Using the Ethics Bowl to Integrate Ethics into the Business and Professional Curriculum

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C O N N E X I O N S

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Chapter 1

Emerging out of the IIT EAC Workshop

1.1 EAC Toolkit - UPRM Ethics Bowl - IIT Summer Institute Follow-up[1]

1.1.1 MAIN CONTENT (MODULE / EXERCISE / CASE)

Module Introduction

The "Prerequisite link" included in the upper right-hand corner of this module opens the module content located at the IIT **Center for the Study of Ethics in the Professions**. This file, "Report on Ethics Integration Projects," was prepared by Dr. Jose Cruz-Cruz as the follow-up to a workshop he attended at the Illinois Institute of Technology on ethics across the curriculum. Directed by Michael Davis (Senior Fellow at the Center for the Study of Ethics in the Professions), the IIT EAC workshop was funded by the National Science Foundation.

Module Activities

1. Open the link to the IIT Ethics Bowl Packet
2. Read the section beginning on page 2, "The Ethics Bowl at UPR - Mayaguez"
3. Read the cases in the Appendix from page 8 to page 12.
4. Prepare a position paper on each case. Since the cases terminate at a decision point, make a decision and justify it in terms of reversibility, harm/beneficence, and publicity. Then carry out a global feasibility analysis. For more on the tests and a decision making framework consult the module, "Three Frameworks in Ethical Decision-Making." See link above.
5. Prepare for the Ethics Bowl debate by studying the procedures and scoring criteria presented in the report at IIT.

The Ethics Bowl can be divided into eight stages

1. Team 1 receives its case and gives an initial presentation taking an ethical position and providing an ethical justification.
2. Team 2 makes a commentary that critically analyzes Team 1's presentation.
3. Team 1 responds to Team 2's commentary.
4. Fifteen minutes are alloted for the judges in the peer review teams to ask Team 1 questions. After this, the judges/peer review teams score the first half of the competition without announcing the results.
5. Team 2 receives its case and makes an initial presentation in which it states and justifies its decision or position.
6. Team 1 gives a commentary to Team 2's presentation. They can take a counter-position as well as reveal weaknesses in Team 2's position and justification.

[1] This content is available online at <http://cnx.org/content/m14386/1.2/>.

7. Team 2 responds to Team 1's commentary.
8. Team 2 answers questions from the judges for 15 minutes.

Media Files

Four Media Files open key documents for the Peer Reviewed Ethics Bowl held in Corporate Governance classes at UPRM. The first file provides a presentation that will help to orient you to the Ethics Bowl. The second and third files contain the score sheets which also serve as rubrics assessing your achievements in the debating criteria of **(1) Intellligibility, (2) Integrating Ethical Concerns, (3) Feasibility, and (4) Moral Imagination and Creativity**. The final Media File provides Ethics Bowl rules modified to fit the peer review format.

Ethics Bowl Presentation

This media object is a downloadable file. Please view or download it at
<APPE_2004_EB_8.ppt>

Figure 1.1: This presentation helps orient students and faculty on the Professional Ethics Bowl held at the University of Puerto Rico at Mayaguez

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Team One Score Sheet

This media object is a downloadable file. Please view or download it at
<Revised_ScoreSheet_T1.doc>

Figure 1.2: Scoring sheet and rubric for Team 1 in UPRM Professional Ethics Bowl.

Revised Score Sheet Team Two

This media object is a downloadable file. Please view or download it at
<Revised_ScoreSheet_T2.doc>

Figure 1.3: This is the revised score sheet and rubric for Team 2 in the UPRM Professional Ethics bowl.

Rules and Procedures for Ethics Bowl at UPRM

This media object is a downloadable file. Please view or download it at
<EBRules_CNX_2.doc>

Figure 1.4: The attached document briefly describes the UPRM Ethics Bowl competition in its current **Peer Review** format.

1.1.2 SUPPLEMENTARY INFORMATION

Summary of Scoring Criteria

- **Intelligibility** includes three skills or abilities: (1) the ability to construct and compare multiple arguments representing multiple viewpoints; (2) the ability to construct arguments and provide reasons that are clear, coherent, and factually correct; (3) evidence of realizing the virtue of reasonableness by formulating and presenting value integrative solutions.
- **Integrating Ethical Concerns** includes three skills: (1) presenting positions that are clearly reversible between stakeholders; (2) identifying and weighing key consequences of positions considered; (3) developing positions that integrate values like integrity, responsibility, reasonableness, honesty, humility, and justice.
- **Feasibility** implies that the positions taken and the arguments formulated demonstrate full recognition and integration of interest, resource, and technical constraints. While solutions are designed with constraints in mind, these do not serve to trump ethical considerations.
- **Moral Imagination and Moral Creativity** demonstrate four skill sets: (1) ability to clearly formulate and frame ethical issues and problems; (2) ability to provide multiple framings of a given situation; (3) ability to identify and integrate conflicting stakeholders and stakes; (4) ability to generate solutions and positions that are non-obvious, i.e., go beyond what is given in the situation.

1.1.2.1 Learning Objectives

The learning objectives for this module conveniently divide into content areas and skills. The content objectives can be found in the AACSB ethics criteria of **ethical leadership, ethical decision-making, social responsibility, and corporate governance**. The skills objectives include the skills emphasized at the University of Puerto Rico at Mayaguez: **ethical awareness, ethical evaluation, ethical integration, ethical prevention, and value realization**. In addition, there are the criteria of moral creativity and moral imagination.

Content Objectives

- **Ethical Leadership**: You have examined ethical leadership by looking at the moral exemplars portrayed in the module of that name. What skills and virtues do moral exemplars exhibit? How do these skills and virtues "cluster"? What can you do to exhibit moral leadership? In making and defending your decisions in the Ethics Bowl, spend time showing the peer review teams how your decisions exhibit moral leadership.
- **Ethical Decision-Making**: We are using a decision making framework this semester that emphasizes four stages: (1) problem specification, (2) solution generation, (3) solution testing, (4) solution implementation. Spend time during the debate to show that you know what the problem is you are trying to solve. In preparing for the debate, you have carried out a brainstorming process to generate

a solution list; you will be able to show evidence of this when you do your in-depth case analysis. Solution testing you carry out when you evaluate and rank alternatives in terms of their ethics. Try not to neglect the final stage where you show the feasibility of the solution you are advocating. Show that you have thought through implementation carefully, even to the extent of uncovering the most likely obstacles to your solution.

- **Social Responsibility**: The Socio-Technical System grids we have worked on in class will help to uncover issues of social responsibility in the cases for the Ethics Bowl. Social responsibility requires that you step back from your decision point to look at the broader social and political implications of what you are doing.
- **Corporate Governance**: Many of you will quickly determine that the participant perspectives from which you are asked to make your decisions are tightly constrained by organizational problems. Companies that discourage communication, seek to pass blame down to those low on the hierarchy, and pressure employees to take legal and ethical short cuts bear much of the blame for creating the ethical problems you are required to solve. But stay focused on your agent's perspective. Formulate concrete strategies for leading organizational change from that perspective. You can talk about changing the organizational culture. Solving the problem may require reforming the "system." But do not fall into the trap of blaming the system.

Skill Objectives

- **Ethical Awareness**: You will demonstrate ethical awareness by how well you identify and frame the ethical issues and problem that arise in the case you debate. If you spend time in your presentation framing the problem raised in your case and making sure the peer review team understands how you see the problem, you will do well in this category. A helpful hint: many of the cases you will be debating can be sharply specified as value conflict problems. Show the values that are in conflict and how you will go about integrating them.
- **Ethical Evaluation**: You have already spent time practicing ethical evaluation by using the ethics tests to assess and rank solution alternatives in the Hughes case. The tests help you to hone in on the ethical strengths and weakness of solution alternatives. When the tests converge on a solution, this is a strong sign of its ethical strength. When they diverge, this signals to you the need to reformulate the solution to cover the "ethics gaps" raised by the tests.
- **Ethical Integration**: You have examined the analogy between design and ethics problems. In ethics problems, we create solutions that realize, balance, and integrate the ethical specifications. We also implement these solutions over situational constraints like resource, interest, and technical constraints. Ethical Integration requires that you make clear the solution formulation process that your solution demonstrates. Make it crystal clear to the peer review teams that you have designed your solution to realize ethical considerations while respecting situational constraints.
- **Ethical Prevention**: This is not the prevention of the ethical but the anticipation of potential problems and the development of counter-measures to prevent these problems from arising or to minimize their impact. The earlier we address ethical problems the easier they are to solve. Taking a preventive stance toward ethical problems is the best way to promote ethics int he real world.
- **Value Realization**: Finally, make the move from asking how to fix things when they go wrong to how to make things continually better. As professionals, you are in the position to use your knowledge and skills to realize values of all types. Now you can put this to work to identify ethical value "gaps" and develop strategies for eliminating them.

A quick word on two additional objectives. Moral imagination requires examining a situation from multiple framings. As we have already seen in class, some of you approach problems from a social perspective. You see effective solutions lying in leading opposition, forming coalitions among co-workers, and leading organizational charges to resolve injustices. But others seek to formulate problems in technical terms. Changing the manufacturing process, pressing for technically innovative designs, and formulating situations as technical puzzles. The point here is that the one does not exclude the other, and moral imagination requires working through these and other possible framings.

As we have seen in the reversibility test, moral imagination also requires projecting ourselves into the positions of others and viewing the situation from their standpoint. This does not require abandoning ourselves to this perspective, especially when there are moral problems with doing so. But showing during the course of the debate that you have taken time to explore the situation from the standpoint of the different stakeholders, that you have taken the time to listen to and understand the objections of the other team, and that you have carefully considered the issues raised by the peer review teams is the best way to show moral imagination in the Ethics Bowl.

Moral creativity requires showing that you have taken the effort to design non-obvious solutions to the problems at hand. Going beyond the obvious requires re-framing so moral creativity requires moral imagination. But moral creativity also requires exercise of the virtue of reasonableness. If you are confronted with a solution where values are in conflict, have you considered creative, out-of-the-box methods for integrating them? When one way of framing the problem and the situation fails to produce helpful answers, have you tried reformulating the problem? If you cannot solve the entire problem, ahve you tried solving a part and setting the rest aside for a more productive time? Moral creativity requires demonstration of out-of-the-box thinking on how to solve moral problems.

1.1.2.2 Additional Activities

Activities Before and After the Ethics Bowl

- Work with and practice your ethical approaches, ethics tests, and other frameworks. They will help structure your presentation, responses to the other teams, and answers to the peer review judges' questions.
- Prepare your cases. This requires developing a format or template that makes it possible for one person to specialize on the case but facilitates disseminating the case to the rest of the team. Solution evaluation matrices help. So do concise problem statements.
- After the Ethics Bowl you will be asked to do an in-depth analysis of the case you debated during the competition. You will find a format for this analysis in the Engineering Ethics Bowl: Follow-up In-Depth Case Analysis module, m13759.
- Finally, what did you learn while working together as a team? What kind of cooperative problems developed? How did you solve them? Did they correspond to the problems raised by the "Ethics of Team Work" module or were they different? In fact, go back over that module and see how well it prepared you for the issues that arose as you interacted with your team.

Alternate or optional activities related to this EAC module.

1.1.2.3 Assessment

Uploaded below are suggested or optional assessment activates for students to carry out.

Muddiest Point Assessment Activity

This media object is a downloadable file. Please view or download it at
<MP.doc>

Figure 1.5: This assessment activity provides a global of the strongest and weakest points of the Professional Ethics Bowl.

Module Assessment Form

This media object is a downloadable file. Please view or download it at
<MAP.doc>

Figure 1.6: This assessment form has been adapted from one disseminated by Michael Davis in the Illinois Institute of Technology Ethics Across the Curriculum Workshops. It provides a global assessment of a given module.

Assessment and Scoring Tips to Peer Review Teams (Under Construction)

1.1.2.4 Module-Background Information

Information about the source or history of this module that may be interesting for students or instructors.

The Ethics Bowl[2] This link will take you the the official home of the Intercollegiate Ethics Bowl. It appears as a part of the web page of the Center for the Study of Ethics in the Professions at the Illinois Institute of Technology.

1.1.2.5 Appendix

Under construction

- Additional Background Knowledge
- Contextual Setting
- Relevant Ethical Theories and Frameworks
- Technical Background Information
- Discipline Specific Information
- References or links to related information
- Etc.

1.2 EAC Toolkit - Instructor Module for UPRM Ethics Bowl Activity[3]

1.2.1 REFERENCE OR LINK TO STUDENT MODULE

This Ethics Bowl Instructor Module corresponds to the student module, **EAC Toolkit - UPRM Ethics Bowl - IIT Summer Institute Follow-up** (see pre-requisite link on the right). The student module is part of the Corporate Governance course published in Connexions (col10396). First implemented as a capstone activity for engineering ethics classes (at the suggestion of Robert Ladenson of IIT who originated the Intercollegiate Ethics Bowl held at the annual meetings of the Association for Practical and Professional Ethics), this activity was reported on in its initial stages by Dr. Jose Cruz during an NSF-funded workshop on Ethics Across the Curriculum led by Michael Davis and carried out at the Illinois Institute of Technology in 2003. Since then, the activity has undergone several revisions. This module and the student module link to Dr. Cruz's report. But they also include material added and revised since this report. By collecting this

[2] http://ethics.iit.edu/eb/index.html
[3] This content is available online at <http://cnx.org/content/m14387/1.2/>.

material in the student and instructor modules, readers can see how the competition has evolved as well as learn how it can be adapted to different learning situations.

1.2.2 INSTRUCTOR RESOURCES (Sharing Best Practices in EAC!)

This section contains information related to the above referenced Student Module. The intent and expectation is that the information contained in this section will evolve over time based on the experiences and collaborations of the authors and users of the Student Module and this Instructor Module. For example, the authors, collaborators or users can provide the following kind of information (mainly directed at or intended for instructors).

1.2.2.1 Module-Background Information

Where did this module come from? (e.g. A workshop, news story, based on a movie, etc.) What condition is it in? (e.g. first draft, needs editing, publishable, etc.) How has it been used in the past? (e.g. in classroom, workshop activity, ethics debate, etc.) Other relevant or interesting details

Robert Ladenson describes the growth of the Ethics Bowl concept in his paper, "The Educational Significance of the Ethics Bowl. Currently, he directs an Intercollegiate Ethics Bowl consisting of regional competitions and a national competition held annually at the meetings of the Association for Practical and Professional Ethics. The ICEB has over the years developed prestige and stature including winning the American Philosophical Association prize for Excellence and Innovation in Philosophy Programs.

The Puerto Rican instantiation of the competition in Engineering and Corporate Governance classes represents something of a de-evolution of the concept. Ladenson began the competition within his school, the Illinois Institute of Technology; then it grew into its present form. At UPRM, we have brought the competition back into the classroom where it serves as the capstone activity for classes in Practical and Professional Ethics. With the minimal modifications we have made, it has turned into a very powerful classroom tool for teaching different aspects of Practical and Professional Ethics.

This particular version of the Ethics Bowl has gone through four stages.

- First, judges from Humanities and Engineering were invited to the class, and, ona Monday-Wednesday-Friday schedule within the confines of a 50 minute class, the entire competition took place and scores were calculated and announced. Each student team debated twice. But assessment results showed that students wanted more time to carry out each stage of the competition and they wanted more feedback from the judges.
- For this reason, the second phase of the competition was carried out during the longer class sessions of the Tuesday-Thursday schedule. While students had more time to formulate their arguments and responses, they still asked for a more relaxed schedule that included more feedback from the judges.
- In the third phase, the debates were held outside the regular class schedule as determined by the students, usually on Saturdays and holidays. While this generally worked well for the students, it became difficult to find engineering and humanities faculty members willing to give up 6 to 8 hours of their weekend.
- In the fourth phase, two student debating teams compete during the regular Monday-Wednesday-Friday schedule. The first team defends its case in the first class period. The second receives and discusses its case in the following class period. Along with the two debating teams, two peer review teams serve as judges asking questions during the questioning period and scoring at the end of each class period. Finally, a third class period is given over to the peer review teams announcing and explaining their scoring. The advantage of this version of the competition is it solves both the time and feedback concerns that persisted through the prior instantiations of the debate.

The authors of this module have discussed issues concerning the integration of the Ethics Bowl into the classroom in a paper entitled, "The Ethics Bowl in Engineering Ethics at the University of Puerto Rico - Mayaguez. (Teaching Ethics, 4(2), Spring 2004: 15-32.) This paper discusses the assessment methodology used and summaries of the assessments of the first two years of the competition. After itemizing what the authors beieve are the considerable accomplishments of the classroom activity, it goes on to mention several ethics bowl challenges. Ethics bowl assessment has continued after the publication of this article. Two particular challenges have emerged: clarifying as much as possible the judging criteria and providing the

debating teams as much constructive feedback as possible. This instructor module and the corresponding studentmodule describe ethics bowl innovations that attempt to respond to these assessment issues.

An article by Michael Davis, "Five Kinds of Ethics Across the Curriculum: An Introduction to Four Experiments with One Kind", discusses this classroom use of the Ethics Bowl as an instance of "professional ethics across the curriculum." In a footnote worth quoting, Davis distinguishes the Engineering Ethics Bowl held at UPRM from the Intercollegiate Ethics Bowl that has come to form a central part of the yearly APPE meetings: "This description of the ethics bowl differs from Robert F. Ladenson, "The Educational Significance of the Ethics Bowl," Teaching Ethics 1(1) March 2001: 63-78, in at least three ways. First, it describes the process of transplanting the ethics bowl to a more or less non-English speaking environment. Second, it it desribes an effort to use the ethics bowl for professional ethics across the engineering curriculum (rather than, as Ladenson presents it, use it to do social issues across the curriculum). And third, it it describes the process of making the ethics bowl fit the time-constraints of an ordinary (engineering) classroom."

We add three further distinctions to Davis'.

- First, we have sought to use the ethics bowl as a way to generate feedback for students on their skills in ethical decision-making. Three classes are devoted to each competition. The third class provides an effective debriefing on the competition. It is not always easy for students to receive such feedback, but debriefing activities help them to interpret feedback and put it to good use.
- The ethics bowl provides an excellent opportunity for students to refine their understanding of what Rest terms "intermediate moral concepts." Examples of these concepts include "paternalism", "conflict of interest", "faithful agency", "public wellbeing", and "collegiality". By choosing cases that explore the boundaries of these concepts, the ethics bowl can be used as a wayy of proceeding from clear instances of these concepts to more problematic instances. This activity of prototyping forms an essential part of our coming to understand the thick, complicated moral concepts so essential to everyday moral reasoning.
- Studies like the Hitachi Report demonstrate that much of the moral decision-making that our students will be exercising will be shaped and constrained by the organizational environments in which they work. Companies built around financial objectives elicit one kind of moral advocacy while those built around customer- or quality-oriented standards require quite different strategies. With carefully chosen cases, the ethics bowl can recreate these environments to allow students to practice decision-making under real world constraints. The classroom becomes an "ethics laboratory".

1.2.2.2 Learning Objectives

What are the intended learning objectives or goals for this module? What other goals or learning objectives are possible?

Below are different lists of content and skill objectives of the ethics bowl. Not all of themapply at once. But they can be bundled together to fit different forms or instantiations. For example, a Corporate Governance ethics bowl would differ from an Engineering Ethics Bowl in terms of content objectives. This difference could be reflected in case selection, especially through the different basic and intermediate moral concepts covered by a case. The same would apply to a list of skill objectives; not all the UPRM skills could be covered in a given case or even a given competition. But a wide range of cases selected for student preparation could at least touch upon these skills.

Content Objectives come from the AACSB Ethics Education Task Force Report. In the Corporate Governance class (Connexions course, col10396), a special effort has been made to make the ethics bowl responsive to these content requirements.

Content Objectives

- **Ethical Leadership (EL)**: (a) "Expanding...awareness to include multiple stakeholder interests and...developing and applying...ethical decision-making skills to organizational decisions in ways that

are transparent to. . .followers." (b) "Executives become moral managers by recognizing and accepting their responsibility for acting as ethical role models."
- **Decision-Making (DM)**: "Business schools typically teach multiple frameworks for improving students' ethical decision-making skills. Students are encouraged to consider multiple stakeholders and to assess and evaluate using different lenses and enlarged perspectives."
- **Social Responsibility (SR)**: "Businesses cannot thrive in environments where societal elements such as education, public health, peace and personal security, fidelity to the rule of law, enforcement of contracts, and physical infrastructures are deficient."
- **Corporate Governance (CG)**: (a) "Knowing the principles and practices of sound, responsible corporate governance can also be an important deterrent to unethical behavior." (b) "Understanding the complex interdependencies between corporate governance and other institutions, such as stock exchanges and regulatory bodies, can be an important factor in managing risk and reputation."

UPRM Ethical Empowerment Skills List

- UPRM Objectives have been taken from SEE, 546-547:
- **Ethical Awareness:** "the ability to perceive ethical issues embedded in complex, concrete situations. It requires the exercise of moral imagination which is developed through discussing cases that arise in the real world and in literature."
- **Ethical Evaluation**: " the ability to assess a product or process in terms of different ethical approaches such as utilitarianism, rights theory, deontology, and virtue ethics." This skill can also be demonstrated by ranking solution alternatives using ethics tests which partially encapsulate ethical theory such as reversibility, harm, and publicity.
- **Ethical Integration**: "the ability to integrate—not just apply—ethical considerations into an activity (such as a decision, product or process) so that ethics plays an essential, constitutive role in the final results."
- **Ethical Prevention**: the ability to (a) uncover potential ethical and social problems latent in a socio-technical system and (b) develop effective counter-measures to prevent these latent problems from materializing or to minimize their harmful or negative impact. Ethical is an adjective that modified "prevention"; hence ethical prevention does not mean the prevention of the ethical.
- **Value Realization**: "the ability to recognize and exploit opportunities for using skills and talents to promote community welfare, enhance safety and health, improve the quality of the environment, and (in general) enhance wellbeing.

Hastings Center Goals

- Stimulate the moral imagination of students
- Help students recognize moral issues
- Help students analyze key moral concepts and principles
- Elicit from students a sense of responsibility
- Help students to accept the likelihood of ambiguity and disagreement on moral matters, while at the same time attempting to strive for clarity and agreement insofaras it is reasonably attainable
- (from Pritchard, Reasonable Children, 15)

Goals for ethical education in science and engineering derived from psychological literature (Huff and Frey)

- Mastering a knowledge of basic facts and understanding and applying basic and intermediate ethical concepts.
- Practicing moral imagination (taking the perspective of the other, generating non-obvious solutions to moral problems under situational constraints, and setting up multiple framings of a situation)
- Learning moral sensitivity
- Encouraging adoption of professional standards into the professional self-concept

- Building ethical community

The figure below provides an EAC Matrix used at the University of Puerto Rico at Mayaguez in the College of Business Administration. It also separates the objectives mentioned above into primary and secondary areas of focus. Finally, it imports information as to whether the actual outcomes meet the objectives.

Ethics Bowl Student Module Matrix

This is an unsupported media type. To view, please see
http://cnx.org/content/m14387/latest/EACMatrix_Template_Ethics_Bowl.doc

Figure 1.7: This Matrix identifies the learning objectives of the corresponding student module by cross referencing the moral development objectives, accreditation criteria and the curricular "space" the the module fills.

1.2.2.3 Instructional / Pedagogical Strategies

Which pedagogical or instructional strategies are used or suggested for this module. (For example: Discussion/Debate, Decision-Making Exercise, Presentation, Dramatization or Role Playing, Group Task, Formal or Informal Writing, Readings, among others)

This module employs the following pedagogical strategies:

- **Informal Writing**: Students prepare their cases by writing short summaries.
- **Formal Writing**: After ethics bowl competition, students in teams prepare a formal, in-depth case analysis of the case they debated during the competition.
- **Cooperative Learning**: Students are divided into teams to prepare for debate, carry out debate, peer review as judges other debates, and prepare an in-depth follow-up analysis. The also prepare preliminary and final self-evaluations to assess the effectiveness of their work together as teams.
- **Pre-Debate Skills**: Theethics bowl requires considerable preparation. Students need practice with ethical and practical frameworks as well as work on researching cases and working with the basic and intermediate moral concepts posed in the cases. Students also need an orientation to the competition that includes the rules, time line, and debating and presenting strategies. Finally, it is important to explain carefully to students the ethics bowl scoring criteria.

1.2.2.4 Assessment / Assurance of Learning

What assessment or assurance of learning methods are used or suggested for this module? (For example: 1-minute paper, Muddiest Point, Quiz/Test Items, Oral Presentation, Student Feed-back, among others). What did or didn't work?

The figures below provide handouts for assessing this module. The Ethics Bowl scoring sheets contained in the Student Module also provide excellent means for assessing this activity.