



Teaching Conference for
Management Educators

**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

** Remove all identifying properties from this document **

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Please include ALL supplementary text at the end of this document

Only one document should be submitted

Submission Template for the 2016 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Using EthicsGame to Develop Ethical Awareness

This session introduces the EthicsGame simulations and explains how the author has used them in both undergraduate and graduate organizational behavior classes. EthicsGame is a set of online tools designed to teach ethical awareness, critical thinking, and ethical decision making. The underlying framework incorporates and compares deontological, teleological, justice, and virtue theories of ethics. Participants will receive access to a demo account to try the Ethical Lens Inventory (assessing one's ethical preferences) and a brief Ethics Exercise. The presenter will briefly show other available resources on the site. Please bring your laptop to participate.

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Learning Objectives

- To introduce participants to the EthicsGame suite of tools and its underlying 2x2 ethical model
- To complete the Ethical Lens Inventory and compare group results
- To discuss how EthicsGame tools can be incorporated into curriculum and assessment efforts

This session is about teaching ethics. Ethics is a core element of management education, and business schools are responsible for developing students' ethical decision making abilities. However, students find the concepts of ethics to be abstract and dry. Further, students sometimes think of ethics as an obvious concepts ("Of course my decisions are ethical"); and, like pornography, their standards for recognizing ethical and unethical acts are presumed to be self-evident ("I'll know an

unethical act when I see it”). Their inherent ethical frameworks are implicit, unspecified, and typically unexamined.

Research by Lau (2009) has shown that ethics education matters because it improves students’ ethical awareness and moral reasoning, so it is important that business faculty consider the range of effective approaches to address ethics in their classes. The current generation of students is more experienced with the online environment, and the kind of interactive learning that it supports (Lankshear & Knobel, 2006). This makes the Ethics Game platform especially appealing.

The EthicsGame suite of tools visualizes students’ ethical preferences by creating a 2 x 2 plot, and provides a framework to discuss an ethical decision making model. It allows students to compare their ethical perspectives to others and to apply a language to describe them (e.g., through the values of autonomy, equality, rationality, and sensibility).

Ethics Game materials are available online at EthicsGame.com. Ethics Game materials are like other case and assessment materials (e.g. Harvard and Ivey cases, Strengths Finder assessment) in that they require registration and a fee; they are not free. I am not an employee of EthicsGame and I do not receive any payments from the company. Since 2011, I have used their materials in 15 sections of organizational behavior and management skills classes, at the undergraduate and graduate level, and in both face-to face and online classes. In my College of Business organizational behavior classes, we use their underlying model and materials as a portion of our assessment of ethics for our AACSB efforts.

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you’d like to do, and the extent you can reasonably accomplish the session’s goals. Reviewers will also be looking for how you are engaging the participants in the session.

60-minute session plan (see accompanying handouts/visuals at the end of the document):

| Topic | Time (minutes) |
|------------------------------------|-----------------------|
| Introduction: what is Ethics Game? | 00 – 04 |

| | |
|---|---------|
| Ethical lens framework: 2x2 model and its connection to well-known ethical perspectives (e.g., deontological, teleological, justice, and virtue theories) | 05 - 10 |
| Ethical Lens Inventory: Participants complete the Ethical Lens Inventory using their own laptop and a free demo account | 11 – 20 |
| The presenter shows aggregate results of the Ethical Lens Inventory and leads a discussion and comparison of the results. This segment demonstrates one way that the assessment can be used in class. Comparison graphs from prior classes will also be shared. | 21 – 35 |
| Ethical decision making model: Five step decision making model that draws upon the 2x2 ethical framework | 36 - 40 |
| Review of application resources: Table Exercises, Ethics Exercise demonstrations, and Hot Topics Simulations. Each of these formats gives students practice in applying the ethical decision making process in different ways. Table exercises are traditional paper-and-pencil discussion cases. Ethics Exercises (EE) and Hot Topics (HT) simulations are online resources. EE allows a more focused inquiry of a particular portion of the model, and the HT exercises allow a more complete application of the process. These formats will be briefly shown, and I will share a comparison of their strengths and weaknesses. | 36 - 56 |
| Conclusion | 56 – 60 |

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

This session combines two contemporary issues to offer an innovative approach to teaching ethics. The first is the issue of ethics itself. This is hardly a new concern, yet at the same time there has been growing interest in finding ways to make ethical decision making and ethical values more tangible and relevant for our students. Ethics is a perennial hot topic. The second contemporary issue is the increasing use of online tools to offer more interactive approaches to education. The Ethics Game

platform uses an online approach which resonates well with students' experiences and expectations, and also gives teachers additional capabilities to compile and track results. It takes the "old" topic of ethics and wraps it in the "new" framework of an online assessment and simulation. At the risk of making a terrible mixed metaphor, placing this old wine in new bottles makes the medicine go down more smoothly! Thus I suggest that the online education approach is a new way to navigate the changing currents of technology and our students' expectations.

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

I have not presented a session using Ethics Game before, and as a long-time attendee of the conference I have not seen other sessions using this online platform.

References

- Lankshear, C. & Knobel, M. (2006). *New literacies: Everyday practices and classroom learning* (2nd edition). Buckingham, UK: Open University Press.
- Lau, C. L. L. (2009) A step forward: Ethics education matters! *Journal of Business Ethics*, 92: 565.

Samples of Session Slides and Handouts

CORE ETHICAL THEORIES

RATIONALITY

(reason/head)

*Rights Based Theories
(Deontological)*

- An ethical action is doing ones duty and following ethical standards of action
- Plato/Kant

*Relationship Lens
(Justice/Systems Theories)*

- An ethical action is one that will sustain integrity-building environments
- Amos/Rawls

AUTONOMY

*Results Lens
(Theological Theories)*

- An ethical action is one where the act creates the greatest good for the greatest number
- Utilitarianism -Epicurus/Mill

EQUALITY

*Reputation Lens
(Virtue Theories)*

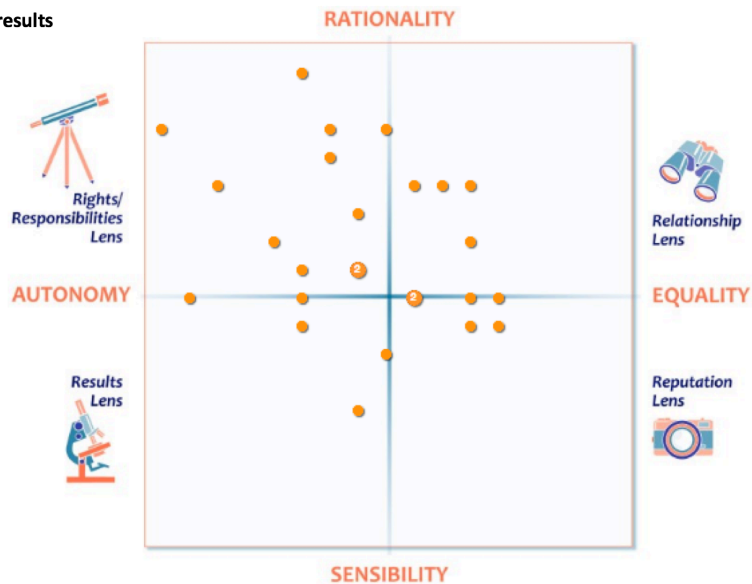
- An ethical act is one that is consistent with good character
- Aristotle/MacIntyre

SENSIBILITY

(intuition/heart)

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Ethical Lens Inventory results
OB 510 Fall 2016
Section 2



Baird Ethics Decision Making Model

- **Be attentive**
 - Gather all of the relevant data. Identify the person who is making the decision.
- **Be intelligent**
 - Organize and contextualize the data. Identify values in tension.
- **Be reasonable**
 - Analyze the data using the criteria of the four ethical lenses
- **Be responsible**
 - Choose to act with courage as you seek the highest good
- **Return to awareness**
 - Reflect on the decision process and your own core values