {location}. Students are asked to wear business professional attire, however please remind students they will be walking/on their feet.

**8-8:15 AM** Arrival to {location}

**Student Groups:** {# of students}

{Create 6 subgroups categorized into 1A&B; 2A&B; 3A&B; 4A&B; 5A&B;6A&B}

**8:30 AM** Welcoming Remarks (NOTE: Facilitators & volunteers should arrive at thistime)  
{name of individual providing remarks}

**8:45 AM** High School Students Disperse to businesses (NOTE: Hold a facilitators/volunteers meeting for details)

**9:00 AM** SIMULATION STARTS: {see full rotation schedule}

| Cafe                  | Marketing & Design    | Events Management     | The Bistro            | Salon & Spa           | Gift Store            |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Station Leader (Name) | Station Leader (Name) | Station Leader (Name) | Station Leader (Name) | Station Leader (Name) | Station Leader (Name) |
| 2 Volunteers: (Names) | 2 Volunteers: (Names) | 2 Volunteers: (Names) | 2 Volunteers: (Names) | 2 Volunteers: (Names) | 2 Volunteers: (Names) |
| Group 1A & 1B         | Group 2A & 2B         | Group 3A & 3B         | Group 4A & 4B         | Group 5A & 5B         | Group 6A & 6B         |

There will be 10 minutes allotted at each business scenario station. Both groups will be given the scenario and up to 10 minutes for discussion; fostering critical thinking about ethical scenarios and solutions in business. There will be 5 minutes for session switchtime.

**10:30 AM** Groups deliberation and response preparation period  
(Note: Expert Panelists should arrive)

**11:00-12:00 PM** RESPONSES TO THE PANEL  
Panel Members: {Names}

| 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| Group 1A & 1B   | Group 2A & 2B   | Group 3A & 3B   | Group 4A & 4B   | Group 5A & 5B   | Group 6A & 6B   |
| (There will be 5 minutes for each team: 2 minutes for their scenario pick and 2 minutes for the Panel pick.<br>Primary responder cannot be the same for group pick and Panel pic responses) |                 |                 |                 |                 |                 |

**Lunch** (Groups go in throughout lunch and present to the Panel)  
Laurel/Red Room DOOR PRIZES

**12:00 PM** Guest Speakers/Sponsors/Etc... (Expert Panel deliberates over lunch)

{good time to do any door prizes-if different schools represented make sure at least 1 p/school}

**12:30 PM** Expert Panel presents feedback to all students

**1:15 PM** Wrap-up/Closing Remarks

**1:30 PM** Adjourn





# BEE-2 – Rotation Schedule Example

| Time  | The Bistro               | Gift Store               | Café                     | Salon & Spa              | Meeting & Events         | Marketing & Design       |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9     | 4A & 4B                  | 6A & 6B                  | 1A & 1B                  | 5A & 5B                  | 3A & 3B                  | 2A & 2B                  |
| 9:10  | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   |
| 9:15  | 5A & 5B                  | 4A & 4B                  | 6A & 6B                  | 1A & 1B                  | 2A & 2B                  | 3A & 3B                  |
| 9:25  | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   |
| 9:30  | 2A & 2B                  | 3A & 3B                  | 4A & 4B                  | 6A & 6B                  | 1A & 1B                  | 5A & 5B                  |
| 9:40  | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   |
| 9:45  | 6A & 6B                  | 2A & 2B                  | 3A & 3B                  | 4A & 4B                  | 5A & 5B                  | 1A & 1B                  |
| 9:55  | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   |
| 10:00 | 1A & 1B                  | 5A & 5B                  | 2A & 2B                  | 3A & 3B                  | 6A & 6B                  | 4A & 4B                  |
| 10:10 | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   | SWITCH                   |
| 10:15 | 3A & 3B                  | 1A & 1B                  | 5A & 5B                  | 2A & 2B                  | 4A & 4B                  | 6A & 6B                  |
| 10:25 | To Large Space           | To Large Space           | To Large Space           | To Large Space           | To Large Space           | To Large Space           |
| 10:30 | Response Planning Starts | Response Planning Starts | Response Planning Starts | Response Planning Starts | Response Planning Starts | Response Planning Starts |

# BEE-2: Panel Response Rotation Schedule Example

| Time  | The BEE-2 Panel | Response Description |
|-------|-----------------|----------------------|
| 11    | 1A              | 1A Group Pick        |
| 11:02 | 1A              | 1A Panel Pick        |
| 11:04 | SWITCH          |                      |
| 11:05 | 1B              | 1B Group Pick        |
| 11:07 | 1B              | 1B Panel Pick        |
| 11:09 | SWITCH          |                      |
| 11:10 | 2A              | 2A Group Pick        |
| 11:12 | 2A              | 2A Panel Pick        |
| 11:14 | SWITCH          |                      |
| 11:15 | 2B              | 2B Group Pick        |
| 11:17 | 2B              | 2B Panel Pick        |
| 11:19 | SWITCH          |                      |
| 11:20 | 3A              | 3A Group Pick        |
| 11:22 | 3A              | 3A Panel Pick        |
| 11:24 | SWITCH          |                      |
| 11:25 | 3B              | 3B Group Pick        |
| 11:27 | 3B              | 3B Panel Pick        |
| 11:29 | SWITCH          |                      |

| Time  | The BEE-2 Panel | Response Description |
|-------|-----------------|----------------------|
| 11:30 | 4A              | 4A Group Pick        |
| 11:32 | 4A              | 4A Panel Pick        |
| 11:34 | SWITCH          |                      |
| 11:35 | 4B              | 4B Group Pick        |
| 11:37 | 4B              | 4B Panel Pick        |
| 11:39 | SWITCH          |                      |
| 11:40 | 5A              | 5A Group Pick        |
| 11:42 | 5A              | 5A Panel Pick        |
| 11:44 | SWITCH          |                      |
| 11:45 | 5B              | 5B Group Pick        |
| 11:47 | 5B              | 5B Panel Pick        |
| 11:49 | SWITCH          |                      |
| 11:50 | 6A              | 6A Group Pick        |
| 11:52 | 6A              | 6A Panel Pick        |
| 11:54 | SWITCH          |                      |
| 11:55 | 6B              | 6B Group Pick        |
| 11:57 | 6B              | 6B Panel Pick        |
| 11:59 | SWITCH          |                      |

# BEE-2: Ethical Scenarios

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## The Bistro Scenario

Jack is a new employee at the Bistro and is new to the area. He has become “working friends” with Roger, who has been working here for 3 years. They’ve gone out a few times outside of work and he really enjoys his company. Jack was trained on how to properly ring up customers at the register, customer service and company policy and procedures. We see Jack and Roger having a conversation this morning...

**Roger:** “Jack, I have some friends coming this afternoon to eat here. I always give them our company discount since they are my friends. You just press the DISCOUNT button at the register and enter 15%. It does the rest. Don’t mention the discount to our owner, Mary. She gives it to her friends, so I’m sure it’s fine for us to do the same.

**Jack:** “Well, uhhhhh, I’m not sure. Mary trained me on policy/procedures. Maybe they’ll come in when you are here, Roger.”

**Roger:** “Jack, just take care of this for me alright. Thanks”

Roger leaves. Jack turns around and sees Roger’s friends come walking in the door...

### Response questions:

1. Was there or was there not an ethical dilemma? If so, what was it?
  
  
  
  
  
  
  
  
  
  
2. How would you have handled it?

**UNG** Mike Cottrell  
College of Business  

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UNIVERSITY of NORTH GEORGIA  
**Author: Mrs. Suzanne Anthony**  
Assistant Professor of Management

# BEE-2: Ethical Scenarios

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## The Café Scenario

Molly is a new waitress at the Café. She has just finished helping her first customers, which includes a family with 3 small kids. She enjoys helping people; she has always known that about herself. She puts the order in with the kitchen and goes onto help other customers. As she walks into the kitchen to place another order she sees the cook drop all the chicken on the floor. She thinks, aw man that sucks!

She goes out to fill a few drinks and is on her way to her first customers table to tell them it will be a bit on their chicken sandwiches because there was an accident when Phil, the cook, brings her the customers' orders, including the two chicken sandwiches for the kids. You hear their conversation...

**Phil:** “Here are the orders for Table 3.”

**Molly:** “Wow, did you have more chicken?”

**Phil:** “No, we don't have time to do that, just give this to them.”

**Molly:** “Is this the chicken that dropped on the floor Phil?”

**Phil:** “Yea, but who cares, it's no biggie – I am not redoing all of this.”

**Molly:** “Phil, this is going to kids...”

**Phil:** “Molly, just give it to them, okay?”

### Response questions:

3. Was there or was there not an ethical dilemma? If so, what was it?
  
  
  
  
  
  
  
  
  
  
4. How would you have handled it?

**UNG** Mike Cottrell  
College of Business

UNIVERSITY of NORTH GEORGIA

BB&T CENTER FOR ETHICAL LEADERSHIP

**Author: Mrs. Rose Procter**

Director, BB&T Center for Ethical Leadership

# BEE-2: Ethical Scenarios

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## Marketing & Design Scenario

Sam is one of the most popular guys at school and his favorite band is Imagine Dragons. He found a shirt on their website that he really likes but its \$35 and he doesn't want to have to pay that. A friend of his at school told him that Craig, who works at a marketing and design store, might be able to help. Sam visits the store...

**Sam:** "Hi, I need to get a shirt printed and I was told that you could do that for me."

**Craig:** "Sure, what do you want printed?"

**Sam:** "Well, there's this shirt on the Imagine Dragons site that I really like, but it's too expensive. Can you just take the design and print the shirt for me?"

**Craig:** "I don't think I'm supposed to do that. I think that probably is illegal."

**Sam:** "C'mon Craig, I know you can do it. I'll tell you what, if you'll do this for me, I'll make sure you're on the list for our next party."

Craig isn't one of the more popular kids in his class and he thinks that this could be a good opportunity for him to fit in. Anyone who goes to Sam's parties becomes very popular.

### Response questions:

5. Was there or was there not an ethical dilemma? If so, what was it?
  
  
  
  
  
  
  
  
  
  
6. How would you have handled it?

**UNG** Mike Cottrell  
College of Business

UNIVERSITY of NORTH GEORGIA

**Author: Mr. Nick Kastner**

Marketing Manager / Adjunct Instructor

# BEE-2: Ethical Scenarios

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## The Gift Store Scenario

Sarah has just graduated high school and landed her first real job at a gift store as a front desk associate. She is really enjoying the job! Her new boss, Katie, is really showing her how everything works and giving her great work experience. Sarah was top of her class and is very good with Excel. One day, Sarah is up front just straightening things in the store, as there are no customers. Katie asks to speak with her, you hear their conversation...

**Katie:** “Hey Sarah thanks for taking a minute to speak with me.”

**Sarah:** “Of course, any time, what’s up?”

**Katie:** “If any customers come in, we will continue this conversation later on, but I wanted to tell you what a great job you are doing. It has been so helpful to have you here and I was wondering if you were up for more responsibility. I could really use some more help?”

**Sarah:** “Sure! Would this be part of my current job for you?”

**Katie:** “No. I was thinking of hiring in another front desk associate part-time. So that would free up half your time. While it was slow like today, you could work in Excel on the store budget for me. I would increase your pay because of this higher responsibility task. I am not that great at Excel, but hear you are amazing.”

**Sarah:** “I am really good at Excel. Sure! I would love to take on additional duties here. Thank you.”

**Katie:** “No, Sarah, thank you. This is going to allow me to free up a lot of my time, as it takes me forever to do the budget because I am not good in Excel. Now I can focus on marketing the store more and getting more customers to know about us. Thank you Sarah, I will get the paperwork to you with the new pay and job description for you to look over and think about.”

### Response questions:

7. Was there or was there not an ethical dilemma? If so, what was it?

8. How would you have handled it?

**UNG** Mike Cottrell  
College of Business

UNIVERSITY of NORTH GEORGIA

BB&T CENTER FOR ETHICAL LEADERSHIP

**Author: Mrs. Rose Procter**

Director, BB&T Center for Ethical Leadership

# BEE-2: Ethical Scenarios

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## The Meeting & Events Scenario

Maggie recently graduated from high school and three months ago finally landed a job working as a Support Planner at a Meetings & Events location. One day, her boss Jennifer asked her if she would like to go out to a business dinner to meet James, the owner of a local restaurant called Bordeaux. Maggie knew that James won many of the catering bids at the Convention Center, and she was eager to try their food, so she agreed to go. When Maggie and Jennifer arrived at James' establishment, they were served a delicious five course meal including steaks, lobster tails, and an expensive dessert—James refused to let them pay for anything. He simply stated to Jennifer “Just hire Bordeaux whenever possible for events at the Center.”

A few weeks later, James' restaurant catered an event at the Convention Center, and James stopped in to Maggie's office, leaving an envelope to give to Jennifer. Jennifer has just returned from lunch, you walk in to witness their conversation...

**Maggie:** “Hey, did you enjoy your lunch?”

**Jennifer:** “Oh yes, it was delicious, of course, all James's food is great!”

**Maggie:** “Oh, you ate at James's place? Well, speaking of him, he stopped by while you were out and left this envelope for you.”

**Jennifer:** “Oh, um, don't worry about that, it's just him thanking me for that last catering contract.” As she opens the envelope you see it is \$100 cash. “You're cool with it, right?”

### Response questions:

9. Was there or was there not an ethical dilemma? If so, what was it?
  
  
  
  
  
  
  
  
  
  
10. How would you have handled it?



**Author: Katie Roberts**  
Sales Coordinator



# BEE-2: Ethical Scenarios

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## Salon & Spa Scenario:

Jaylen has been an employee of a Salon & Spa throughout high-school, where she works as a part time receptionist and has worked her way through experience to a part time beautician. On Thursday a client, Mr. Glass, called into the salon inquiring about spa services, specifically massages. Jaylen knew that there were no licensed massage therapists at the salon & Spa, but she really wanted to earn the commission from the gift card sale, and adding a massage for \$80 would increase her total pay check for the week.

Knowing better, Jaylen booked the massage, emailed Mr. Glass the confirmation and told Mr. Glass his wife would love it! Veronica the other part time receptionist walks in the salon. She sits down at the desk and Jaylen begins to tell her about the gift card Mr. Glass received.

**Jaylen:** “Hey Veronica, just want to let you know if Mrs. Glass calls to book a massage just put her with me at any time!”

**Veronica:** “But we don’t offer massages... Do you even know how to perform one?”

**Jaylen:** “I am sure I can figure it out. It’s no big deal really. Just don’t tell any of the other employees, okay?”

## Response questions:

11. Was there or was there not an ethical dilemma? If so, what was it?
12. How would you have handled it?

j.thomas  
salon

Authors:

Katie Copeland  
Ashley Jarrel  
Melanie Martin

# BEE-2 Program Implementation Checklist

| <b>BEE-2 Checklists</b>        |   |   |
|--------------------------------|---|---|
| <b>One Month Out</b>           |   |   |
|                                | Confirm space/dates   |   |
|                                | Recruit Panel Experts   |   |
|                                | Recruit Volunteers and Station Leaders  |   |
|                                | Confirm students participating  |   |
|                                | Recruit any sponsors if needed  |   |
|                                | Confirm any guest speakers  |   |
|                                | Confirm lanyards from partners  |   |
|                                | Create schedules (agenda, rotation, panel rotation)   |   |
| <b>Packing List for Day of</b> |   |   |
|                                | Nametags  |   |
|                                | Lanyards  |   |
|                                | Student Packets   |   |
|                                | Welcome Letter  |   |
|                                | Copy of each scenario   |   |
|                                | Blank notes paper   |   |
|                                | Pen   |   |
|                                | Any sponsor/additional materials  |   |
|                                | Panelist Packets  |   |
|                                | Welcome Letter  |   |
|                                | Copy of each scenario   |   |
|                                | Panel response rotation schedule  |   |
|                                | Group notes pages   |   |
|                                | Pen   |   |
|                                | Mug/Glass/Gift  |   |
|                                | Certificate Instructions for teachers   |   |
|                                | Schedule rotation copies for teachers   |   |
|                                | Sign in sheet for students  |   |
|                                | Raffle tickets (for door prizes)/Prizes   |   |
|                                | Fishbowls   | one for each schools raffle tickets – draw one from ea. |
| <b>Follow-up</b>               |   |   |
|                                | Certificates for those who submit documentation (create, print and mail to schools)                                 |   |
|                                | Ongoing data (Excel) submitted to BB&T CEL at <a href="mailto:bbtcel@ung.edu">bbtcel@ung.edu</a> after each program |   |
|                                |   | Name of participating schools                           |
|                                |   | # of students   |
|                                |   | Date/Location/school contact                            |

# BEE-2 Name Tag Template

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## FRONT VIEW

Name

Name of High School

## BACK VIEW

**Assigned Group #/Letter**  
(Example: Group 1A)

# BUSINESS ETHICS EXPERIENCE

BB&T CENTER FOR ETHICAL LEADERSHIP

*Certificate of Participation*

**Student Name**

**High School Name**

**Business Ethics: Experience (BEE-2) is designed to immerse students into a business environment, promote critical thinking in ethical decision-making and give students experience in voicing their values.**

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**Program Coordinator**

**{Date}**

**{Location}**



# BEE-2 Certificate Instructions (for teachers)

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After the program completes, the teachers from the participating schools complete the following in order to receive the student’s official certificate of participation from the program host:

1. Create an Excel of all the students who participated from your school. There should be two columns – Student Name and Student School. PLEASE input the students name and the name of the school exactly how it should be on the certificate.
2. Name the Excel in this format: HighSchoolName-BEE-2-Date&Location
3. Email this list, your contact information and the address where to send the certificates to your host program contact. They will create certificate and send them to you for documentation.



The BEE-2 Program for K-12 provides curriculum to teachers for the requirements of the GeorgiaBEST certification. This program satisfies as follows:

| <b>Standard</b>                       | <b>Points</b> |
|---------------------------------------|---------------|
| Discipline and Character              | 1             |
| Teamwork                              | 1             |
| Organization and Responsibility       | 1             |
| Oral and Written Communication Skills | 1             |
| Appearance and Professional Image     | 3             |
| <b>Total Points</b>                   | <b>7</b>      |
| <b>Satisfies Required Project</b>     | <b>✓</b>      |

# GeorgiaBEST Certification

Georgia Labor Commissioner Mark Butler has introduced the Georgia Department of Labor's GeorgiaBEST (Business Ethics Student Training) program. GeorgiaBEST concentrates on teaching students the top skills identified as those lacking among the future workforce, such as attendance, punctuality, teamwork, respect, communication skills and attitude. Students must earn at least 25 points (with at least 1 in each category) to earn certification from the State GDOL. The students must also complete a required project which involves either: job shadowing, community service, mentoring, business simulations, or a one-page career research project. GeorgiaBEST is currently in over 200 high schools across the state.

## STEPS TO GET CERTIFICATE:

1. Study and be assessed on 10 soft skill standards as set by the Georgia Department of Labor GeorgiaBEST program
2. Participate in at least one of the required projects
3. Receive at least 25 of the 30 possible points



## GeorgiaBEST Teacher

In my position as CTAE Director, I correspond with business and industry representatives on a regular basis. Almost always, the conversation turns to the lack of work ethic demonstrated by new hires and this generation of students/future employees. In response to conversations such as these, my school district implemented the GeorgiaBEST program to better prepare our students with the in-demand soft skills that are so desperately sought after in workplaces today. GeorgiaBEST has been and will continue to be an integral component of our plan as a system to prepare our students to graduate college and career ready.

**Dr. Katherine M. Thomas, Director  
Career, Technical and Agricultural Education  
Polk School District**

## GeorgiaBEST Certified Student

Soft skills are essential for career success. Nearly 70% of first time hires are let go because they lack soft skills. Because of the GeorgiaBEST program, I will not be in that statistic. I feel like I am much better prepared to enter the workforce because of being involved in the GeorgiaBEST Soft Skills Program. I have an advantage over others entering the workforce because I know and understand the value of core work ethic traits which are needed to be successful on the job and I am better prepared to face career challenges. Today's workplace requires everyone to work together more effectively than in the past. I am able to communicate effectively and to build relationships with others in one-on-one interactions as well as in groups and teams. GeorgiaBEST (Business Ethics Student Training) has helped prepare me to face tomorrow with a confident and committed attitude that will propel me to excellence.

**KayLynn Samples  
2013 GABEST Student of the Year**

# Business Ethics: Educate (BEE-1) Program

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The BB&T Center for Ethical Leadership and Junior Achievement partnership creates the Business Ethics: Educate (BEE-1) program where high school students from the north Georgia region come to



the UNG campuses for a half-day curriculum which focuses on business ethics education and activities. The BEE-1 program is endorsed by the Georgia Department of Labor and is an approved

curriculum in satisfying the GeorgiaBEST (Business Ethics Student Training) requirements in several pathways.

## BEE-1 Program Objectives

- Facilitate discussion on ethical behavior and personal branding
- Provide an understanding of an ethical decision-making process
- Increase student awareness to the importance of ethical behavior in business and organizational settings
- Engage students with their peers on values based choices

## BEE-1 Courses

- Ethics: Framework, Decision-Making and Self Branding
- Organizational Ethics
- ACTIVITY: Are your ethics for sale?

For more details about BEE-1, please download the BEE-1 Program Guide from the BB&T CEL [WEBSITE](#).



## **CONTACT**

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