

# Griffith Graduate Attributes Ethical Behaviour and Social Responsibility Toolkit

## **(D) Socially Responsible and Engaged in their Communities**

- 1. Ethical awareness (professional and personal) and academic integrity**
2. Capacity to apply disciplinary knowledge to solving real life problems in relevant communities
- 3. Understanding of social and civic responsibilities, human rights and sustainability**
4. Understanding the value of further learning and professional development

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## **Ethical Behaviour and Social Responsibility 2<sup>nd</sup> Edition**

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<http://www.griffith.edu.au/gihe/resources-support/graduate-attributes>

NOTE: The URLs listed in this toolkit were current at the time of retrieval. However, please note these may change with time as websites update.

## Purpose of this toolkit

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The Toolkits developed by members of the Griffith Graduate Project are intended primarily for academic staff. They offer an overview of some of the main issues related to developing students' graduate skills during their degree studies.

They draw heavily on existing literature and current practice in universities around the world and include numerous references and links to useful web resources.

They are not comprehensive 'guides' or 'how to' booklets. Rather, they incorporate the perspectives of academic staff, students, graduates and employers on the graduate skills adopted by Griffith University in its Griffith Graduate Statement.

Griffith University. (2009). *The Griffith Graduate Attributes*. (Retrieved from the World Wide Web 1st October 2010) <http://www.griffith.edu.au/gihe/teaching-learning-curriculum/graduate-attributes>

This Toolkit, *Ethical Behaviour and Social Responsibility*, focuses on how you can help students to behave ethically in social, professional and work environments and be responsible and effective citizens.

This toolkit, together with others in the series (as shown in the following table) can be accessed via the Griffith Institute for Higher Education webpage, the URL of which is listed on the following page.

GRADUATE ATTRIBUTES	DESCRIPTOR	TOOLKIT
(1) Knowledgeable and Skilled in their Disciplines	Comprehensive knowledge and skills relating to their disciplines	n/a
	An interdisciplinary perspective	Interdisciplinary Skills
	Capacity to find, evaluate and use information	Information Literacy
	Ability to apply discipline/professional skills and knowledge in the workplace	Professional Skills
(2) Effective Communicators and Team Members	Capacity to communicate effectively with others orally	Oral Communication
	Capacity to communicate effectively with others in writing	Written Communication
	Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to their disciplines	ICT and Other Discipline-Related Communication Skills
	Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts.	Teamwork Skills

<b>GRADUATE ATTRIBUTES</b>	<b>DESCRIPTOR</b>	<b>TOOLKIT</b>
<b>(3) Innovative and Creative, with Critical Judgement</b>	Ability to use knowledge and skills to devise solutions to unfamiliar problems	Creativity and Innovation*
	Ability to analyse and critically evaluate arguments and evidence appropriate to their disciplines (e.g. collect analyse and interpret data and information, generate and test hypotheses, synthesise and organise information)	Critical Evaluation
	Knowledge of research methodologies in their disciplines and capacity to interpret findings	Research Skills
	Ability to generate ideas/products/art works/methods/approaches/perspectives as appropriate to the discipline.	Creativity and Innovation*
<b>(4) Socially Responsible and Engaged in their Communities</b>	Ethical awareness (professional and personal) and academic integrity	Ethical Behaviour and Social Responsibility*
	Capacity to apply disciplinary knowledge to solving real life problems in relevant communities	Problem Solving
	Understanding of social and civic responsibilities, human rights and sustainability	Ethical Behaviour and Social Responsibility*
	Understanding the value of further learning and professional development	Further Learning
<b>(5) Competent in Culturally Diverse and International Environments</b>	Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples	To be developed
	Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts	Global and International Perspective and Awareness*
	A global and international perspective on their disciplines.	Global and International Perspective and Awareness*

NB: \* Toolkit covers two sub-attributes. \*\* Toolkit development in progress

# Why your students need to be ethical and socially responsible citizens

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## Definitions

### Ethics

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Ethics has been defined as “moral philosophy: the study of the general nature of morals and of the specific moral choices to be made by a person.”

(The American Heritage® Dictionary of the English Language, 4th edn.).

Ethics and morals, however, are not the same thing, even though they are inextricably linked. A moral philosophy develops over time and as a result of encountering and resolving moral problems as they arise.

Put simply, ethics is:

- a standard of conduct; and
- a moral compass that can be applied to a range of situations, e.g.,
- a random act of kindness;
- a reporter’s questioning of a source; or
- a life-and-death decision in a hospital intensive care unit.

Tuffley, D. (2004). *Can Ethics be Taught?* School of Information and Communication Technology, Griffith University. Project report.

Ethics involves:

- evaluating personal values;
- knowledge of personal standards, community and universal principles;
- choices, and the impact of these choices on others and oneself;
- both short and long term consequences; and
- accepting responsibility for the choices one makes.

Bugeja, M. (2000). *Defining Character*. (Retrieved from the World Wide Web on 14 December 2004).

Ethics is not:

- judging others;
- family values;
- outcomes;
- legal rights; or

- specialists solving personal problems.

Bugeja, M. (2000). *Defining Character*. (Retrieved from the World Wide Web on 14 December 2004)

“Ethics is about making the right decisions for all the right reasons.”

Tuffley, D. (2004). *Can Ethics be Taught?* School of Information and Communication Technology, Griffith University. Project report, p.4.

*“There are two aspects to ethics: The first involves the ability to discern right from wrong, good from evil and propriety from impropriety. The second involves the commitment to do what is right, good and proper. Ethics entails action; it is not just a topic to mull or debate.”*

The Josephson Institute: What is Ethics Anyway? In Maxwell, J.C. (2003). *There’s No Such Thing as Business Ethics*. New York: Warner. (Retrieved from the World Wide Web on 25 March 2005) [www.josephsoninstitute.org](http://www.josephsoninstitute.org)

Broad (1985), an eminent psychologist, argues that an individual’s actions can be analysed according to the following three step process:

- A connection should be established between one moral characteristic and another e.g., good and right;
- An examination of the individual’s moral philosophy will establish the intent and motive upon which his or her moral judgements are made; and
- An investigation into the choices individuals make, based upon his or her moral knowledge, reveals their ethics.

Broad, C.D. (1984). *Ethics*. Nijhoff International Philosophy Series 20. C. Lewy (Ed.). cited in Davies, L. (2003). *Ethics in Harry Potter: What do we see and what do we learn?* Paper presented at Harry Potter and Contemporary Culture, Griffith University, Brisbane.

## **Social responsibility**

Social responsibility is just as hard a term to define as ethical behaviour. It is easier to describe than define. For example, Polk (n.d.) lists the following components of social responsibility:

Recognition and acceptance of the consequences of each action and decision one undertakes;

- Caring attitude towards self and others;
- Sense of control and competence;
- Recognition and acceptance of individual and cultural diversity;
- Recognition of basic human rights of self and others;
- The ability to be open to new ideas, experiences, and people;
- Understanding of the importance of volunteering in social and community activities;

- Ability to engage in experimentation with various adult roles; and
- Development of leadership, communication, and social skills.

Polk, R.K. *Social Responsibility*. (Retrieved from the World Wide Web on 24 March 2005)  
[http://ag.arizona.edu/fcs/cyfernet/nowg/sc\\_social.html](http://ag.arizona.edu/fcs/cyfernet/nowg/sc_social.html)

As well:

*“Social responsibility is multidimensional in that being responsible goes beyond just being respectful of others; it means experiencing, as well as appreciating, our interdependence and connectedness with others and our environment.”*

Berman, S. (1997). *Social Consciousness and the Development of Social Responsibility*. Albany, NY: State University of New York Press, quoted in Polk, R.K. *Social Responsibility*. (Retrieved from the World Wide Web on 24 March 2005) [http://ag.arizona.edu/fcs/cyfernet/nowg/sc\\_social.html](http://ag.arizona.edu/fcs/cyfernet/nowg/sc_social.html)

## **Why develop students’ ethical behaviour and social responsibility?**

There is more debate over the extent to which universities can develop students’ ethical behaviour and social responsibility than any other graduate skills or attributes. They are not really “skills.” Rather, they are “attributes” or “qualities,” yet there is no doubt they can be learned and developed in a university context. Most universities have a policy on Academic Misconduct, in which ethical behaviour and social responsibility are discussed. At Griffith University, for instance, the policy states:

*“An understanding of ethics, social responsibility and cultural diversity provides students with the ability to consider the impact of their conduct and actions. At University, students are required to behave ethically and responsibly in relation to: cheating in examinations or assessment items; acknowledging the intellectual property rights of others; falsifying or improperly obtaining research data; and assisting other students to cheat. Students are also expected to: treat University staff with courtesy at all times; contribute to a culture of respect and tolerance between students; and demonstrate respect for difference.”*

Griffith University. *Policy on Academic Misconduct*. (Retrieved from the World Wide Web on 14 December 2004)  
<http://www62.gu.edu.au/policylibrary.nsf/mainsearch/352f26aa1a1011e64a256bbb0062fd5f?opendocument>.

Students need to become aware of the values and attitudes that underpin human behaviour. By learning to think critically, question assumptions, make informed decisions, and use reason, students can develop the abilities necessary to function as ethical and socially responsible citizens.

*“It’s not the university’s role to tell students what to do in relation to ethical behaviour and social responsibility. The university’s role is to help students make their own decisions by stimulating discussion. Universities are charged with the task of helping people to develop to the fullest potential and be the best they can personally be. It is not the*

*university's role to do that for its students but to help the students do that for themselves. A university education should enable graduates to make a positive contribution to their communities."*

Goldman, J. (2000). "Path" program pushes students to think ethically. Hilliard Northwest News. April 12. (Retrieved from the World Wide Web on 28 November 2004)  
<http://www.ohiou.edu/president/programs/pathnews.htm> - mess

*"As university graduates progress in their careers it is highly likely that they will attain a role of organizational and moral authority. Therefore graduates should understand the various approaches to ethical dilemmas and they should have the ability to:*

- *Recognise ethical issues;*
- *Develop critical thinking and self-confrontation skills;*
- *Cultivate tolerance towards disagreement and the inevitable ambiguities in dealing with ethical problems; and*
- *Elicit a sense of moral obligation and develop a personal code of ethics."*

Center for the Study of Ethics, Utah Valley State College. (n.d.) *Ethics on Campus*. (Retrieved from the World Wide Web on 1 November 2010) <http://www.ohiou.edu/ohiotoday/spring97/ethics.htm>

#### Some relevant material is available at:

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- The Online Ethics Center for Engineering and Science at Case Western Reserve University – Natural Sciences. *Welcome to the Enhanced Online Ethics Center*. (Retrieved from the World Wide Web on 1 November 2010)  
<http://www.onlineethics.org/>



## **Ethics and social responsibility in the professions and disciplines**

All professional associations have a Code of Ethics in place to guide and form practitioners' behaviour and enable them "to resolve ambiguous or contentious issues concerning ethical conduct."

ACS Code of Ethics. (Retrieved from the World Wide Web on 16 December 2004)  
<http://www.acs.org.au/national/pospaper/acs131.htm#top>

### **Computing and Information Technology**

*"Teaching ethics to Information Technology students is not like teaching computer programming. A program is either right or wrong, it works or it doesn't, and can be taught in a somewhat mechanistic way in which the principles and rules are outlined, the students are encouraged to understand and apply them and demonstrate their understanding by writing a practice program.*

*Ethics involves significant ambiguity, where individual, cultural and contextual issues all combine to give rise to a problem for which there is no obvious or immediate solution.*

*Thus it is not sufficient to simply outline a prescribed set of conduct, and tell the students to read and understand it, then put it into practice. If the students are to internalise a set of codified principles, it is necessary for them to engage with the issues at a deeper level, to undertake deep learning of the abstract principles of philosophy that underpin ethics."*

Mr David Tuffley, School of Computing and Information Technology, Griffith University.

### **Library and Information Services**

*"...the role of library and information services professionals is 'to foster social, cultural and economic well-being in their communities. It is considered that it is their responsibility to 'create and provide access to information' whilst striving for the highest standards of service quality and levels of integrity." This is achieved by:*

- *"encouraging intellectual freedom and the free flow of information and ideas;*
- *exercising their responsibilities within the context of duty of care for the clients of the library and information services they offer;*
- *recognising and respecting the intellectual property of others;*
- *protecting their client's rights to privacy and confidentiality;*
- *distinguishing in their actions and statements between their personal viewpoints and those of the library and information service that employs them or those of the Australian Library and Information Association;*
- *maintaining and enhancing their professional knowledge and expertise, encouraging the professional development of their colleagues and fostering the aspirations of potential library and information service professionals; and*

- *avoiding situations in which personal interests might be, or be seen to be, in conflict with the interests of clients of library and information services, colleagues or employees.”*

ALIA. (2001). *Statement of Professional Conduct*. (Retrieved from the World Wide Web on 16 December 2004) <http://alia.org.au/policies/professional.conduct.html>

## **Law**

*“Ethics [involves] the development of judgement, which is a very broad, deep and profound concept involving: knowledge of different sets of norms; different sets of interests; and one’s personal morality. In Law, there are different ways of thinking and talking about ethics in terms of what legal practitioners may or may not do.*

*In any legal setting there are ethical dilemmas that arise almost constantly, depending on how one defines them. Because practitioners have discretion, they need to make choices all the time and many of these choices involve ethical considerations. Students are made aware that this is not something peculiar to Law, but that people in all walks of life need to develop the capacity to make ethical choices and be able to justify them. This is important, because judgement about matters involving an ethical dimension might involve considerations that go beyond the rules of professional responsibility.*

*The capacity for value judgement is enormously important as it applies to all the disciplines and people in all walks of life need to develop the capacity to make ethical choices and be able to justify them. It is a concept of judgement that is interdisciplinary and intradisciplinary and a concept that is important for the marketplace.”*

Associate Professor Mike Robertson, Griffith Law School, Griffith University.

## **Insurance and Finance**

The Australian and New Zealand Institute of Insurance and Finance’s Code of Ethics states that members should not undertake any activities that will bring the Institute into disrepute. Members of the Institute are also expected to comply with standards of professional conduct and those who breach the Code of Ethics and Standards of Professional Conduct may be subject to disciplinary action.

Australian and New Zealand Institute of Insurance and Finance. (2007). *Code of Ethics*. (Retrieved on the World Wide Web on 1 November 2010)  
[http://www.theinstitute.com.au/anziif/1sc\\_membership/2sc\\_code\\_of\\_ethics/code-of-ethics.cfm](http://www.theinstitute.com.au/anziif/1sc_membership/2sc_code_of_ethics/code-of-ethics.cfm)

## Other sites of interest in relation to codes of ethics:

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### Web Resources:

- University of Alberta (n.d.). *Code of Student Behaviour*. (Retrieved from the World Wide Web on 22 November 2004)  
<http://www.ualberta.ca/~unisecr/policy/sec30.html>
- Griffith University. (2008). *Code of Conduct*. (Retrieved from the World Wide Web on 1 November 2010)  
<http://www62.gu.edu.au/policylibrary.nsf/0/dfa2347a8bf28c184a256be6006321b7?opendocument>
- RMIT. (2010). *Code of Ethics for Staff*. (Retrieved from the World Wide Web on 1 November 2010)  
[http://www.rmit.edu.au/browse/Our%20Organisation%2FDesign%20and%20Social%20Context%2FLearning%20and%20teaching%2FWork%20Integrate d%20Learning%20\(WIL\)%20in%20Creative%20Practice%20Contexts%2FP olicy%20and%20guidelines%2FCode%20of%20ethics%20for%20staff/](http://www.rmit.edu.au/browse/Our%20Organisation%2FDesign%20and%20Social%20Context%2FLearning%20and%20teaching%2FWork%20Integrate d%20Learning%20(WIL)%20in%20Creative%20Practice%20Contexts%2FP olicy%20and%20guidelines%2FCode%20of%20ethics%20for%20staff/)
- National Health and Medical Research Council. (2007). *The National Statement on Ethical Conduct in Research Involving Humans*. (Retrieved from the World Wide Web on 1 November 2010)  
<http://www.nhmrc.gov.au/publications/synopses/e35syn.htm>
- Securities Institute of Australia. (n.d.). *Code of Ethics*. (Retrieved from the World Wide Web on 15 December 2004)  
[http://www.securities.edu.au/members/members\\_code\\_of\\_ethics.asp](http://www.securities.edu.au/members/members_code_of_ethics.asp)
- The Australian Medical Association. *Code of Ethics*. (Retrieved from the World Wide Web on 15 December 2004)  
<http://www.ama.com.au/web.nsf/doc/WEEN-5WW598>
- Australian Association of Social Workers. (1999). *Code of Ethics*. (Retrieved from the World Wide Web on 15 December 2004)  
[http://www.aasw.asn.au/adobe/about/AASW\\_Code\\_of\\_Ethics-2004.pdf](http://www.aasw.asn.au/adobe/about/AASW_Code_of_Ethics-2004.pdf)
- International Association of Chiefs of Police. (n.d.). *Ethics Toolkit*. (Retrieved from the World Wide Web on 1 November 2010)  
<http://www.theiacp.org/PoliceServices/ExecutiveServices/ProfessionalAssistance/Ethics/tabid/140/Default.aspx>

**Print resources:**

- Author unknown. (2000). Ethics in social sciences and health research: Draft code of conduct. *Economic and Political Weekly*, 35(12), pp. 987-992.
- Beran, R. G. (2000). The ethics of clinical research and the conduct of clinical trials: International comparisons and codes of conduct. *Medicine and Law*. 19(3), pp. 501-521.
- Hussey, T. (1996). Nursing ethics and codes of professional conduct. *Nursing Ethics*, 3(3), pp. 250-258.

# What employers, graduates and students say about ethical behaviour and social responsibility

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## Employers' comments

*“Just a couple of observations on ethics and social responsibility. The [company] demands the highest ethical behaviour from its employees. Every year an Ethics Recommitment Day is held and the entire company, all 160,000 employees worldwide, take many hours of ethics training at the same time. In dollar terms 160,000 people for at least four hours is a huge investment by the company. The company has an ethics hot-line and each part of the company, including Australia has a full-time Ethics Advisor. I cannot overstate the commitment of [.....]to ethical behaviour at every level of the company.”*

(Employer mentoring Griffith students, 2005)

*“.....we also look at ethics. In our situation, our people are put in incredible positions of trust where they have to assess the risks from government facilities through to companies with extraordinary sensitive matters, and the challenge that we set is quite complex from an ethical point of view. There is no clear cut answer. I would hate someone asking me the question without notice [at an interview] about demonstrating high ethical standards. Regardless of what environment you are working in, obviously that is a pretty key issue, but it is one unfortunately that doesn't get a lot of treatment.”*

(Employer of Griffith Tourism, Leisure, Hotel and Sport Management Graduates, 2002)

*“I cannot stress enough the value that governments place on ethics and social responsibility in their staff. All work really comes down to relationships, e.g., relationships between clients and suppliers, governments and their electors, bosses and their staff. Relationships are built on trust and without people having a sound ethic and social behavioural code there can be very little trust.”*

(Employer mentoring Griffith students, 2005)

*“Employers are becoming more concerned about social and environmental issues. Employers are becoming engaged in activities that go beyond just making a profit – such as protecting the environment and addressing other social issues such as unemployment, youth suicide, the ageing workforce, etc.”*

(Employer mentoring Griffith students, 2005)

## Graduates' comments

*“Productive relationships with clients, customers, colleagues and community mean relationships which occur in physically, emotionally safe and sustainable environments. These environments are created and supported by individuals who appreciate the important of ethical behaviour and who are willing to let ethics guide them in their actions.”*

(Griffith Graduate)

*“Ethics relates to an individual’s moral beliefs and professional standards. Ethics is about what we ought to do in a given situation, which includes our personal, professional and social responsibility. Ethical problems occur in all stages of life which means that we need to continuously learn from our experiences and our environment.”*

(Griffith Graduate)

*“What else do you go to uni for but to learn and to gain some responsibility – even if that isn’t the plan when you get there? Uni is all about that.”*

(Griffith Graduate)

## Students' comments

*“Ethics describes the value of the intentions, actions, and results of human behaviour in our society and it is based on all values that our society provides. Ethics are always relative to their field of definition.”*

(Griffith student)

*“I believe that ethics are standards/morals that a person builds up during his or her life-time. These things tell the conscience whether an act is acceptable or not.”*

(Griffith student)

*“Ethics is a personal code of conduct, as learned through experience and environment.”*

(Griffith student)

# Teaching tips—How to help your students be ethically aware and socially responsible

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## **Can ethical behaviour and social responsibility be taught?**

Some might argue that ethical behaviour is a personal attribute, not a “learnable skill.” Certainly, a person’s background, their values and experience impact upon their view of ethics. However, students can learn more about ethical behaviour by being exposed to and engaged in ethical dilemmas presented to them in the classroom or on work placement.

Prosser (1995) argued that:

*“The most likely reason for including a social responsibility [course in a program] is to influence the students’ attitudes and future behaviour. Too often teachers unconsciously assume that if students comprehend a body of knowledge, they also value it and know when and how best to use it. A variety of experiences and observations have convinced me that this assumption is substantially false. Deliberate steps are required to develop the students’ motivation and capability to use knowledge.”*

Adopted from: Prosser, A. (1995). *Teaching and Learning Social Responsibility*. HERDSA Gold Guide No. 3. Canberra: HERDSA, p. 9.

## Checklist: Some questions to consider before introducing students to ethical dilemmas

Before embarking on a course designed to develop your students' ethical awareness, ask yourself:

Question	Yes	No
Are students aware that often there is no right or wrong answer to an ethical dilemma?		
Are they comfortable with having to apply a personal judgement to ethical decision-making?		
Do your students need help to realise they already have opinions on moral issues?		
Can students discern the possible actions and their implications when presented with an issue requiring judgement?		
Can students determine the morally "right" (fair, just or good) course of action?		
Can your students accept ethical decisions made by others (whether right or wrong), even if their personal values conflict with the outcome?		
Can the students declare that they would implement the morally "right" decision in the face of opposition?		

Spier, R. (2001). *Ethics, Tools, and the Engineer*. Boca Raton: CRC Press, p. 99 and *Approaches to Ethics in Higher Education: Teaching Ethics across the Curriculum*. (2004). Learning and Teaching Support Network. (Retrieved from the World Wide Web on 15 December 2004) <http://www.prs-itsn.leeds.ac.uk/ethics/documents/approaches.html>

## Developing students' ethical awareness and social responsibility at university

Many universities in Australia and overseas now include ethical behaviour and social responsibility in their statements about desirable graduate attributes or skills. For example, at Griffith University the Law School states that:

*"Universities view ethical behaviour and responsibility as being an integral part of their graduates' attributes. For instance, at Griffith University, students' ethical awareness includes the ability to understand ethical standards and professional conduct, and [...] the ability to identify ethical problems or issues and develop strategies to resolve such problems or issues."*

Skills @ Griffith, Ethics and Social Justice. (Retrieved from the World Wide Web on 10 March 2005) [http://www.gu.edu.au/school/law/sect\\_02/content\\_ethics.html](http://www.gu.edu.au/school/law/sect_02/content_ethics.html)

The University of Sydney considers that in relation to ethical, social and professional understanding, its students "will hold personal values and beliefs consistent with their role as responsible members of local, national and professional communities". Further,



each Faculty has developed a statement of graduate attributes based on the University's framework.

The University of Sydney. (2004). Academic Board Resolutions: Generic Attributes of Graduates of The University of Sydney. Academic Board Agenda, 8 December 2004. (Retrieved from the World Wide Web on 9 March 2005) <http://www.itl.usyd.edu.au/GraduateAttributes/unipolicy.pdf> and

Faculty Statements: <http://www.itl.usyd.edu.au/GraduateAttributes/interpretations.cfm>

The University of New England expects its graduates to develop a range of attributes including social responsibility. That is, "*graduates will be encouraged to ethical action and social responsibility by:*

- *Acknowledging the social and ethical implication of their actions;*
- *Appreciating the impact of social change;*
- *Recognising social justice issues relevant to their discipline and professional area;*
- *Demonstrating responsibility to the community; and*
- *Appreciating the importance of sustainable development."*

University of New England. (n.d.). *UNE Graduate Attributes*. (Retrieved from the World Wide Web on 1 November 2010) <http://www.une.edu.au/imp/about/attributes.php>

### Some relevant material is available at:

#### **Developing graduate attributes / ethics:**

- University of New South Wales. (n.d.). *Developing Your Students' Graduate Attributes*. (Retrieved from the World Wide Web on 1 November 2010) <http://learningandteaching.unsw.edu.au/toolkit/content/default.cfm?ss=0>
- University of South Australia. (2009). *Graduate Qualities*. (Retrieved from the World Wide Web on 1 November 2010) <http://www.unisanet.unisa.edu.au/gradquals/studs/default.asp>
- Goldman, J. (2000). "Path" program pushes students to think ethically. *Hilliard Northwest News*. April 12. (Retrieved from the World Wide Web on 28 November 2004) <http://www.ohiou.edu/president/programs/pathnews.htm#mess>

#### **Examples of developing ethical behaviour and social responsibility from a range of disciplines:**

- The Online Ethics Center for Engineering and Science at the Case Western Reserve University. *Engineering and Scientists as Moral Exemplars*. (Retrieved from the World Wide Web on 17 March 2005) <http://onlineethics.org/moral/index.html>
- The Online Ethics Center for Engineering and Science at the Case Western Reserve University. *Responsible Research*. (Retrieved from the World Wide Web on 17 March ,2005) <http://onlineethics.org/reseth/index.html>

- The Online Ethics Center for Engineering and Science at the Case Western Reserve University. *The Diverse Workplace*. (Retrieved from the World Wide Web on 17 March 2005) <http://onlineethics.org/div/index.html>

#### **Markkula Center for Applied Ethics. Cases –**

- **Business ethics** (Retrieved from the World Wide Web 1 November 2010) <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=BUSI>
- **Education ethics** (Retrieved from the World Wide Web 1 November 2010) <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=EDUC>
- **Legal ethics** (Retrieved from the World Wide Web 1 November 2010) <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=LEGAL>
- **Medical ethics** (Retrieved from the World Wide Web 1 November 2010) <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=HEALTH>
- **Technology ethics** (Retrieved from the World Wide Web 1 November 2010) <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=TECH>
- **Government ethics** (Retrieved from the World Wide Web 1 November 2010) <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=GOVN>
- **Social policy** (Retrieved from the World Wide Web 1 November 2010) <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=PUBLIC>
- **Global leadership and ethics** (Retrieved from the World Wide Web 1 November 2010) <http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=IHRM>

#### **Print resources:**

- Fenwick, T. (2005). Ethical dilemmas of critical management education within classrooms and beyond. *Management Learning*, 36.(1), pp 31-48.
- Muijen, H. (2004). Corporate social responsibility starts at university. *Journal of Business Ethics*, 53(1-2), pp 235-246.

## Approaches to teaching ethical behaviour and social responsibility

### Three ways to approach teaching ethical behaviour and social responsibility

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The Ethics Project at The University of Leeds has identified three “ways in” to the teaching of ethics. In summary these are:

Pragmatic	Embedded	Theoretical
<p>“...takes as its starting point the framework of rules and procedures defined by regulatory bodies charged with the task of raising or maintaining professional standards. It is pragmatic in the sense that these ethical considerations are defined in relation to their practical consequences for the student.”</p>	<p>“... involves the notion of professionalism but in a very different way. Where the pragmatic approach concentrates on professionalism as behaviour constrained by an agreed code of conduct, the embedded approach interprets it in terms of the students’ emerging sense of self-identity.” Moral issues are presented to students “holistically, as an integral part of some broader area of concern which has a significant ethical dimension.”</p>	<p>“... unlike pragmatic and embedded methods, it places an understanding of moral theory at the heart of ethics learning and teaching. Students introduced to ethics via this approach first encounter it as a theoretical discipline, by examining key moral theories, principles and concepts and subjecting them to critical appraisal. The ethics of real-life or life-like situations are then presented in terms of the application of that theory.”</p>

Illingworth, S. (2004). *Approaches to Ethics in Higher Education: Teaching Ethics across the Curriculum*. (2004). Learning and Teaching Support Network. (Retrieved from the World Wide Web on 15 December 2004) <http://www.prs-itsn.leeds.ac.uk/ethics/documents/approaches.html>

## Five ways to examine ethical dilemmas

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Approach	Definition
Virtue	What is ethical is what develops moral virtues in ourselves and in our communities.
Utilitarian	Of any two actions, the most ethical one will produce the greatest balance of benefits over harms.
Rights	An action or policy is morally right only if those persons affected by the decision are not used merely as instruments for advancing some goal, but are fully informed and treated only as they have freely and knowingly consented to be treated.
Fairness (or Justice)	Treat people the same unless there are morally relevant differences between them.
Common Good	What is ethical is what advances the common good.

Markkula Center for Applied Ethics, Santa Clara University. (n.d.). *Approaching Ethics*. (Retrieved from the World Wide Web on 20 August, 2004)  
[www.scu.edu/ethics/practicing/decision/approach.html](http://www.scu.edu/ethics/practicing/decision/approach.html)

## Strategies to raise students' awareness

The following teaching and learning strategies are offered as suggestions to achieve deep learning and engage students actively in the learning process. Some of the strategies used in Griffith University's Law School are:

- Inviting industry speakers to give their perspective on ethical issues;
- Presenting relevant media (streaming web-based media is available);
- Forming focus groups with the students to examine an issue for deeper understanding; and
- Encouraging student participation in peer reviews and in on-line forums.

Tuffley, D. (2004). *Can Ethics be Taught?*, 7102GIH Learning and Teaching in Higher Education, Project Proposal, p. 26.

## Dilemmas, games, role-playing and hypotheticals

*"...students are set questions along the lines of: 'Given this difficult situation, what do you think should be done?' With the dilemmas, each student is expected to consider the interests of every stakeholder. The methods are similar to case studies. The more the students argue the merits of particular resolutions, the greater the learning."*

Prosser, A. (1995). *Teaching and Learning Social Responsibility*. Herdsa Gold Guide No. 3. Canberra: HERDSA, p. 15.

### **Moral examination**

A written exercise, asking students to critique the moral philosophies that inform their decision making process by examining a particular instance, and what they consider to be the moral, ethical and right course of action to take. The exercise should cover issues of personal concerns, e.g., consequences, self-interest, duty and intentions. [Students must explain] why these concerns are important and [whether] some are more important than others.

University of San Diego. (n.d.). *Introducing Moral Theories: A Brief Overview of Moral Theory*. (Retrieved from the World Wide Web on 9 March 2005)  
<http://ethics.sandiego.edu/lmh/cmi/manual/instructors%5Fmanual%5Fintroducing%5Fmoral%5Ftheory.html>

### **Road map**

Exposing your learning partners to ethical dilemmas and providing them with a means to navigate those dilemmas is the aim of this exercise, not the content of the dilemma itself.

This exercise is designed to engage students in critiquing the ethical choices made by fictional characters. The source/s of readings (or movie excerpts) does not necessarily need to directly relate to the curriculum subject matter because it is the process of critical evaluation that is important here.

- Provide fictional reading/s to the class that involve one or two characters facing ethical challenges, showing the progression of the character's dilemma.
- Release the readings in a staged manner.
- The first one includes background and the ethical dilemma, but not its resolution. That part is to be released after your class have analysed the scenario.
- Work with your students to map the elements of the ethical dilemma.
- First, identify character traits, intentions, motives, past experiences (these show us the character's moral philosophy).
- If there is a second character involved in the dilemma, do it for both because the conflicting moral philosophies may be what cause the ethical dilemma.
- Second, ask students to identify the point at which the character has to make his/her ethical choice and ask them to write a one-sentence description of the dilemma.
- Third, ask your students to project what they think the character is likely to do. (Do this for both characters).
- Create a visual 'road map' (like a concept map) that displays all the items identified in the first step above.
- Have the items leading into a central point (the ethical dilemma). This 'road' shows where the character's moral philosophy has lead them; where that philosophy intersects with the dilemma; and where their ethical choice will take them.

- Give your students a copy of the final part of the reading and discuss how the character resolves the dilemma, comparing it with the outcomes of the class exercise.

Davies, L. (2004). There are ethics in Harry Potter? Forum for *Ipswich District Teacher Librarian Network On-line Literature Festival 2004*. (Retrieved from World Wide Web 20 April 2005)  
<http://www.learningplace.com.au/deliver/content.asp?pid=11043>

### **Current topics**

A weekly exercise relating to newspaper articles, where students can either choose or are assigned a case that has ethical implications. The students can work in pairs or a small group to present an analysis of this ethical issue, using an analytical framework as the foundation of their discussion.

The University of Sydney (n.d.). *Graduate Attributes Project*, Accounting IB, ACCT1002. (Retrieved from the World Wide Web on 17 March 2005)  
<http://www.itl.usyd.edu.au/GraduateAttributes/casestudy.cfm?ID=12&CSversion=current>

### **Role play**

Include classes that allow for role-playing scenarios to engage participants and onlookers. To help students understand how decisions can differ, look at ethical issues in their historical, cultural and operational aspects. Have class debates on a variety of ethical dilemmas.

Adapted from: Spier, R. (2001). *Ethics, Tools and the Engineer*. Boca Raton: CRC Press.

### **Case Studies**

Use case studies or contextualised scenarios as working examples of applied ethical problems to highlight the relevant ethical principles:

- in relation to stated learning and teaching objectives;
- that have proven effective in meeting these learning and teaching objectives; and
- have been drawn from a range of disciplines but are able to be translated into other subject areas.

Case studies can be used as projects on an individual or group basis. The material can be tailored to: meet the specific needs of the subject areas; the level of both the students' and teacher's experience; and the constraints created by the size of the student group and the number of teaching hours.

Source: *Using Case Studies or Contextualised Scenarios*. Learning and Teaching Support Network. (Retrieved from the World Wide Web on 15 December 2004).

[www.prs-ltsn.leeds.ac.uk/ethics/case\\_studies/using\\_case\\_studies.html](http://www.prs-ltsn.leeds.ac.uk/ethics/case_studies/using_case_studies.html)

The following example of a simple case study exercise comes from the Markkula Center for Applied Ethics:

*"...commence by proposing the following problem:*

*'You have gone into a store with a friend. Your friend shoplifts an object,*

*and then leaves without you. The store manager has noticed this, and asks you for the name of your friend. What do you do?'*

*Give the class a few minutes to:*

- *Ponder this problem;*
- *Form small groups to discuss the problem; and*
- *Each group can present an answer.*

*Continue to expand the dilemma, for example, by providing the following details:*

*'Suppose that the store owner is your father. Has the problem changed? In what ways?'*

*This extension gives the lecturer the opportunity to talk about the issue of partiality, and its role in ethics. The ethical dilemma can continue to be enriched:*

*'Suppose that the object stolen is a heater which is badly needed by your friend's family because of a very bad winter. What new ethical dimensions now arise?'*

*The object of the exercise is to help students gain a better understanding of the complexity of real-life situations."*

Healy, T. (2005). *Teaching Ethics and Teaching Engineering - Some Parallels*, Markkula Center for Applied Ethics. (Retrieved from the World Wide Web on 23 March 2005)  
<http://www.scu.edu/ethics/publications/submitted/healy/teachethics.html>

## **Discussions**

Discussions can be used very effectively with groups of students to draw out the various aspects and solutions to ethical dilemmas. For example, "starter" questions such as the following help students to:

Evaluate their own ability to discuss different points of view, e.g.:

- Describe a situation from your past in which someone treated you with disrespect or mistrust. How did you respond? How did that set the tone for your interaction with that person? Were you able to work things out to build or restore the relationship?

When you meet people who are noticeably different from you, how do you respond to them?

- I usually expect them to meet me on my terms.
- I think it's reasonable for them to meet me halfway.
- I usually try to meet them on their terms.

Are you willing to try to see things from another's point of view? What will it take for you to make the change? What area of your life will be most affected if you do change?

Source: Maxwell, J.C. (2003). *There's No Such Thing as Business Ethics*. New York: Warner.

Keep the dialogue going:

- What are the reasons behind your thinking?
- Have all the options been fully explored?
- Could you give me an example?
- What could be the likely consequences of that action?
- Are there any alternatives? What are they?
- What harm would be caused by taking this action?

Source: Brady, L. (2000). *Values: Taught or Caught: Personal Development for Secondary Schools*. Sydney: Dymocks.

### **Challenging assumptions:**

Have a student, who strongly disagrees with the solution proposed by another student, call out, "Challenge". This student then presents his or her own view and so forth. This technique facilitates a lively exchange in any discussion.

Source: Brady, L. (2000). *Values: Taught or Caught: Personal Development for Secondary Schools*. Sydney: Dymocks.

### **Debating:**

- Use a topic that will lend itself to a debate and phrase it as a statement or question e.g., "Is nuclear power safe?" Divide the class into two groups (for and against) and give the students one week to prepare.
- Chair the debate or have a guest chair. The students take turns in presenting their argument for discussion, i.e., one student at a time from each side, or the discussion can be unstructured.
- The lecturer/tutor, an individual or a group of students, who have been selected at the commencement of the debate, provide concluding remarks can summarise the outcome.

Habeshaw, S., & Steeds, D. (1989). *53 Interesting communication exercises for science students*. Avon: Whitehall Printing.

### **Encouraging class participation:**

Get the students to place name cards (clearly showing their name) on their desks. After a student has made a contribution to the discussion they then turn the name card over. In this way all the students get to make one contribution to the discussion before anyone can make a second. This process assists in eliminating the monopolisation of the discussion by a few students and encourages participation from all the students in the class.



Nancy Wahl, YAATCE. (n.d.). *Yet Another Approach to Teaching Computer Ethics*. (Retrieved from the World Wide Web on 10 March 2005) <http://portal.acm.org/citation.cfm?id=299670>

### **Developing a class “creed” or set of groundrules:**

A creed for helping students understand how class/group discussions around ethical issues should be conducted:

- “I encourage everyone to participate;
- I seek out differences of opinion to enrich the discussion;
- I stick to the subject and avoid dominating the discussion with long stories;
- I restate what someone has said if it is not clear to me;
- I summarise what the last speaker said before I add my own contribution;
- I criticise ideas, not people;
- I try to understand all sides of an issue;
- I change my mind when the evidence is compelling; and
- I focus on reaching the best decision, not on winning.”

Loui, M. (1999). *Fieldwork and Cooperative Learning in Professional Ethics*. Onlineethics.org. (Retrieved from the World Wide Web on 13 December 2004) <http://onlineethics.org/essays/education/loui.html>

### Some relevant material is available at:

- The University of Sydney. (2007). *The Ethics Network – Teaching and Training in Ethics*. (Retrieved from the World Wide Web on 13 April 2005) <http://www.ethicsnetwork.net/Teaching.shtml>
- Hale University. (n.d.). *Hale Chair in Applied Ethics*. (Retrieved from the World Wide Web on 17 March 2005) <http://www.rit.edu/~692awww/resources/links.html>
- Markkula Center for Applied Ethics. (n.d.). *Issues in Ethics*. (Retrieved from the World Wide Web on 24 March 2005) <http://www.scu.edu/ethics/publications/submitted/>
- National Health and Medical Research Council. *Ethical Issues*. (Retrieved from the World Wide Web on 24 March 2005). <http://www.nhmrc.gov.au/publications/synopses/e29to32.htm>
- The Kenan Institute for Ethics at Duke University. *Programs and Activities*. (Retrieved from the World Wide Web on 17 March 2005). [http://kenan.ethics.duke.edu/prog\\_by\\_topic.asp](http://kenan.ethics.duke.edu/prog_by_topic.asp)

Print resources:

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Hinman, L.M. (2003). *Ethics: A Pluralistic Approach to Moral Theory*. (3rd edn.). Belmont: Thomas Wadsworth.

Rachels, J. (1999). *The Elements of Moral Philosophy*. (3rd edn.). Boston: McGraw Hill.

## Checklist – Steps in resolving an ethical dilemma

Ask students to complete the following steps for a given ethical dilemma, and then discuss their response in pairs or small groups.

<b>Step 1. Establish the facts of the given situation:</b>
What has happened/is happening?
Who are the parties involved?
Is there a previous history of the issue?
In which context did the problem arise?
<b>Step 2. Define the ethical dilemma:</b>
Establish why an ethical dilemma exists;
Why is this a personal/professional problem for me?
What is my part in resolving it?
<b>Step 3. Assess the ethical obligations and other factors that relate to the dilemma:</b>
The law and system of government <ul style="list-style-type: none"> <li>▪ What do relevant legislation, policy, and guidelines require?</li> <li>▪ What are the industrial and legal rights of individuals?</li> <li>▪ How will I carry out decisions and policies faithfully and impartially?</li> </ul>
The person <ul style="list-style-type: none"> <li>▪ What constitutes fair, honest and responsive action?</li> <li>▪ What is my own position/personal and professional ethics on the issue?</li> </ul>
Integrity and diligence <ul style="list-style-type: none"> <li>▪ What do others with key/specialist knowledge think?</li> <li>▪ How can I ensure that any conflict of interest is resolved?</li> <li>▪ How can I ensure proper care and attention to the resolution of this issue?</li> </ul>
Resource efficiencies <ul style="list-style-type: none"> <li>▪ How can I ensure that resources are not wasted, abused, or used improperly?</li> </ul>
<b>Step 4. List options and consequences. The chosen option must be ethically defensible. Decide on the most appropriate option:</b>
Have all the options been fully explored?
Does the decision comply with legislation and other documents mentioned earlier?
Could I adequately defend the solution?
What obligations would I be under, or what expectations would be raised if I go ahead with this solution? (If selected option does not appear to be the best course of action overall, go back to Step 1.)

<b>Step 5. Implement the decision:</b>
Have I carried out the decision and ensured appropriate transparency, accountability and confidentiality?
Have I conferred with the individuals and groups directly affected?
Have all the factors on which the decision was based been documented?
Is the documentation at an appropriate level e.g., diary notes/detailed and formal records?
<b>Step 6. Reflect on:</b>
The process.
The relationships.
The results
Why this was an ethical dilemma and what could be done to prevent it?

Queensland Government, Office of Public Service Merit and Equity. (n.d.). *Using an Ethical Decision Making Checklist to Answer: What Ought We To Do?* (Retrieved from the World Wide Web on 16 March 2005) <http://www.opsme.qld.gov.au/ethics/checklist.doc>

### Some relevant material is available at:

Institute for Local Self Government. (n.d.). *Questions to Ask in Sticky Situations.* (Retrieved from the World Wide Web on 17 March 2005) [http://www.cacities.org/resource\\_files/20429.ethics%20checklist%20new%20fold.pdf](http://www.cacities.org/resource_files/20429.ethics%20checklist%20new%20fold.pdf)

# Assessing students' ethical behaviour and social responsibility

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## Checklist – Questions to ask yourself when designing assessment tasks

Ask yourself questions such as:

Question	Yes	No
1. Will I design/use assessment tasks so that students get formative feedback on the development of their own ethical values and social responsibility?		
2. What will I actually assess: their response (the product); or the learning process itself?		
3. Will I rely on case studies/scenarios with which students can demonstrate their own ethical values and social responsibility?		
4. How can I keep my own personal ethical values out of the assessment process and remain impartial?		
5. Can I undertake to give credit to students whose work I consider to be ethically "wrong?"		
6. What emphasis/weighting will I give to students' written work, reasoning and decision-making processes compared with their ethical stance?		
7. Will my assessment items really extend students and take them out of their comfort zones? Will they challenge their own assumptions?		
8. What kinds of assessment items should I include to ensure all students have a good chance of performing well? For example: individual or team essays/reports/projects; position papers; team debates; hypotheticals (impromptu and rehearsed); oral presentations to (mock) Ethics Committees and granting bodies; interactive and online case studies; tutorial discussions of social and professional responsibility; personal learning journals tracing awareness development; submissions of journal articles for refereeing process by a student editorial committee responsible for a journal in these two areas; peer review of written assignments; video productions of student interactions with community groups and socially disadvantaged people; reflective analyses on real life ethical dilemmas, either at work, during work placement or within the family.		
9. How can I involve practising professionals in the assessment process so that students hear it "from the horse's mouth?"		

## Assessment in practice

Associate Professor Mike Robertson, of Griffith Law School, finds that the most difficult aspects of assessing ethical behaviour and decision-making relate to the need for students to challenge and interrogate their own moral views; engaging students meaningfully so that they recognise there are no right or wrong answers and that they need to make choices based on their own values; and moving students out of their own comfortable personal frameworks into the unknown. He uses hypotheticals to engage students in thinking about practitioners who find themselves with competing ethical considerations.

### Hypotheticals

*“Give students a hypothetical scenario that represents a professional dilemma that requires students to work through the problem and to question their knowledge of legal rules, ethical norms and their own personal morality in trying to come to a decision they can justify. Students must demonstrate an understanding of the issues from a professional and sociological perspective by identifying:*

*What, in general terms, is the central issue;*

*The nature of the problem (whether it is ethical, moral, or something else entirely different);*

*The values, norms or standards that need to be considered;*

*The competing considerations and the weight or priority each one receives; and*

*The nature of the decision-making process involved in reaching a decision.*

*Students can choose to undertake the assignment:*

*In writing;*

*As an oral presentation; as well as*

*Working individually; or*

*In a group of three.*

*Criteria:*

*Demonstrating a comprehensive understanding of the nature and extent of the lawyer’s dilemma;*

*Providing thorough analysis of the available choices, together with the effects of those choices;*

*Providing a clear indication of the nature and source of the values, norms and standards that may or may not apply to the resolution of the dilemma;*

*Providing a clear justification for the conclusion that the students reach; and*

*Overall coherence, structure and succinctness, effective language use and expression.”*

Source: Legal Professional Practice (5001LAW), Griffith Law School, courtesy of Associate Professor Mike Robertson.

### **Position papers**

Position papers are useful for assessing students' ability to present an ethical argument. The following is a suggested position paper structure:

- Short description of the problem or issue.
- Identify stakeholders (i.e., those who will be affected positively or negatively by the situation) and how they will be affected.
- State your position clearly. Be sure to consider several different courses of action before you decide on your position.
- Argue for your position using a specific profession's code of ethics, and specific ethical theories (such as deontological or utilitarian).
- Suggest ways that the situation could have been handled differently, such that the situation would not have occurred in the first place.

Nancy Wahl, YAATCE. (n.d.). *Yet Another Approach to Teaching Computer Ethics*. (Retrieved from the World Wide Web on 10 March 2005) <http://portal.acm.org/citation.cfm?id=299670>

### **Learning journals/logs**

*“By maintaining a learning log over a period of time, students can record their experiences and reflections, thereby ‘self-tracking’ personal growth and cognitive development. Learning logs enable students to clearly identify the way in which their thinking has developed and become more sophisticated. Learners can benefit further by reflecting on the forces which shape decisions and draw lessons for future action.”*

MacFarlane, B. (2001). *Developing Reflective Students: Evaluating the Benefits of Learning Logs within a Business Ethics Program*. *Teaching Business Ethics*. 5(4), pp375-387. (Retrieved from the World Wide Web on 25 February 2005)  
<http://www.springerlink.com/app/home/contribution.asp?wasp=e8dd66255bdb48e7a0f9db2a5e23e6d9&referer=parent&backto=issue,2,11;journal,9,28;browsepublicationsresults,2269,2442;>

If you are using a learning journal or log in your teaching, consider using it as an assessable item. Assessment “drives” student learning. The following example provides a set of expectations of the students’ journal entries.

Entries	Content (based on a Business Ethics course)
First Entry - Where do you stand?	Summarise your opinions and attitudes to the role of ethics in business. Distinguish between what you think happens and what you think is right. Do you think the business world has its own rules? Are moral rules even relevant to business practice? Is business like a game with winners and losers? Are ethics only relevant to “private life?” What is the role of businesses in society? Is profit maximisation its only obligation? Above all, be frank as possible in expressing your point-of-view.
Second entry – Evaluate the theories.	Reflect on the ethical theories and associated cases we have studied so far and comment on how these have influenced your thinking. Which theory/theories have influenced your thinking the most? Drawing on ethical theories, which provides the most practical and fairest way to resolve decision-making dilemmas? You might want to connect your argument with your own working experiences.
Third entry - The critical incident.	Describe an experience or “critical incident” you have experienced or witnessed in a work-based setting, involving an aspect of ethics, either as an employee or as a customer. Reflect on whether you, or other persons, made the right ethical decision(s). Were there factors which explain the reason for the decision reached, regardless of whether you now consider the decision to be the right one? You should change the names of real companies and individuals involved in order to protect their identity.
Final entry – The reflection.	Reflect back on your first log entry. Do you still hold the same attitudes and opinions? How has your thinking about business ethics developed since the beginning of the course? If it has, try to explain why. What have you learnt from this course? How useful will it be to you in your business life/future career?

MacFarlane, B. (2001). *Developing Reflective Students: Evaluating the Benefits of Learning Logs within a Business Ethics Program*. *Teaching Business Ethics.*, 5(4), pp375-387. (Retrieved from the World Wide Web on 25 February 2005)  
<http://www.springerlink.com/app/home/contribution.asp?wasp=e8dd66255bdb48e7a0f9db2a5e23e6d9&referer=parent&backto=issue,2,11;journal,9,28;browsepublicationsresults,2269,2442;>

## Peer Review

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Why not devote at least one tutorial to peer review? Ask students to bring the draft of their response to an ethical scenario to class and have the students, in pairs or small groups, read their peers' draft work and give constructive feedback. For example, students working in pairs can read their drafts to each other and provide their comments orally. For those working in groups, students can take turns in distributing their drafts within their group. The group reads the drafts, makes notes on drafts and comments orally.

By evaluating the work of others, students gain:

- insight into their own work;
- the ability to make judgments; and
- a necessary skill for study and professional life.
- Students involved in peer assessments use discipline knowledge and skills and engage with other students' knowledge and skills.

Bostock, S. (2000). *Student Peer Assessment*. Learning Technology, Keele University. (Retrieved from the World Wide Web on 13 April, 2005)  
[http://www.keele.ac.uk/depts/cs/Stephen\\_Bostock/docs/bostock\\_peer\\_assessment.htm](http://www.keele.ac.uk/depts/cs/Stephen_Bostock/docs/bostock_peer_assessment.htm)



<b>Benefits of peer review to students</b>	
Better learning outcomes through opportunities to improve drafts before it's too late	The questions and comments from peers can prod a writer to deepen their approach to an ethical dilemma.
Feedback from a wider audience	By sharing their work in progress with their peers, students are exposed to a wider audience than their lecturer or tutor.
Enhanced communication skills	Talking with peers about their work can strengthen students' ability to defend their ethical decision. It also gives them the opportunity to articulate specific reactions and suggestions, requiring a tricky balance of tact and clarity.
Increased confidence	By giving students the opportunity to express their opinions and hear the opinions of other students in a safe environment, they see that it is safe to loosen up and take risks in developing ideas. It also builds their confidence.
<b>Benefits of peer review to lecturers and tutors</b>	
Higher standards in work	Students will all have been through one round of guided response, leaving the instructor free to address higher-order issues such as idea development and direction.
High levels of student engagement	Whether the workshops last five minutes or fifty, excitement is generated by peer activity. Students hold each other accountable and therefore invest more in their work.
High evaluation ratings	Students recognise the value of effectively conducted peer review sessions.

*Creating Effective Peer-Response Workshops.* University of Minnesota. (Retrieved from the World Wide Web on 18 April 2005) [http://writing.umn.edu/tww/responding\\_grading/peer\\_workshop.htm](http://writing.umn.edu/tww/responding_grading/peer_workshop.htm)

### **Potential drawbacks of peer review**

There are, however, some drawbacks of peer review. You need to ensure:

<b>Drawbacks of peer review</b>	
Careful pre-class planning	Inadequate modelling, or an absence of modelling can cause groups to flounder, wasting valuable class time.
Peer response requires class time	Whether using a five-minute pair model or a full-period group workshop model, class time is required.
Peer workshops are student centred	Instructors need to temporarily remove themselves from the centre of attention. Students need to depend on each other for useful responses without unnecessary intervention, otherwise they will possibly resent the process.
Some students believe they work best alone	Generally speaking, the academic world rewards independent work. Often, strong students may initially feel that the peer workshop is not going to offer them anything they couldn't do better alone. Once they participate however, they often realise the value of diverse responses to their work.
Negative attitudes	If students or instructors have been part of badly run groups, they may have a negative attitude to peer review. Allow reservations to be voiced early in the semester so appropriate mechanisms can be established to ensure success.

The University of Minnesota. (2010). *Teaching with Writing: Creating Effective Peer Response Workshops*. (Retrieved from the World Wide Web 1 November 2010)  
[http://writing.umn.edu/tww/responding\\_grading/peer\\_workshop.htm](http://writing.umn.edu/tww/responding_grading/peer_workshop.htm) - potential\_drawbacks

### **Involve practising professionals in assessing students**

Why not:

- Enlist the help of an employer or professional in your field to give feedback on one or two written assignments on ethical dilemmas.
- You could give them the criteria which students were given for the assignment, but also ask them to give feedback from their own professional perspective. What works? What doesn't? Why? Then present a summary of the employer's feedback in class and expand on it by addressing some of the weaknesses in the student's approaches to the ethical dilemma.

### **Critical analysis**

*"In a social responsibility subject [course] the students may be expected to read some material written by people with backgrounds different from their own. As teachers, we will probably want them to be able to comprehend the author's message and apply it to some specific issue. We would like the students to analyse the issue, recognise where the message is relevant and use it to reach some conclusions. We want the students to do these things, and not simply to reproduce someone else's work. They should be set a task that leaves no option but to do the analysis and synthesis themselves."*

To encourage students to express their own values and beliefs on a social responsibility issue, consider how assessment questions are worded, e.g.,

1. Discuss the conflicts of interest that an employed professional may have in submitting “evidence to a formal, public enquiry.”
2. “Here is the total evidence available and the report submitted by a professional employed by a corporation to a formal, public enquiry. Critically discuss the content of the report.”
3. “You are employed by a corporation, and here is the total evidence available relevant to (some issue). Draft a report for a formal, public enquiry into (the issue).”

A good answer to Question 1 would identify the conflicting values held by different groups interested in an issue, how some items of evidence will support one group's aims and be unfavourable to another's. The student is under no obligation to reveal whether she or he would value the ethical response or the loyal employee response. With Question 2 the students may reveal their own preference or not while fully answering the question. With Question 3 each student has no option but to reveal her or his preference, at least under the circumstances of the assessment.

Source: Prosser, A. (1995). *Teaching and Learning Social Responsibility*. HERDSA Gold Guide No. 3. HERDSA: Canberra, p. 21.

### Making standards explicit

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Let your students know what the standards are for each grade you will give. Make them explicit and list the requirements students must reach in order to receive a particular grade or mark. For example:

Standards	Expectations
<b>Threshold:</b> Understand and have some critical awareness of the moral, ethical and legal issues that underpin best practice.	Recognise those moral, ethical and safety issues that directly pertain to the context of study and be aware of relevant legislation and professional codes of conduct.
<b>Typical:</b> Demonstrate a substantial critical awareness of the moral, ethical and legal issues that underpin best practice.	Engage in debate on the moral, ethical and safety issues that directly pertain to the context of study and react appropriately to legislation and professional codes of conduct.
<b>Excellent:</b> Critically appraise and challenge the moral, ethical and legal issues that underpin best practice.	Critically appraise and challenge the moral, ethical and safety issues that directly pertain to the context of study and respond to legislation and professional codes of conduct in ways which are exemplars of good practice.

QAA Benchmark Summaries. (n.d.). *Learning and Teaching Support Network*. (Retrieved from the World Wide Web on 15 December 2004) <http://www.prs-ltsn.leeds.ac.uk/ethics/documents/hospitality.html>

# Principles

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## **Today's students are tomorrow's professionals**

- Give students plenty of opportunities to explore ethical practice “in the field” through work placement, guest lecturers, real world scenarios, etc.;
- Involve practising professionals in teaching and assessment where possible;
- Introduce students to the relevant professional associations' Codes of Ethics;
- Encourage students to take active roles in community groups; and
- Promote respect for individual and cultural diversity.

## **Use the classroom to explore different values and perspectives**

- Stress there are often no “right” or “wrong” answers, but that accepted norms and standards apply in different contexts;
- Recognise that each student will have a different set of moral values and that each one is valid, but can be challenged;
- Provide a “safe” classroom environment in which students are not afraid to expose their own value systems;
- Use class discussions of ethical dilemmas and issues of social responsibility to explore different points-of-view and value systems;
- Have “starter questions” ready to stimulate discussion;
- Design curricula that require students to explore all possibilities in ethical dilemmas;
- Ask students to think through the implications of any ethical decision they may make; and
- Introduce students to ethical behaviour and social responsibility by using a range of different teaching and learning strategies.

## **When assessing students' ethical behaviour and social responsibility**

- Decide what you will assess – “product or process”;
- Clarify the criteria and standards you will use with students;
- Ensure your own impartiality in relation to students' value systems;
- Recognise and reward students who challenge assumptions, particularly their own moral values;
- Vary the kind of assessment items you use to give all students a good opportunity to perform well; and
- Involve practising professionals in student assessment where practical.

## Where to go for help

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### Contact:

- The Griffith Institute for Higher Education.  
Griffith University, (n.d.). *Griffith Institute for Higher Education*. Retrieved from the World Wide Web 22 November 2010) <http://www.griffith.edu.au/gihe>
- Information Services, Learning and Teaching.  
Griffith University. (n.d.). *Staff Support*. (Retrieved from the World Wide Web 25th October, 2010) <http://www.griffith.edu.au/learning-teaching/whos-who/staff-support>

### Learning Services

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Ethical behaviour and social responsibility are areas where the University has recognised that support is crucial. Information Services, Teaching and Learning has teams of learning advisers here to work with you. They can:

advise you on teaching, learning and assessment strategies; and  
team teach with you in your lectures and tutorials.

There are also services to which you can refer your students so that they can independently develop their ethical behaviour and social responsibility. These include:

- individual or small group consultations with a learning adviser;
- workshops; and
- self-help resources.

For more information on these services, contact Information Services, Learning and Teaching.

## Additional resources

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This Toolkit draws on various print and web resources, which are acknowledged in text. Other useful resources are included in the following list.

### Print resources

- Halberstam, J. (1993). *Everyday Ethics: Inspired Solutions to Real-life Dilemmas*. New York: Viking.
- Hinman, L.M. (2003). *Ethics: A Pluralistic Approach to Moral Theory*. (3rd edn.). Belmont: Thomas Wadsworth.
- McFarlane, B. (2003). *Teaching with Integrity: The Ethics of Higher Education Practice*. London: Kogan Page.
- Muijen, H. (2004). Corporate social responsibility starts at university. *Journal of Business Ethics*, 53(1-2), pp 235-246.
- Rachels, J. (1999). *The Elements of Moral Philosophy*. (3rd edn.). Boston: McGraw Hill.
- Singer, P. (1993). *Practical Ethics*. (2nd edn.). Cambridge: Cambridge University Press.
- White, T.I. (1980). *Right and Wrong: A Brief Guide to Understanding Ethics*. Englewood Cliffs: Prentice-Hall.

### Web resources

- University of San Diego. (1994). *Ethics Updates -Writing Papers About Theories: Tips and Traps*. (Retrieved from the World Wide Web on the 17 March 2005) <http://ethics.sandiego.edu/lmh/E3/Appendix/Appendix.html>
- Online Ethics Center for Engineering and Research. (n.d.). *Undergraduate Education in Practical Ethics – A General Plan Plus Sample Assignments for Engineering Students Using Materials from the Online Ethics Center*. (Retrieved on the World Wide Web on 17 March 2005) <http://www.onlineethics.org/Resources/InstProg/cwethed.aspx>
- The Higher Education Academy: UK Centre for Bioscience. (n.d.). *Teaching Ethics to Bioscience Students*. (Retrieved from the World Wide Web on 13 April 2005) <http://bio.itsn.ac.uk/projects/ethics/>
- Rochester Institute of Technology. (n.d.). *Hale Chair in Applied Ethics – Ethics Links*. (Retrieved from the World Wide Web on 17 March 2005) <http://www.rit.edu/~692awww/resources/links.html>

- The University of Sydney. (n.d.). The Ethics Network – Teaching and Training in Ethics. (Retrieved from the World Wide Web on 13 April 2005)  
<http://www.rit.edu/~692awww/resources/links.html>



## Appendix A- Student handouts

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**Please note:** Appendix A contains reproduced information from within this toolkit that may be useful to your students. For ease of reference and printing, this collection of ready to use resources associated with ethical behaviour and social responsibility has been collated in this appendix as follows:

- 1. What employers, graduates and students say about ethical behaviour and social responsibility**
- 2. Checklist – Before you begin**
- 3. Checklist - Steps in resolving an ethical dilemma**
- 4. Principles**

# What employers, graduates and students say about ethical behaviour and social responsibility

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## Employers' comments

*“Just a couple of observations on ethics and social responsibility. The [company] demands the highest ethical behaviour from its employees. Every year an Ethics Recommitment Day is held and the entire company, all 160,000 employees worldwide, take many hours of ethics training at the same time. In dollar terms 160,000 people for at least four hours is a huge investment by the company. The company has an ethics hot-line and each part of the company, including Australia has a full-time Ethics Advisor. I cannot overstate the commitment of [.....]to ethical behaviour at every level of the company.”*

(Employer mentoring Griffith students, 2005)

*“.....we also look at ethics. In our situation, our people are put in incredible positions of trust where they have to assess the risks from government facilities through to companies with extraordinary sensitive matters, and the challenge that we set is quite complex from an ethical point of view. There is no clear cut answer. I would hate someone asking me the question without notice [at an interview] about demonstrating high ethical standards. Regardless of what environment you are working in, obviously that is a pretty key issue, but it is one unfortunately that doesn't get a lot of treatment.”*

(Employer of Griffith Tourism, Leisure, Hotel and Sport Management Graduates, 2002)

*“I cannot stress enough the value that governments place on ethics and social responsibility in their staff. All work really comes down to relationships, e.g., relationships between clients and suppliers, governments and their electors, bosses and their staff. Relationships are built on trust and without people having a sound ethic and social behavioural code there can be very little trust.”*

(Employer mentoring Griffith students, 2005)

*“Employers are becoming more concerned about social and environmental issues. Employers are becoming engaged in activities that go beyond just making a profit – such as protecting the environment and addressing other social issues such as unemployment, youth suicide, the ageing workforce, etc.”*

(Employer mentoring Griffith students, 2005)

## Graduates' comments

*“Productive relationships with clients, customers, colleagues and community mean relationships which occur in physically, emotionally safe and sustainable environments. These environments are created and supported by individuals who appreciate the important of ethical behaviour and who are willing to let ethics guide them in their actions.”*

(Griffith Graduate)

*“Ethics relates to an individual’s moral beliefs and professional standards. Ethics is about what we ought to do in a given situation, which includes our personal, professional and social responsibility. Ethical problems occur in all stages of life which means that we need to continuously learn from our experiences and our environment.”*

(Griffith Graduate)

*“What else do you go to uni for but to learn and to gain some responsibility – even if that isn’t the plan when you get there? Uni is all about that.”*

(Griffith Graduate)

## Students' comments

*“Ethics describes the value of the intentions, actions, and results of human behaviour in our society and it is based on all values that our society provides. Ethics are always relative to their field of definition.”*

(Griffith student)

*“I believe that ethics are standards/morals that a person builds up during his or her life-time. These things tell the conscience whether an act is acceptable or not.”*

(Griffith student)

*“Ethics is a personal code of conduct, as learned through experience and environment.”*

(Griffith student)

# Checklists

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## Checklist – Before You Begin

Question	Yes	No
Are you aware that often there is no right or wrong answer to an ethical dilemma?		
Are you comfortable with having to apply a personal judgement to ethical decision-making?		
Are you aware that you already have opinions on moral issues?		
Can you identify all the possible actions and their implications when presented with an issue requiring judgement?		
Can you determine what is the morally "right" (fair, just or good) course of action to take in an ethical dilemma?		
Can you accept ethical decisions made by others (whether right or wrong), even if their personal values conflict with your own?		
Would you always stand by the morally "right" decision in the face of opposition?		

Spier, R. (2001). *Ethics, Tools, and the Engineer*. Boca Raton: CRC Press, p. 99 and *Approaches to Ethics in Higher Education: Teaching Ethics across the Curriculum*. (2004). Learning and Teaching Support Network. (Retrieved from the World Wide Web on 15 December 2004)

<http://www.prs-ltsn.leeds.ac.uk/ethics/documents/approaches.html>

## Checklist – Steps in resolving an ethical dilemma

<b>Step 1. Establish the facts of the given situation:</b>
What has happened/is happening?
Who are the parties involved?
Is there a previous history of the issue?
In which context did the problem arise?
<b>Step 2. Define the ethical dilemma:</b>
Establish why an ethical dilemma exists;
Why is this a personal/professional problem for me?
What is my part in resolving it?
<b>Step 3. Assess the ethical obligations and other factors that relate to the dilemma:</b>
The law and system of government <ul style="list-style-type: none"> <li>▪ What do relevant legislation, policy, and guidelines require?</li> <li>▪ What are the industrial and legal rights of individuals?</li> <li>▪ How will I carry out decisions and policies faithfully and impartially?</li> </ul>
The person <ul style="list-style-type: none"> <li>▪ What constitutes fair, honest and responsive action?</li> <li>▪ What is my own position/personal and professional ethics on the issue?</li> </ul>
Integrity and diligence <ul style="list-style-type: none"> <li>▪ What do others with key/specialist knowledge think?</li> <li>▪ How can I ensure that any conflict of interest is resolved?</li> <li>▪ How can I ensure proper care and attention to the resolution of this issue?</li> </ul>
Resource efficiencies <ul style="list-style-type: none"> <li>▪ How can I ensure that resources are not wasted, abused, or used improperly?</li> </ul>
<b>Step 4. List options and consequences. The chosen option must be ethically defensible.</b>
<b>Decide on the most appropriate option:</b>
Have all the options been fully explored?
Does the decision comply with legislation and other documents mentioned earlier?
Could I adequately defend the solution?
What obligations would I be under, or what expectations would be raised if I go ahead with this solution? (If selected option does not appear to be the best course of action overall, go back to Step 1.)

<b>Step 5. Implement the decision:</b>
Have I carried out the decision and ensured appropriate transparency, accountability and confidentiality?
Have I conferred with the individuals and groups directly affected?
Have all the factors on which the decision was based been documented?
Is the documentation at an appropriate level e.g., diary notes/detailed and formal records?
<b>Step 6. Reflect on:</b>
The process.
The relationships.
The results
Why this was an ethical dilemma and what could be done to prevent it?

Queensland Government, Office of Public Service Merit and Equity. (n.d.). *Using an Ethical Decision Making Checklist to Answer: What Ought We to Do?* (Retrieved from the World Wide Web on 16 March 2005). <http://www.opsme.qld.gov.au/ethics/checklist.doc>

# Principles

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## **You are tomorrow's professionals**

- Take every opportunity to explore ethical practice “in the field” through work placement, listening to guest lecturers, working through real world scenarios, etc.;
- Become familiar with the relevant professional associations' Codes of Ethics;
- Take active roles in community groups for experience; and
- Respect individual and cultural diversity.

## **Use the classroom to explore different values and perspectives**

Be aware that often there are no “right” or “wrong” answers, but that accepted norms and standards apply in different contexts;

- Recognise that each student will have a different set of moral values and that each one is valid, but can be challenged;
- Don't be afraid to share your own value systems;
- Use class discussions of ethical dilemmas and issues of social responsibility to explore different points of view and value systems; and
- Think through carefully all the implications of any ethical decision you may make.

## **When doing an assessment item designed to test your ethical behaviour and social responsibility**

- Make certain you understand what is being assessed – “product or process”;
- Make sure you understand the criteria and standards that are being applied;
- Be aware that your own value system, while valid, is not the only one that can be applied to the problem;
- Challenge your own assumptions and moral values by engaging in discussion with others;
- Try working in teams where others have different responses to ethical dilemmas; and
- Where possible, undertake a work placement so that you can see professionals working through ethical dilemmas.