Innovation in Experiential Business Ethics Training

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ABSTRACT. Ethics training has undergone dramatic changes in the past decade. Global business growth and increased technological change have played a role in the increasing sophistication and development of ethics programs and communication devices. These training initiatives are based on organizational ethical decision making theories and empirical research indicating the benefits of training in developing an ethical organizational culture. In this article, we discuss the issues important in developing effective ethics training, examine the goals and methods currently used in training, introduce an ethics training behavioral simulation, and discuss its implementation and evaluation.

Along with growth in formal corporate education in the 1990s emerged increasing expectations for ethical compliance in organizations. The United States Sentencing Guidelines for Organizations, enacted in 1991, created incentives for businesses to develop effective compliance programs for detecting and preventing violations of law (United States Sentencing Commission, 1994a). An effective program is organization-specific and takes advantage of self-regulatory incentives by developing ethical standards and appropriate communications, controls, and training to ensure employees and other agents understand and abide by these expectations. Joe Murphy (1998) stated, ". . . you know that the courts and government enforcement officials will not accept what they consider a 'paper' compliance program-one that says the right things, provides a code of conduct and lectures from company lawyers, but does nothing substantive to prevent and detect violations" (p. 7). Partly as a result of the organizational sentencing guidelines, the ethics training and consulting business is valued at over one billion dollars annually (Anonymous, 1996). Effective training and education efforts are often focused on helping employees understand ethical standards and their application to workplace decisions. Thorne LeClair, Ferrell, and Ferrell (1997) provide an analogy that suggests ethical standards serve as an effective buffer to legal violations. Ethical standards can be viewed as a central aspect of organizational culture. Organizations with strong ethical cultures should reduce legal risk and exposure since employees are more likely to seek guidance and decision rules based on the higher ground of ethical standards.

Theoretical support of the importance of ethical culture and ethics training can be found in ethical decision making models. Ferrell and Gresham (1985) noted the importance of opportunity in influencing ethical decision making, Hunt and Vitell (1986) acknowledged the importance of culture, and Trevino (1986)

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considered both organizational culture and organizational learning factors. Trevino (1986) noted, "Organizational culture influences thoughts and feelings and guides behavior. It manifests itself in norms, rituals, ceremonies, legends, and the organizational choice of heros and heroines" (p. 611). The culture of the organization is greatly influenced by ethics training. In its ongoing communication with ethics officers, the Ethics Officer Association has determined that ethics training is a major responsibility of ethics officers, yet there are concerns about its effectiveness and quality. For example, at an Ethics Officer Association conference it was noted that "delivering challenging, relevant training" is a primary concern of ethics officers and influences the overall organizational culture (Ethics Officer Association and the United States Sentencing Commission, 1999).

Parallel maturity in the business ethics and training disciplines precipitates a closer examination of the methods used to educate employees on ethical decision making. The purpose of this paper is to introduce an innovative and experiential corporate ethics training tool, the Soy-DRI business ethics behavioral simulation. Soy-DRI is a behavioral simulation which allows participants to assume roles in an organization and address a specific ethical issue which the organization is facing. First, we discuss supporting frameworks in developing effective training and education for the workplace. Second, we examine the goals and methods of effective ethics training in organizations. Finally, we describe the Soy-DRI simulation, its value to the professional training environment, and we make suggestions for implementation and evaluation of simulation outcomes. Implications and conclusions relative to the use of behavioral simulations are also provided.

Pressures increasing organizational ethics initiatives

Two fundamental forces affecting business today include global competition and innovative use of technology. In a study conducted jointly by the Ethics Officers Association and American

Society of Chartered Life Underwriters and Chartered Financial Consultants, almost 50 percent of United States employees surveyed said they had committed an unethical act related to a new technology in the last year (Anonymous, 1998a). Edward Petry, executive director of the Ethics Officers Association noted, "New technologies have changed the way we do our jobs and the way we work with one another. We're expected to do more, to do it faster, and we're also working more independently. This increases the risk of unethical and illegal acts" (Anonymous, 1998a, p. 10). These trends are challenging processes and practices in organizations, with significant emphasis on the skills, knowledge, and values of employees. As globalization and technology are changing business requirements, Von Glinow's (1988) research indicates that characteristics of the "new professional" includes, among other things, the perceived right to make choices that concern both means and ends, an ethical obligation to render service without a concern for self-interest, and the collegial maintenance of standards through a commitment to police the conduct of other professionals. Ethical standards remain a key concern for today's professional.

To keep pace with the demands and complexity of globalization, technology, and related employee needs, organizations are devoting tremendous resources to continuous improvement and learning. Jeanne Meister, president of Corporate University Xchange, explains "Sophisticated companies no longer view training just as a way to help employees acquire knowledge and . . . new skills. Rather, they view learning as a means to achieve strategic goals and performance improvement" (1998a, p. 52). Thus, corporate training and education are making the transition from a sometimes undervalued, inconsistent, and loosely strategic discipline to one fully integrated, aligned and demonstrated in business strategy and success (Shandler, 1996).

Recent Supreme Court decisions with respect to sexual harassment have made it very clear that organizational training must be ongoing, dynamic, and understood by all employees. Subject specific requirements, such as those for sexual harassment, mean that any company with

fifteen or more employees must provide training to assist employees in understanding the company's sexual harassment policies, reporting mechanisms, and consequences of violation. Employees also need to understand that no retribution will occur against the individual reporting a concern (Brossman, Hernandez, and Malkin, 1998). Brossman, Hernandez, and Malkin (1998) stated, "It is not enough for employers to publish policies prohibiting harassment only once and leave it at that. Instead, companies must establish mechanisms to ensure that every new hire is fully informed that workplace harassment will not be tolerated. . . . Thorough and continuous employee training and education is also essential" (p. 4)

In 1998, in response to a complex legal and business environment, over 1200 companies had centralized training and education as a corporate office and function. Since only 400 companies had a centralized education and training function in 1988, most of the expansion in internally managed corporate education occurred in the 1990s (Meister, 1998b). Reasons for this growth include the need to (1) formalize training, (2) stress importance of continuous learning, (3) link education to business goals, (4) meet a chief executive officer's interest in corporate education, (5) drive change and modernization, and (6) keep workers competitive. Most of the growth has occurred in relatively large businesses and in other progressive and financially sound organizations. For example, employees at Saturn spend at least 90 hours a year in training sessions and all 40,000 couriers and customer-service agents at Federal Express take an annual PC–based exam covering their job knowledge (Blickstein, 1996).

Research supporting training design

The role of organizational training is changing because of the business and technological trends mentioned earlier. Specifically, Shandler (1996) predicts a structural change in the training function through a emphasis on employee and organizational performance, new models of learning, technology, and use of external training providers. In addition to these emerging

concerns, all training and education initiatives should consider the unique nature of adult learners and the elements of effective training programs. The intended result of these considerations is more effective training transfer and the application of training content to workplace decisions.

Learning considerations

In order to be effective, the design of professional and executive education requires an explicit recognition of the unique nature of adult learners. Knowles' work (1973) examines four characteristics of adult learners that are still relevant for training design in the 1990s (Shandler, 1996). First, as individuals mature, they tend to prefer self-direction. This implies that training, at least in part, needs to allow for choice, input, and decisions by employees. Second, because adults learn from their experiences, training should allow for the communication, reflection, and evaluation of these experiences in light of training content and goals. In addition, experientially-based methods will be welcomed, especially when they parallel or simulate the work environment. Third, adults are aware of specific learning needs generated by real-life events. They may recognize when skills are lacking and thus, will be more participatory and open to the training initiative. Finally, adults are competency-based learners and they want to acquire knowledge and skills that can be immediately applied to work decisions. Adults expect training methods and content to prepare them for the intricacies of daily decision making.

Training effectiveness and learning

Four basic elements are critical in creating an effective training program and learning environment. These elements include identical elements, teaching of general principles, stimulus variability, and conditions of practice (Baldwin and Ford, 1988). Thorndike and Woodworth (1901) originated the identical elements concept, which refers to the extent to which cues in the work

or decision environment parallel those in the training situation. Identical elements have been found to have a positive impact on employees' retention through similarity to their work environment and terminology, therefore increasing overall training transfer (Duncan and Underwood, 1953). Vignettes and scenarios, games, case analysis, as well as behavioral simulations, utilize the principle of identical elements.

The second aspect of training design, general principles, is concerned with the presentation of the theoretical foundations and general rules of training content (McGhee and Thayer, 1961). Board or electronic games, which use a unique format with specific rules and requirements to enhance the player's ability to identify ethical issues, are an example of the general principles criteria for training design.

The third aspect of training design, stimulus variability, involves the maximization of training transfer through the use of a variety of training stimuli. One example of stimulus variability is the use of multiple examples (Ellis, 1965). Other considerations aimed at improving stimulus variability include the use of several training techniques, such as lecture, games, case analysis, and simulations. Mixing up the format and content of ethics training enhances overall training transfer and appeals to individual learning styles.

Finally, conditions of practice involve several specific design issues (Baldwin and Ford, 1988). These design considerations include the amount of feedback given to participants, whether training is distributed over time or completed quickly, and how much practice participants have with various training elements and content.

Goals and methods of ethics training

Ethics training in the corporate environment is designed to enhance employee knowledge, skills and most importantly, decision making in the ethics area. Training and instruction in ethics raises an individual's awareness of the ethical content in various situations (Velasquez and Cavanaugh, 1988; Beauchamp and Bowie, 1997; and Velasquez, 1998). The goals of ethics training

should be linked to organizational needs, risk areas, and desired outcomes. These goals may be to: 1) provide the tools to help employees understand the ethical decision process (i.e., vocabulary and philosophies), 2) help people assess ethical priorities, 3) provide ways to deal with those who violate ethical standards, 4) enable employees to identify ethical problems with respect to company policy, 5) increase sensitivity to ethical issues, 6) enhance individual reflectiveness, and 7) improve the ethical climate of a business through the creation of ethics support systems and codes (Jones, 1988–1989). Kirrane (1990) summarizes the goals for ethics training as identifying the situation where ethical decision making is involved, understanding the culture and values of the organization, and evaluating the impact of the ethical decision on the organization.

To achieve these goals, educators and trainers employ a variety of methods. Videotapes and lectures are the most popular instructional methods for employee training (Shandler, 1996). Thorne LeClair, Ferrell and Fraedrich (1998) resonate this finding and conclude that instructional methods in ethics training differ little from those used in other workplace courses. Although lectures can be a part of an overall ethics training initiative, total reliance on this format deprives individuals of a more enriched and meaningful learning experience. Passive learning through lectures and presentations may not facilitate extensive training transfer. Further, videotapes are useful for sharing standardized information to a large number of people, but are also associated with a passive learning context.

Some organizations have developed games as a method of ethics training. For example, Lockheed Martin's *The Ethics Challenge* is based on the Dilbert cartoon and uses mini-cases to elicit team discussion and decisions on ethical issues. Before *The Ethics Challenge*, Martin Marietta developed *Gray Matters*, a scenario-based game which dealt with actual ethical dilemmas and provided the company's perspective on the correct course of action. Martin Marietta and Lockheed Martin set new ground in ethics training with the game-based approach. In a review of the first game, Zach (1993) stated

it is ". . . an honest attempt to remind employees that ethical behavior matters, and it is not an isolated effort. The company has instituted procedural change to help prevent such abuses in the future" (p. 49). Games help to eliminate some of the fear associated with ethics training because the format is friendly, it encourages teamwork and cooperation, and the feedback is timely and evaluative. Other games have been developed by Citicorp and Sony Corporation of America and numerous companies are working on CD-ROM, interactive and Web-based games to be played individually or in teams (Thorne LeClair, Ferrell, and Fraedrich, 1998).

Sims (1991) suggests that ethics can be institutionalized in the organization through both long and short term tactics and strategies. Sims further advocates the development of a corporate culture which supports the learning and relearning of personal values that promote ethical behavior. Sims supports the development of systematic ethics training programs which solicit advice and input from all levels in the organization. The programs should not only focus on company policies related to right and wrong, but train employees to think of the implications to others of their decisions and actions (Sims, 1991).

One learning method, the behavioral simulation, is not yet commonly used in professional ethics training. Behavioral simulations provide a practice stage for future decision making through the design of a simulated organization. These simulations require an individual participant to take on a role, understand its complexity, and act on problems and opportunities presented by the simulation designers (Dunbar, Stumpf, Mullen, and Arnone, 1992). Simulations elicit responses from employees due to the group dynamics of the process. Simulations create an environment whereby participants can learn more about their co-workers, the organizational culture, and how to achieve a common goal. Another interesting aspect of simulations relates to management's ability to assess employee characteristics such as leadership, overall cohesiveness within a group, and problem solving ability. Trainers build in content-specific issues such as ethical dilemmas, although the behavioral simulation relies heavily on individual and group

processes for which there are no predetermined outcomes. Based on the need to develop an experiential, dynamic, group oriented training device which integrates individuals and issues from all levels of the organization, we developed the Soy-DRI simulation.

Ethics training should be implemented with full consideration of organizational needs, employee characteristics, and other variables. However, as organizations' ethics initiatives mature and the business world becomes more complicated, the training function will shift its focus from educating employees as managers who "do things right" to leaders who "do the right thing" (Bennis, 1990). This responsibility requires innovative training and education methods that affect employees on many levels, including knowledge and application. Behavioral simulations hold great promise for affecting the content and process of business ethics. An overview of the simulation follows.

Soy–DRI behavioral simulation

The Soy-DRI behavioral simulation was designed with the goal of improving employee skills, confidence, practice, and efficacy with respect to ethical decision making. The simulation centers around a product misuse situation and the pending broadcast of an investigative news report. To complicate the situation, the chief executive officer is out of town and has given decision authority to a group of seven employees. Specifically, Soy-DRI involves a firm which manufactures three products, all soybean derivatives, and markets them to three distinct target markets.

Soy-DRI company background

Soy-DRI's basic technological breakthrough came with the development of a soybean-based product that has excess moisture absorbing capabilities (it absorbs up to ten times its weight in powdered form). The product is environmentally friendly. The first product application developed was Slab-DRI. This product is sold

to the commercial and industrial market to remove oils and moisture from asphalt and concrete driveways and pads (it is marketed to gas stations, quick lube, and auto service providers). The product (a white powder) is poured on a spill or moist area. It absorbs the moisture and can then be swept away. Slab-DRI is sold in a sixty-four ounce metal container with an adjustable lid for application. Slab-DRI retails for $2.00 per container. It costs $1.50 to produce. Slab-DRI is made available through catalogs to industrial buyers and through retail auto chains such as AutoZone and Discount Auto Parts.

The first product extension for Soy-DRI was Pet-DRI. Pet-DRI is aimed at the consumer market and it effectively absorbs moisture and odor in pet litter. Physically, Pet-DRI is the same as Slab-DRI except for its color (gray instead of white) and its packaging. The gray color was chosen to allow it to blend better with pet litter and to differentiate the product from Slab-DRI. Pet-DRI is made available in a plastic container with an adjustable shaker lid for application. Pet-DRI is sold to major discount stores (Wal-Mart, Target, and K-Mart) and supermarkets at a suggested retail price of $4.00 per thirty-two ounce container, with a product cost of $1.25. Pet-DRI sales surpass those of Slab-DRI.

The final product developed and introduced by Soy-DRI is Baby-DRI. Baby-DRI is to be used in place of traditional baby powder. Whereas the core product formulation remained the same for Slab-DRI and Pet-DRI, Baby-DRI had to be redeveloped to lower the moisture absorbing characteristics of the product. Baby-DRI, in its adapted form, absorbs five times its weight in moisture, or one-half that of the other two products. In tests, the original formulation proved to cause rashes and irritation with prolonged use. Follow-up tests with the new product resulted in no negative consequences. The other product modification related to purification to meet FDA regulations for consumer use. Baby-DRI, like Slab-DRI, is white in color, in keeping with traditional baby powder. Baby-DRI is sold in twelve-ounce plastic containers very similar to competitors such as Johnson & Johnson. Baby-DRI's differential advantage over traditional baby powder is its moisture absorbing capability. The

comfort level for the baby is significantly greater with Baby-DRI. Because leakage is less likely, diaper changes may occur less frequently and less irritation is realized. The product maintains a suggested retail price of $4.00 with a product cost of $2.00 (reflective of the additional cost to adapt and manufacture the product) making it the most expensive and relatively costly product in the line. Baby-DRI is sold to major discount chains such as Target, Wal-Mart, K-Mart, Toys-R-Us, supermarkets, and baby supply stores throughout the country.

Soy-DRI's ethical dilemma

The ethical dilemma for Soy-DRI involves a distributor finding out from a retailer that some consumers are thought to be buying Slab-DRI and Pet-DRI for use on their infants. If substantiated, cost savings appears to be the major reason consumers are substituting the products. The distributor believes this is an isolated incident affecting some low-income areas. The distributor has reported his concerns to management at Soy-DRI and the CEO, who is out of town, has assembled a crisis team to deal with the problem. The team consists of the general counsel, director of corporate communications, vice-president of sales and marketing, marketing manager, vice-president of international operations, director of research and development, and the CEO's executive assistant. The simulation describes each of these positions in sufficient detail to allow participants to function within those roles. A copy of one of the roles, that of the General Counsel, is provided in Appendix A.

The group has been called together and must provide some recommendations to the CEO for action. Complicating matters, the company has been contacted by an investigative news magazine who plans to air a report on the "abuse" in an upcoming news program. Quick and careful action is required of Soy-DRI to aid consumers and to protect the image of the company.

Implementation of the simulation

The simulation is a role-play begun by breaking the audience into groups of seven. Each group member is given a role and the background on the situation. Only the individual's assigned role is given to each individual. The other roles contain information unique to their positions which will, hopefully, be discussed during the meeting. After allowing time for each individual to read and assess the situation in light of their position within the organization, the facilitator tells the groups that the final goal is to provide recommendations for the CEO as to the company's reaction and response. Neither the role descriptions nor the situation description provide clear guidelines that the player can use to determine their actions. Such ambiguity leads to rich discussion, interaction among group members and forces participants to engage in the decision-making process while considering the perspective of other stakeholders. After an hour or so of interaction the groups are "polled" to see what course of action they deem appropriate for the company. Groups may be instructed to develop formal presentations, a press conference, or some other form of communication about their recommendations on managing the crisis.

Participants in the simulation generally realize that the company has a responsibility to better differentiate between the three products through greater variation in product names, packaging, product coloring, distribution, etc. . . . Each team creatively pursues ways in which the company can deal with the product misuse in the short-term, mid-range, and long-term. Responses by the team are skewed by the personalities in each of the organizational roles. If the General Counsel assumes the most influence, the group will probably focus on immediate steps to minimize the company's legal liability. If the marketing manager is dominant, labeling and packaging issues may come to the forefront. Each role in the simulation reflects a specific interest and expertise that comes to bear on the overall group decision. It is possible that the greater the influence of one member, the more partisan the overall group recommendations will be.

A facilitator responds to the recommendations of the groups and presents an overall summary, conclusions, and varying perspectives on the issues involved in arriving at a conclusion. The trainer must be flexible and open to the range of possible responses. The summary period should include both a content and process perspective. A common process issue is that certain team members, because of their personalities, may dominate and affect the outcome and recommendations of the groups. The content focus may include a discussion of the stakeholder model and how it can be used to balance key constituents' concerns. Other ethics tools, such as corporate values and code of conduct, can be integrated into the discussion and debriefing period.

Benefits and evaluation of Soy-DRI

Since the Soy-DRI simulation was developed taking into consideration the characteristics that enhance learning (Knowles, 1993; Shandler, 1996), it allows individuals to make their own decisions (i.e., self-direction), provides an interactive environment for decision making, and includes evaluation of those decisions by a facilitator and other teams. The simulation recreates realistic problems and therefore has transferability back to the workplace. Ethics simulations go beyond company rules and procedures and place employees in actionable, decision-making situations whereby participation can enhance learning.

Outcomes from participation in the Soy-DRI simulation can be evaluated in a number of ways. Employees' perceptions of the importance and effectiveness of the training can be measured. Employee self-efficacy can be examined in a pre-test/post-test design to see if the level of confidence in one's ability to make the correct ethical decision has risen after engaging in the simulation. Simulations can be customized to fit specific organizational concerns and cultures. Although simulations can play a role in ethics training, they are but one component of an overall ethics and compliance initiative. Such a program would also include a comprehensive and effective code of ethics, top level management

support and oversight, ethics training, due diligence in hiring and promoting, reporting mechanisms, and ongoing program revision.

Implications and conclusions

The Soy-DRI simulation has been implemented in a professional and executive training environment. Of the executives who participated in a half-day workshop that included the simulation and lectures by nationally-recognized ethics experts, ninety-six percent agreed or strongly agreed with the statement, "the simulation is useful for ethics training in business and professional organizations." In an open-ended question, twenty percent indicated that Soy-DRI was the best part of the half-day workshop.

The beliefs expressed by the workshop participants are aligned with the considerations of adult learning and effective training elements discussed in a previous section. The entire process of learning business ethics via a simulation is closely tied to Shandler's (1996) call for reengineering the training function. Teaching and learning about business ethics, particularly in the simulation format described in this paper, underscores the importance of institutionalizing and legitimizing ethical decision-making.

While a simulation represents a formal ethics training method, the process orientation inherent to the simulation can reinforce the informal learning that also occurs on the job. In January 1998, the Center for Workforce Development released a report examining informal and self-directed learning in the workplace (Anonymous, 1998b). The center's report suggests that informal learning usually occurs when employees are trying to meet personal and organizational goals. Further, informal learning and formal training are not in competition, but interact to reinforce job skills, problem solving skills, communication ability, and organizational values and practices. The Soy-DRI simulation may serve both levels of learning, because it is structured for formal ethics training while allowing for unstructured input and group processes that resemble work patterns. Consequently, the simulation not only instructs on the importance of ethics but on the

processes for managing ethical concerns and conflict.

The Soy-DRI simulation also captures many aspects of the new learning environment in the workplace (Galagan, 1994). First, the simulation is focused on improving employees' performance and skills on multiple dimensions, not on isolated information transfer. Soy-DRI is a marked departure from lecture-oriented ethics training. Second, Soy-DRI takes advantage of the shift from "leader to learner," as simulation participants must resolve the dilemma within a team environment that closely mirrors the reality of today's organizations. Third, the simulation can be modified to fit the technologically based organization, perhaps by groupware decision aids. Fourth, the debriefing process of the simulation is aligned with the trend of using group training events to motivate and generate knowledge. Because there are no predetermined correct responses to the Soy-DRI dilemma, each training session is dependent on the unique values, experiences, and intellectual capital of participants and the organization. Soy-DRI is more effective with an experienced facilitator who can effectively summarize the key features and points of the simulation.

In conclusion, a less obvious linkage between business ethics and corporate education and training is found in each function's role and responsibility in organizational success. Both disciplines face the challenge of documenting importance and value to organizational performance. Thus, the value, impact, and return on ethics training need to be measured and demonstrated. The measurement aspect must include, yet move beyond, an assessment of whether trainees enjoyed the training to metrics associated with organizational strategy and changes in business results. As Kirkpatrick (1994) has suggested, four levels of evaluation are necessary if the corporate training and education function is to document its link to organizational performance. These levels include: 1) How participants react to the training program, much like customer satisfaction measures, 2) Extent to which trainees improve knowledge and skills as a result of attending the training program, 3) Change in behavior that occurred because par-

ticipants attended the program, and 4) Change in business results that are attributable to the training. In a article by Blickstein (1996), Kirkpatrick is quoted as saying, "Sometimes you can prove the case that training makes a measurable contribution; sometimes you can't. Some CEOs will be satisfied with evidence, if not proof, that training is working" (p. 18). Evidence that training is effective may include increased product quality, greater employee motivation, enhanced communication and trust, and higher customer satisfaction. The positive findings associated with general training activity is also found in organizations with a sincere emphasis on ethics. As the work of Loe (1996) and Maignan (1997) has suggested, organizations with strong ethical climates are associated with greater commitment to quality, customer loyalty, employee commitment, and profitability.

Appendix A – Role of the general counsel

The following information is given to the individual who takes on the role of General Counsel for Soy-DRI:

You are the General Counsel for Soy-DRI. You report directly to the Chief Executive Officer (CEO) and work closely with the human resource department that deals with subject matter compliance issues within the company and the Vice President of International Operations.

You have been informed by the CEO that consumers are buying Pet-DRI and in some instances Slab-DRI for use on their children. The CEO wants an action plan from several key executives and managers within the organization. You are deeply concerned because the moisture absorbing properties of the three products are different, although the general product ingredients on each label make them appear identical. The company is well aware that Slab-DRI and Pet-DRI are not designed for the same use as Baby-DRI, which is why Baby-DRI is a reformulated product. In addition, you are not only concerned about the consumers currently misusing the product and the long term implications of such use, but you are also concerned about the potential civil litigation which might ensue. The company never placed any kind of disclaimer on the packaging stating that Slab-DRI or Pet-DRI were not for use on humans. You are currently conducting an investigation into the alleged incidents of product misuse.

Right now, you and your staff are checking to see what the company did to prevent any product misunderstanding among the three products (Slab-DRI, Pet-DRI, and Baby-DRI):

1) different labeling;
2) different packaging;
3) different pricing;
4) varying channels of distribution;
5) derivative names.

Your greatest concern lies in the fact that the company was aware that Slab-DRI and Pet-DRI were too harsh for use on babies, but they did not label the products to preclude customers from doing so. In addition, by looking at the list of ingredients, the packages look basically the same.

The CEO has informed you that the news program *1 Hour* is preparing a news story on the product misuse which will air in the next several weeks. As such you are concerned that the company act quickly and responsibly to protect consumers, distributors, and the owners. You are calling an emergency meeting later today to assess the situation and make recommendations for immediate action.

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