How to more effectively teach ethics at the undergraduate level
There have to be tools...

- How do we help students prethink their response?
- That is the question a team of us are asking at Daniels.
TEACHING ETHICS

Why?

- More CEOs are fired for “ethical lapses than for financial performance or board struggles” (PwC, 2019)

How?

- Incorporate ethics studies across the curriculum?
- Required ethics course(s) in plans of study?
- Integrated “micro-insertions”? (Slocum, Rohlfer, and Gonzalez-Canton, 2014)
### 2019

- 905 students in 7 sections of 5 courses
- “Treatment” = ethics lecture and completion of ethical lens inventory
- Pre- and post-survey focused on moral awareness and demographics

### RESULTS

- Measurement of student moral awareness increased post-survey ... for ALL participants.
- On measures of situational ethics, students seemed to become *less* ethical.
I like to think about ethics
I often reflect on the moral aspects of my decisions
I often find myself pondering about ethical issues
I think about the morality of my actions almost every day
I regularly think about the ethical implications of my decisions
I rarely face ethical dilemmas
Many of the decisions I make have ethical dimensions to them
I often have to choose between doing what’s right and doing something that’s wrong
My life has been filled with one moral predicament after another
I frequently encounter ethical situations
I regularly face decisions that have significant ethical implications
In a typical day, I face several ethical dilemmas

MORAL AWARENESS
1=STRONGLY DISAGREE TO 5=STRONGLY AGREE

Average response in pre-survey
Average response in post-survey
A general manager knowingly uses a production process that exceeds legal limits for environmental pollution

A student allows another student to copy answers from his exam.

A student copies answers from another student during an exam.

A stockbroker recommends a type of bond which she would not invest in herself.
THE SCHOOL OF BUSINESS  
ETHICS MODEL

The Frameworks

RULES/DEONTOLOGY
Goal: Following rules and fulfilling duties
- Benefit: Clear guidelines and consistent in their judgments and actions
- Drawback: Motive justifies method

OUTCOME/CONSEQUENTIALISM
Goal: Creating the greatest well-being for the most people
- Benefit: Promoting general welfare for the most people
- Drawback: End justifies the means

CHARACTER/VIRTUE
Goal: Making choices that show virtues and moral character
- Benefit: Making authentic choices that reflect one’s moral character
- Drawback: Unrealistic role expectations

COMMUNITY/JUSTICE
Goal: Treating others with fairness and impartiality
- Benefit: Relentless champions for those without voice or power
- Drawback: Overconfidence in process

LOGIC
COMMUNITY
INDIVIDUAL
INTUITION
### ETHICS MODEL

#### THE SCHOOL OF BUSINESS

**6 STAGES OF KOHLBERG MORAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>Obey rules to avoid punishment</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>Conforms to get rewards</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>Conforms to avoid disapproval</td>
</tr>
<tr>
<td><strong>Stage 4</strong></td>
<td>Conforms to avoid censure by authorities</td>
</tr>
<tr>
<td><strong>Stage 5</strong></td>
<td>Conforms to maintain communities</td>
</tr>
<tr>
<td><strong>Stage 6</strong></td>
<td>Individual principles of conscience</td>
</tr>
</tbody>
</table>

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**Move from Individual Focus to Community Focus**
The School of Business

ETHICS MODEL

Our goal is twofold:
1. help students identify which quadrant they default to
2. guide them up the Kohlberg levels.

The Frameworks

Rules/Deontology
- Goal: Following rules and fulfilling duties
- Benefit: Clear guidelines and consistent in their judgments and actions
- Drawback: Motive justifies method

Outcome/Consequentialism
- Goal: Creating the greatest well-being for the most people
- Benefit: Promoting general welfare for the most people
- Drawback: End justifies the means

Character/Virtue
- Goal: Making choices that show virtues and moral character
- Benefit: Making authentic choices that reflect one’s moral character
- Drawback: Unrealistic role expectations

Community/Justice
- Goal: Treating others with fairness and impartiality
- Benefit: Relentless champions for those without voice or power
- Drawback: Overconfidence in process

Logic

Intuition

Individual

Community
UNDERGRADUATE MODEL FOR PROGRESSIVE DEVELOPMENT OF ETHICS

AWARENESS
Intro to Business courses and Micro Econ

APPLICATION
Intro courses like Accounting, Business Law, Org Behavior, Macro Econ

ANALYSIS
Intro courses like finance, strategy and operations

ACTIONS
Consulting and Project Based courses

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ETHICS MODEL
1) What constitutes an ethical decision? (AWARENESS)

2) Please provide an example of a situation where ethical decision making would be especially important. (APPLICATION)

3) Please provide a hypothetical example of a situation where competing ethical considerations are evident. (ANALYSIS)

4) Please provide a personal example that illustrates actions you’ve taken to reach an ethical decision. (ACTION)
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REPEATED INTERACTIONS

<table>
<thead>
<tr>
<th>Question</th>
<th>n=26</th>
<th>n=502</th>
</tr>
</thead>
<tbody>
<tr>
<td>I regularly think about the ethical implications of my decisions</td>
<td>0.13</td>
<td>0.27</td>
</tr>
<tr>
<td>I regularly face decisions that have significant ethical implications</td>
<td>0.12</td>
<td>0.14</td>
</tr>
<tr>
<td>I often reflect on the moral aspects of my decisions</td>
<td>0.08</td>
<td>0.15</td>
</tr>
<tr>
<td>I often have to choose between doing what's right and doing something that's wrong</td>
<td>0.12</td>
<td>0.42</td>
</tr>
<tr>
<td>I often find myself pondering about ethical issues</td>
<td>0.11</td>
<td>0.12</td>
</tr>
<tr>
<td>I often face ethical dilemmas</td>
<td>-0.0</td>
<td>0.04</td>
</tr>
<tr>
<td>I like to think about ethics</td>
<td>-0.04</td>
<td>0.01</td>
</tr>
<tr>
<td>I frequently encounter ethical situations</td>
<td>-0.09</td>
<td>0.08</td>
</tr>
<tr>
<td>Applying ethical standards in personal relationships is important</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**key**
- took multiple courses: n=26
- took single course: n=502
WHERE WE ARE

Tested around 2500 students from across campus in initial iterations of study

Initial analysis of those results on 700+ SOB students for initial findings

Launching longitudinal study based on those results: more than one interaction leads to more significant results
WHERE WE ARE: FALL 2023

Testing micro-insertions in four separate courses and partnering with more faculty for additional micro-insertions in upper division courses

Reworked the survey for the revised longitudinal survey that will launch in Fall 2024

Received approval for a core, 1 credit, required ethics course all first-year students will take beginning Fall 2024
What suggestions do you have based on your experience?

How could you use a similar model in your teaching?
THANK YOU

Cara Putman
cputman@purdue.edu