Ethics in Interdisciplinary Student Teams

Daniel’s Fund Ethics Initiative
Resource Breakfast
May 4th 2015

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Overview

• Class Setting
• Class Intervention
• Survey Overview
• Quantitative & Qualitative Results
• Next Steps
Class Setting

• Innovation Teams (INOV 2020, 3020, 4020; 2 Sections)

• Learning Objectives:
  – To understand and apply principles of effectively working in teams,
  – To apply technical and business knowledge in solving real-world problems on innovation team projects,
  – To communicate effectively with external project clients,
  – To understand and work effectively to satisfy the needs of external project clients.
Final Project
Class Intervention
Individual

- Primary Traps
- Defensive Traps
- Personality

The Ethical Executive, by R. Hoyk and P. Hersey
Organizational

- Clear Standards and Expectations
- Ethical Leaders at Multiple Levels
- Market vs. Stakeholder Orientation
Industrial

http://online.wsj.com/article/SB10001424052748703315004575073510472268430.html
Survey Overview

Please indicate your agreement with the following statements by selecting a number between 0 and 7. An answer of 0 indicates strong disagreement, while 7 indicates strong agreement.

1. Strongly Disagree! 

Please justify your answer and provide examples if needed.

2. Strongly Disagree! 

Please justify your answer and provide examples if needed.

3. Strongly Disagree! 

Please justify your answer and provide examples if needed.

4. Strongly Disagree! 

Please justify your answer and provide examples if needed.

5. Strongly Disagree! 

Please justify your answer and provide examples if needed.

6. Strongly Disagree! 

Please justify your answer and provide examples if needed.

7. Strongly Disagree! 

Please justify your answer and provide examples if needed.

If you answered yes to the previous question, do you agree that the ethical transgressions will affect your client's ability to innovate?

Please indicate your agreement with the following statements by selecting a number between 0 and 7. An answer of 0 indicates strong disagreement, while 7 indicates strong agreement.

1. Please provide a written, detailed statement and examples of how you plan to address these ethical issues in the future.

2. Please provide a written, detailed statement and examples of how you plan to address these ethical issues in the future.

3. Please provide a written, detailed statement and examples of how you plan to address these ethical issues in the future.

4. Please provide a written, detailed statement and examples of how you plan to address these ethical issues in the future.

5. Please provide a written, detailed statement and examples of how you plan to address these ethical issues in the future.

6. Please provide a written, detailed statement and examples of how you plan to address these ethical issues in the future.

7. Please provide a written, detailed statement and examples of how you plan to address these ethical issues in the future.
Quantitative Results

• Question 2- Ethical issues exist at individual levels .... (0-7 point scale)

<table>
<thead>
<tr>
<th></th>
<th>Control (n=43)</th>
<th>Experimental (n=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td></td>
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<tr>
<td>Average</td>
<td>5.21</td>
<td>5.47</td>
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<tr>
<td>P-value</td>
<td>=.201</td>
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Quantitative Results

- Question 3 - Ethical issues exist at organizational levels .... (0-7 point scale)

<table>
<thead>
<tr>
<th>Year</th>
<th>Control (n=43)</th>
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<tr>
<td>2014</td>
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<td>=5.44</td>
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<td>P-value =.287</td>
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Quantitative Results

- Question 4- Ethical issues exist at industry-wide levels .... (0-7 point scale)

<table>
<thead>
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<th>2014 Control (n=43)</th>
<th>2014 Experimental (n=34)</th>
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</thead>
<tbody>
<tr>
<td>Average</td>
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<td>=4.48</td>
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<td>P-value</td>
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</table>
Quantitative Results

- **Question 5**: Ethics are influential for processes of innovation. (0-7 point scale)

<table>
<thead>
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<th>Year</th>
<th>Control (n=43)</th>
<th>Experimental (n=34)</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td>Average = 5.33</td>
<td>= 5.61</td>
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<tr>
<td></td>
<td>P-value = .183</td>
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Quantitative Results

• Question 1- We uncovered potential ethical issues on our team’s innovation project. (Y=1/N=0)

<table>
<thead>
<tr>
<th></th>
<th>Control (n=43)</th>
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<tbody>
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<td>2014</td>
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<tr>
<td>Average</td>
<td>=.209</td>
<td>=.382</td>
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<tr>
<td>P-value</td>
<td>=.049*</td>
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## Quantitative Results

- **Question 6- I am personally susceptible to ethical transgressions. (0-7 point scale)**

<table>
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<th>Experimental (n=67)</th>
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<tbody>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td>=2.88</td>
<td>=3.68</td>
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<tr>
<td><strong>P-value</strong></td>
<td></td>
<td></td>
<td>=.007**</td>
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Quantitative Results

- **Question 7** - I will work to avoid ethical transgressions. (0-7 point scale)

<table>
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<th>Year</th>
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<th>Experimental (n=34)</th>
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<tbody>
<tr>
<td>2014</td>
<td>Average =5.79</td>
<td>P-value =.045*</td>
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Implications?

- We continue to do an excellent job teaching ethics at UCCS...
- ... but there’s more room to personalize this for the students!
- Our student’s need to identify with their propensity to behave unethically without thinking this makes them bad people.
Next Steps…

• People are more inclined to intentionality to negative effects of company leaders and positive effects are explained away as happenstance (Robinson et al. 2013; *JBE*)

• “Individuals regardless of age, gender or work status, see themselves as acting far more ethically than others.” (Tyson 1992; *JBE*)

• “a teaching approach which appeals to the learner's moral identity can act as an effective leverage point when complementing rule-based teaching” (Gu & Neesham 2014, *JBE*)