



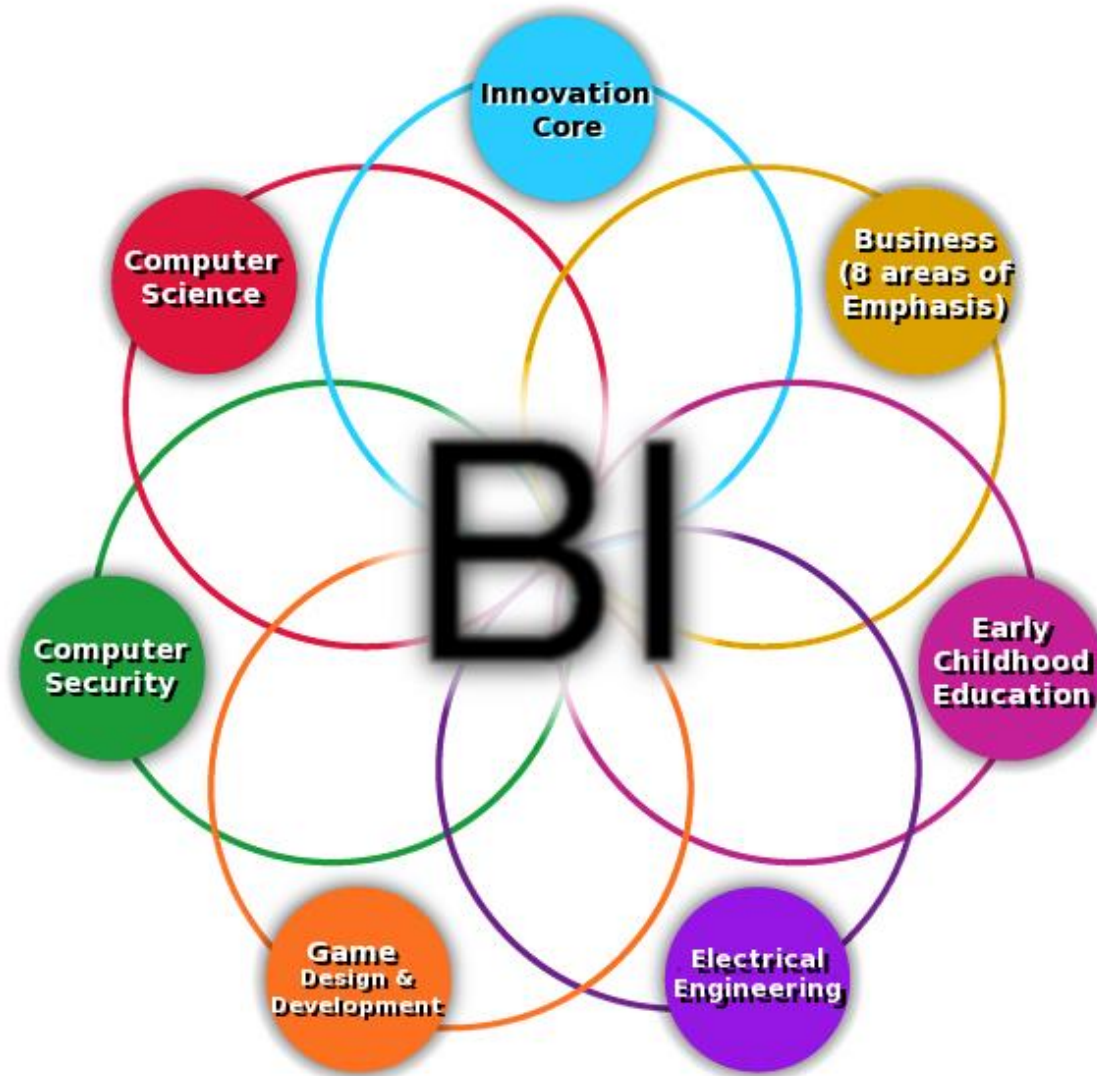
Ethics in Interdisciplinary Student Teams

**Daniel's Fund Ethics Initiative
Resource Breakfast
May 4th 2015**

This material was developed by Matt Metzger, Ph.D and is intended for classroom discussion rather than to illustrate effective or ineffective handling of administrative, ethical, or legal decisions by management. No permission or compensation is needed for classroom use as long as it is acknowledged to be the creative work of the author and the UCCS Daniels Fund Ethics Initiative. For publication or electronic posting, please contact the UCCS Daniels Fund Ethics Initiative at 1-719-255-5168. (2018)

Overview

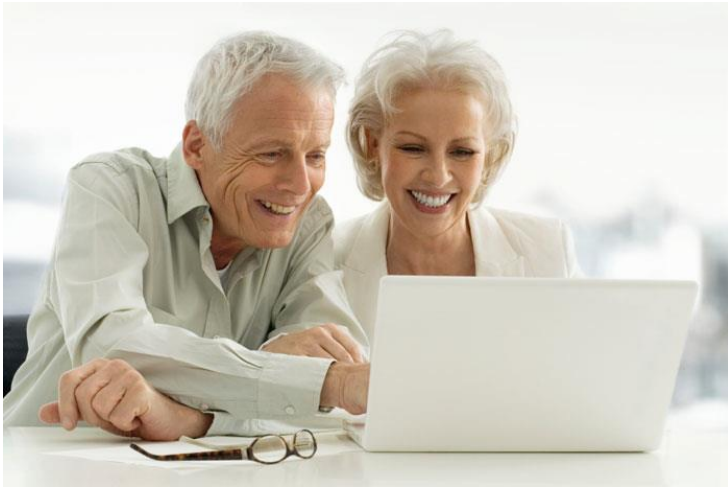
- Class Setting
- Class Intervention
- Survey Overview
- Quantitative & Qualitative Results
- Next Steps



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

ARTHUR



THE CHRISTIAN SCIENCE MONITOR *Bennett*

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**

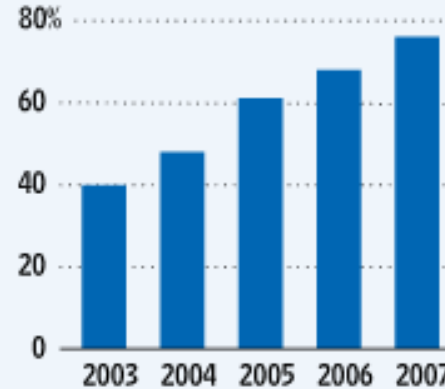


Industrial



Attracting Interest

Commercial funding as a percentage of total microloan portfolios



Note: These figures are medians and represent the percentage of a typical microfinance institution's loan portfolio funded by commercially priced deposit and non deposit debt (borrowings, bond, overdrafts).

Source: MIX, MicroBanking Bulletin

<http://online.wsj.com/article/SB10001424052748703315004575073510472268430.html>

Quantitative Results

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

2014	Control (n=43)	Experimental (n=34)
Average	=5.21	=5.47
P-value	=.201	

Quantitative Results

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

2014	Control (n=43)	Experimental (n=34)
Average	=5.26	=5.44
P-value	=.287	

Quantitative Results

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

2014	Control (n=43)	Experimental (n=34)
Average	=4.98	=4.48
P-value	=.127	

Quantitative Results

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

2014	Control (n=43)	Experimental (n=34)
Average	=5.33	=5.61
P-value	=.183	

Quantitative Results

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

2014	Control (n=43)	Experimental (n=34)
Average	=.209	=.382
P-value	=.049*	

Quantitative Results

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

2013+2014	Control (n=70)	Experimental (n=67)
Average	=2.88	=3.68
P-value	=.007**	

Quantitative Results

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

2014	Control (n=43)	Experimental (n=34)
Average	=5.79	=6.29
P-value	=.045*	

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*)

