**BUS 2411 Building Inclusive Teams**

**TBAL – Ethical Reasoning**

**Overview**

Most people show up to work and teamwork with the intent to do what is right and good. Yet, given diversity, what is viewed as right and wrong may differ. In this TBAL, you will explore your own views of ethics and how it applies to your decision making. Then, you will discuss and learn from others’ views. Understanding how your ethical world view influences your decisions and being open to appreciating the world views of others can help you to discuss and see new perspectives related individual and team decisions.

**TEAM PRE-WORK**

1. Team Initiator creates master grid for the completion of prework by individual team members.
2. Timekeeper works with Facilitator to create a meeting agenda.

**INDIVIDUAL PRE-WORK**

1. Individually, complete one row of the grid below to prepare for engaged discussion in your TBAL
   1. Identify your world view as slanting to duty (deontological) or consequences (teleological)
   2. Using The Ethical Reasoning (ER) Inventory
      1. Provide your overall score
      2. What is a statement that you answered as agree strongly (AS)? List the statement number and description.
      3. What is a statement that you answered as disagree strongly (DS)? List the statement number and description.
      4. What is a statement that you scored as neutral (N)? List the statement number and description.
   3. List your top two Terminal and top two Instrumental Values (from Rokeach Values Survey) and be prepared to explain why the values matter to you.

Team Name Team Delta

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name | Completed prework in advance (*Yes* or *No*) | World view slant =  *Duty* or *Consequences* | Overall Score from ER Inventory | Agree strongly Item # and Description | Disagree strongly Item # and Description | Neutral Item # and Description | List your top two **Terminal**, & top two **Instrumental** Values |
| Fabian | Yes | Duty | 72 | 20. I would never accept credits for a coworker ideas | 11. It is acceptable to read messages of coworkers even when not invited to do so | 15. To be successful in business, a person usually has to ignore ethics | Honesty , Responsibility & Happiness , a comfort life |
| Bryce | Yes | Consequences | 52 | 21. park in another company parking lot for wifi | 17. tell the truth all the time on the job | 20. not accepting credit for coworker’s ideas | Helpfulness & Logic, True Friendship & Happiness |
| Alex | Yes | Consequence | 67 | 18. Software should never be copied | 11. It is acceptable to read the messages and emails of others | 3. Employees should tattle on people for wrongdoing. | Honesty &  Logic  and  Happiness & Social Recognition |
| Billy | Yes | Consequences | 69 | 4, 20. Estimating expenses & Not Stealing Credit | 6, 8, 11, 12, 15  Owner Vacation, Flirting, Reading Coworker DMs, Not Taking Sick Days, Ignore Ethics | 2, 3, 10, 16  Fudging Expenses, Tattling, Office Supplies, Hiring | Freedom & Happiness and Responsibility & Independence |
| Connor | Yes | Duty | 74 |  | 11,12  Texting instead of email and not taking sick days | 21 park in another company parking lot for wifi | Logic & Politeness and Freedom & Wisdom |
| Matthew | Yes | Duty | 61 | 4. Estimating Expenses as Necessary | 12. Not Taking Sick Days | 3. Informing on coworkers | Honesty & Logic and Wisdom & A Sense of Accomplishment |

**IN YOUR TEAM MEETING during class on the designated day**

Use an agenda to guide the following discussion (recommended time allotments are included). Your team’s recorder can note your responses below. During the TBAL meeting, each team member will need to reference their actual completed inventory as well as the pre-work grid. Grid and notes may also be projected on your team’s wall monitor.

1. Share your world view slant on a continuum of duty (deontological) or consequences (teleological), to ground your work. (5 mins)

* ***We split 50-50, the duty people said want to think people do good things because it’s the right thing to do rather than getting punished. Consequence people said, motivation doesn’t matter if the action is right, just because you have a good intention does not mean action is good.***

1. Identify similarities and differences in responses to ethical reasoning inventory (10 mins)
   1. Identify similarities and differences in agree strongly
      1. ***Similar thing we share was #20 which we all agree that stealing credit for someone else work is wrong***
   2. Identify similarities and differences in disagree strongly
      1. ***#21 We all shared how we didn’t think its that bad of a thing to be using another company Wi-Fi because it free especially if the parking lot isn’t busy.***
      2. ***#12 We all think it is okay to take a mental-health even though your physical health is good we think it is the bare-minimum to be only taking 2 sick days.***
2. Identify items that one person selected as agree strongly, while another selected as disagree strongly (10 mins)
   1. Members with different views should discuss their approach/views to arrive at scores
      1. ***#15, One disagree because they feel a lot of people business benefit from showing good ethics and that good will exists, other agreed because it is more common to find success path not being ethical and you can deceive others that your are ethical but not actually being ethical.***
      2. Rest of the team, listen for reasons behind the selected answers
         1. How do these reasons link to world views?
            1. ***One was consequence and the other was duty.***
         2. How do these reasons link to terminal and instrumental values?
            1. ***They shared similarities in instrumental values***
3. As a team, pick 2 neutral scored items (viewpoints that no one selected as agree or disagree) (15 min)
   * 1. ***We picked #3 and #5***
   1. Discuss from both world views
      1. Summarize points discussed
         1. ***It depends on the severity of the wrongdoing (#3)***
         2. ***It usually not a consequence to stay out of things (#3)***
         3. ***As long as your not affecting others we don’t see a problem (#5)***
4. Overall, what are the lessons learned from the discussion and how can you use these lessons in the future?  (5 Min)
   1. Identify two (2) lessons learned and how you can apply these in the future
      1. ***Even with the disagreements there were a lot of agreements within specific aspects of the topic.***
      2. ***You can have different opinions even with the same instrumental and terminal values***
      3. ***You can have the same opinions for different reasons, such as different world-view slants.***
      4. Be specific in all the above.
      5. Link to specific terms from the class to support your work.
5. KSS meeting evaluation (3 min) Summarize your considerations on
   1. What worked well in your team discussions that you will KEEP
      1. ***Not being strict on schedule and being flexible with our agenda and pursuing discussions worth having.***
   2. What you need to STOP doing to improve your meetings
   3. What you need to START doing to improve your meetings
      1. ***communicating with the team when knowing ahead of time that you will be late.***
      2. ***Identifying and plan for role conflicts before the meeting.***
   4. How you used your last KSS to improve your team.
      1. N/A

Point of Contact - Post to your MS Team subchannel: TBAL Ethical Reasoning - brief summary, your KSS, and a team picture. Type @ to mention your professor.

Poster - Submit grid and discussion summary to Canvas before due date on behalf of your team.

See rubric below for grading criteria.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Components** | **A** | | **B** | **C** | | **D-F** | |
| **Individual Elements \*\*\*** Addresses all elements of table | All elements are addressed. Depth is demonstrated to show discussion beyond “checking the box” and shows depth of reflection. | | Elements are addressed. Uneven responses provided. Unclear if went beyond “checking the box” | Most elements are addressed. Seems rushed or only “checking the box” to complete prework. | | Elements are missing. Responses do not demonstrate understanding. | |
| **Timely Submission** | Submitted on time | | Submitted on time | During meeting | | Did not submit | |
| **GROUP**  Addresses group questions | All questions are addressed. Depth is demonstrated to show discussion beyond “checking the box” and shows depth of learning as a team. | | Questions are addressed. Uneven depth provided. Unclear if went beyond “checking the box” | Most questions are addressed. Appears as “checking the box” to complete. | | Aspects of questions are missing. | |
| Conversion and diversion | Conversion and diversion of discussion points are clearly provided. | | Conversion and diversion of discussion is referenced but not supported. | Conversion and diversion of discussion is unclear | | Conversion and diversion of discussion is not provided. | |
| Examples | Examples clearly demonstrate discussion that promotes new learning | | Examples are not clear in showing learning occurred through discussion | Examples are limited and do not show learning occurred through discussion | | Examples are missing | |
| Terms | Correct terms are used from slides and/or text. Terms are defined and applied. Terms clearly demonstrate application of understanding. | Terms are used but do not clearly demonstrate application of understanding. Terms are defined. | | | Gaps or inconsistent in use of terms. Terms are inconsistent in their definitions. | | Terms and/or definitions are missing |
| Team Evaluation  KSS | Specifics provided to allow action to improved next meeting. Used feedback from past week. | | Specifics provided to allow action to improved next meeting. Unclear if used feedback from past week. | Addressed questions | | Unclear if discussed | |
| Team Selfie | Included | | Included | Missing | | Missing | |