

Layout and Instructor Feedback to an Easy-to-Implement and Proven Ethics Lecture

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Abstract

Ethics is a core issue in accounting, being stressed in codes of ethics of professional accounting and business organizations from their beginning. Financial scandals of the early 2000s, such as Enron, WorldCom, and others, followed by the world financial crisis of 2008, highlighted the importance of ethics to accounting and business practitioners, and to the public at large. Educators responded by incorporating ethics into the accounting and business curriculum. This paper lays out a presentation for teaching ethics to accounting and business students, along with feedback from instructors. The peer review, i.e., instructor feedback, indicates that the ethics lecture is well received and offers an effective way to present ethics to students. This corresponds to prior research demonstrating the presentation's significant impact on student ethical perceptions. Motivating students to strive for the highest level of ethical behavior will benefit them as students and as future professionals.

Background

Ethics has long been a core issue in accounting and business, being stressed in codes of ethics of professional accounting and business organizations. The financial scandals of the early 2000s, such as Enron, WorldCom, and others, followed by the world financial crisis of 2008, brought much attention to the importance of ethics to accounting and business practitioners, and to the public at large. Educators responded by incorporating ethics into the accounting and business curriculum. This paper lays out a presentation for teaching ethics to accounting and business students, along with a peer review--feedback from instructors. The instructor feedback examined in this paper indicates that the ethics presentation, which is easy to implement via PowerPoint, is a highly effective way to present ethics to students. Motivating students to strive for the highest level of ethical behavior will benefit them as students and as future professionals.

Numerous research studies indicate that ethics is of superlative importance in the accounting and business curricula (Cf., Axtell et al., 2017; Sharpe et al., 2015; Smith, 2003; Albrecht, 1992). While virtually all agree that ethics is a critical academic topic, educators are nevertheless challenged to find the optimum ethics materials to include in their classes. Since time is limited, identifying the most effective pedagogies, e.g. optimum teaching materials, is quite helpful. Sources of possible ethics materials are myriad and include textbooks, current news stories, case studies, and articles in professional and academic journals. The purpose of this study was twofold: (1) to give an overview of an ethics lecture PowerPoint presentation, specially developed for ethics education and (2) to present the feedback of instructors who have used the presentation.

Theoretical Framework and Review of Prior Research

A number of theoretical frameworks guide research in the field of ethics, which is a broad field crossing multiple academic disciplines, including business, philosophy, literature, and the sciences. Much academic work on ethics is based on master-principle theories such as utilitarianism, deontology, rights and duties, and social contracts, which offer direction for normative behavior. Research by Grant et al. (2017) developed a business ethics instructional model that connects master-principle theories to enhanced virtue ethics, which incorporates intuitionism, particularism, and pluralism. Irish (2018) examined the philosophical underpinnings and psychology of the ethics learning process to derive a more holistic approach. The emphasis here was teaching applied ethics, giving practical directions for ethical decision-making.

A study of the fractured state of ethics examined the recent-times increase in anti-business sentiment and its effect on the teaching of ethics, notably business and professional ethics (Harris, 2018). The findings suggest that ethics education has become of increasingly relevant to business schools, but also to other professional faculties such as pharmacy and engineering. In a study of short ethics intervention (a chapter on business ethics included in a business class), results show that persons with high monetary intelligence (small affective love for money motive) show small interest for making money, while having high scores of intrinsic religiosity and remembrance of the Ten Commandments, along with great interests in ethical decisions-making. Thus, recollection of the Ten Commandments (a priming effect) is correlated positively with ethical decision-making (Tang, 2016).

Research shows that presenting (teaching) ethics does change perceptions and behavior regarding ethical values (Canarutto et al., 2010; Smith et al., 2005). Even small things can have a profound impact. For example, a simple experiment by well-known economics professor and human behavior scholar Professor Dan Ariely, of the Massachusetts Institute of Technology, enabled participants to earn cash for correct answers on a test. Participants were led to believe that they could cheat without being caught. Prior to completing the test, participants in one group were asked to list as many of the Ten Commandments as they could. Amazingly, no one in this group cheated; all other groups included at least some cheaters. Ariely's experiment shows how simply reminding people of a moral standard markedly affects behavior (Gaspar et al., 2016).

Teaching-ethics pedagogies can be examined under research paradigms referred to as curriculum modification intervention and value self-confrontation (VSC) intervention. In the former paradigm, a curriculum is modified to include new materials designed to aid understanding by students of a specific issue, such as ethics. In the latter case, specific values are targeted (e.g. honesty, objectivity, etc.) to effect short-term and/or long-term value change (Ariail, 2017). Prior studies have examined use of curriculum modification intervention and VSC intervention to effect change in student values (cf., Ariail, 2017; Arieli et al., 2014; Grube 1982; Greenstein, 1976). The current study examines use of an ethics lecture, which can be described as a curriculum modification intervention, incorporating a VSC intervention, designed to effect value change in business and accounting students, thereby improving their understanding of ethics and ethical decision-making in their future careers.

Ethics education has become a fundamental component of accounting education (Sharpe et al., 2015; Canarutto et al., 2010; Smith et al. 2005; Smith, 2003; Bay and Greenberg, 2001). There is no end of unethical behavior, resulting in corporate financial scandals, criminal and civil penalties, public mistrust, and wrecked personal lives. Accounting professionals and business managers are subject to greed and other moral failures like all people. Consequently, there is a need for ethics instruction in college curricula (Ballantine et al., 2018; Sorensen et al., 2017; Smith, 2003; Wilson, 2002; Clikeman & Henning 2000; McNair & Milam, 1993).

Ethics is key to the status of any profession. A study by Trede et al. (2012) offers a systematic review of how professional identities develop. The formation of the accounting professionals encompasses formal and informal processes and value systems by which persons become accountants. Academic literature posits that a profession is formed on three components: (1) a generally accepted body of knowledge, (2) a widely recognized standard of attainment, and (3) an enforceable code of ethics (cf., Axtell et al., 2017; Smith & Bain, 1990; Smith & Thompson, 1985). Shown in Table 1 is the process by which the accounting profession is formed within the framework of

general social theory and its subgroup, profession formation theory. On the top-left, the ethics code is shown among the three basic components.

Past studies have examined the impact of ethics education on business and accounting classes (Canarutto et al., 2010; Smith et al., 2005, 2005; Roberts & Allmon, 2000; Gautschi & Jones, 1998). Presentations on ethics shape opinions and people's values in a significant way (Weber & Glyptis, 2000). Simply exposing students to the American Institute of CPAs' ethics code affects student ethical development, according to Green and Weber (1997). Prior studies have examined factors connected to ethical perspectives of students (Cf., Cronan et al., 2018; Fiolleau & Kaplan, 2017; Allmon et al., 2000; Borkowski & Ugras 1998).

Why is ethics so important to accounting and business practice? A key objective of ethical guidance in accounting and business is to help business persons to adhere to an ethical standard that facilitates public confidence in an organization's services and products (Smith et al., 2005). Ethics codes have been developed by professional organizations such as the American Institute of Certified Public Accountants (AICPA), the Institute of Management Accountants (IMA), the Institute of Internal Auditors (IIA), the Netherlands Institute of Registered Accountants, and the Canadian Institute of Chartered Accountants (CICA). These ethics codes prescribe a minimal level of appropriate ethical behavior. Of course, professional ethics are dependent on the character of the people in the profession. A set of rules and regulations will be ineffective if members of a profession lack personal integrity (Smith, 2003).

Shortly after the Enron financial scandal, then-AICPA President Barry Melanchon addressed the Yale Club in New York City. He emphasized that accounting professionals must reestablish their most valuable asset, the profession's reputation. Melanchon indicated that accounting leaders must engender a legacy of integrity and honor to pass along to future generations of CPAs. He said that professional accountants must further build on their foundation of traditional values, including an unswerving commitment to integrity (Melanchon, 2002). When instructors cite speeches by accounting leaders, that can help students see the importance of ethics. Sometimes stories about people who achieved great temporary success but later failed is a reminder to maintain personal ethics and to keep priorities straight. A popular story concerning the true meaning of success is shown in Table 2.

The American Institute of CPAs is the largest professional accounting organization in the United States, with over 418,000 members in 143 countries, working in public accounting, business and industry, government and not-for-profit, and education. Like other professional accounting and business organizations, the AICPA lists specific ethical responsibilities of members in its ethics code, the *AICPA Code of Professional Conduct* (AICPA, 2018). The AICPA's "responsibilities principle" states: "In carrying out their responsibilities as professionals, members should exercise sensitive professional and moral judgments in all their activities" (AICPA, 2018, 0.300.020 Responsibilities .01).

In its ethics code, the AICPA's "integrity principle" states: "To maintain and broaden public confidence, members should perform all professional responsibilities with the highest sense of integrity" (AICPA, 2018, Section 0.300.040 Integrity .01). A professional accountant must be ethically competent to make moral judgments to determine the impact of his or decisions on the well-being of people affected by his or actions. The idea of making ethical moral judgments is well understood by professional accountants; it's part of the job.

A question that educators sometimes wrestle with is whether ethics can be taught. When students are missing personal integrity, will a faculty member be able to have a positive impact on students' ethical perspectives? A related question is whether educators should attempt to make a difference. A number of accounting leaders indicate that educators should try. For example, American Accounting Association President G. Peter Wilson, in a speech to the Association, indicated that in their lectures, accounting faculty members should increasingly focus on two values that are pillars of accountants' reputation: integrity and professional skepticism (Wilson, 2002). In a similar fashion, President Theodore Roosevelt, the twenty-sixth president of the United States, stated: "To educate a person in mind and not in morals is to educate a menace to society" (Roosevelt, 2018).

Anecdotal evidence and research indicate that accounting and business students face a variety of ethical dilemmas. Unethical behavior by students include cheating on exams, copying homework done by fellow students, talking professors into giving higher grades by "brown-nosing" or "sob stories," not reporting fellow students who cheat, and not doing their part on group projects (Canarutto et al., 2010; Smith et al., 2000). College faculty can encourage their students to act ethically and do what's right. Such encouragement can motivate students to attain a higher level of ethical performance while still in college, but even more importantly, can help them maintain a high ethical standard after graduation, in their future jobs.

Research Question and Methodology

To help students develop into ethically responsible accounting and business professionals, a variety of pedagogies have been developed. Past research has often examined the views of students regarding these various teaching approaches. The current study examines instructor feedback on the effectiveness of an ethics lecture PowerPoint presentation, designed for use in one class period (Smith et al., 2005). When instructors requested permission to use the presentation, they were asked to provide voluntary feedback, via a survey questionnaire (shown in appendix). Demographics of respondents are provided in Table 3. The presentation has been given at multiple locations in the US as well as other countries, chiefly by accounting educators but also, interestingly, by people in business firms, the military, and law enforcement.

Prior research shows that the presentation had a significant impact on students' ethical perspectives. However, this prior research was limited to multiple students of a single professor's presentation experiences. This study seeks to determine the perspective of multiple instructors on the effectiveness of the presentation, based on their experiences using the ethics presentation. The research question is as follows:

RQ: Will instructors find the ethics lecture PowerPoint presentation effective?

This is an important question because, although the presentation has been shown effective in enhancing ethical perspectives of students, the effectiveness may have been limited to one professor's unique ability and skills to engage students. This study will determine if multiple instructors, with diverse personal skills and abilities, are able to use the presentation effectively. In the remainder of the paper, the ethics lecture PowerPoint presentation is described, followed by feedback from instructors who have used the presentation.

The Ethics Lecture PowerPoint Presentation

The original version of the ethics lecture PowerPoint presentation used in this study was described in academic journal articles, first in *Journal of Business Ethics* (Smith et al., 2005) and then in *Accounting Education* (Canarutto, et al., 2010). The current version of the presentation, titled 'Ethics in Business and Society: Lessons We Are Learning' aka 'Ethics: Deep Truths that Change your Life and the World', is available online (bit.ly/ethics-business-ppt) and has been given throughout the US and in other countries, chiefly by accounting educators but also, interestingly, by people in business firms, the military, and law enforcement. The ethics lecture presentation is designed to be easily incorporated into any accounting or business class, to help students better appreciate the critical role of ethical values, not just in business and accounting, but also as the foundation for an orderly society. The presentation's PowerPoint slides are shown in Table 4. All images in the presentation are public domain or used by permission.

Past venues in which the presentation has been given include numerous college accounting and business courses, continuing education programs for business and accounting professionals (e.g. state CPA societies in Texas, Georgia, Illinois, and Kentucky), national conferences (e.g. the American Accounting Association annual meeting), and faculty workshops. Notable special presentations include the Visiting Scholar Lecturer at the University of Baltimore Hoffberger Center for Professional Ethics, Distinguished Speaker at the U.S. Air Force Academy, Distinguished Speaker at Texas A&M University Veritas Forum, AAA's Annual Ethics Research Symposium, and the Institute of Management Accountants Student Leadership Conferences.

To seize the student audience's attention, the presentation begins by expressing the concept that the world is not governed by chance, with quotes from the fictional character Obi-Wan Kenobi and the famed British astronomer Sir Fred Hoyle. Slide 4 expresses an overarching theme, which will be reinforced throughout the presentation: "Things don't happen by chance. In your future career, you can make a difference for good by always acting with integrity, doing what's right. That will benefit your own life and the lives of those around you." This is followed by cover photos of two issues of *Internal Auditor* magazine, that focus on ethics: the first with an accountant juxtaposed in the Garden of Eden and the second with the word "Ethics" in large letters with a 'halo' over the letter "I". An instructor could add to or replace these with cover photos of other journals or news stories that bring attention to ethics.

Slide 7 highlights the importance of trust necessary for business activity. If people do not trust other people, how can business operations occur? Who would go to work, if employees did not trust their employer to pay them. Who would make an online purchase, if the customer could not expect the company to maintain adequate security regarding the customer's credit card and other information. How could investors decide on which stocks to purchase if financial reports were not reliable. Trust is essential to a functioning economy. Adam Smith, the father of economics, indicated that economics is a branch of ethics, that business activity is impossible without trust, fair dealings, and honest communication (Smith, 1976). Research scholar and author Francis Fukuyama observed: "One of the most important lessons we can learn from an examination of economic life is that a nation's well-being as well as its ability to compete, is conditioned by a single, pervasive cultural characteristic: the level of trust inherent in the society" (Fukuyama, 1995).

Slide 8 brings takes the focus off economics and business firms, and puts it on the personal level. Harry Potter fans will find the Professor Dumbledore quote relevant to the lecture, that what really counts is what a person does with his or her life now, regardless of the circumstances of their birth. Next, the question is asked: "What is my highest aspiration?" Everyone needs to think about their priorities. What is it that drives, motivates, inspires a person? In what way can this affect how one acts ethically or not ethically? Subsequent slides deal with the problem of student cheating, the importance of confronting unethical behavior, organizational ethics codes, how ethics affects the nation and society, and quotes by famous people (Gandhi, Confucius, Lincoln, Margaret Chase Smith, etc.).

The last part of the presentation, starting with Slide 33 is the idea that one person can make a difference. All too often, people are hindered by the belief that what they do does not really matter, that one person cannot make a difference. A guessing game is set up, in which information is given about famous people, specifically, Mother Teresa of Calcutta, Davy Crockett, and Benedict Arnold. They are good examples of the impact that one person can have. Instructors could, of course, select other people to highlight here. At the end, the last slide, before take-away points, states: "Yes. One person can make a difference."

Prior research indicates that the ethics lecture PowerPoint presentation has a significant positive impact on student perceptions about ethics. Past studies examined the impact of the presentation on US students (Smith et al., 2005) and Italian students (Canarutto et al., 2010). Table 5 presents the pre- and post-presentation perceptions of Italian and US students toward ethics. As shown, in both the US and Italy, students were favorable to the ethics presentation, and increased their level of agreement that both students and business people need ethical direction.

Instructor Feedback on Effectiveness of the Ethics Lecture PowerPoint Presentation

Instructors who have used the ethics lecture PowerPoint presentation were asked to provide their feedback regarding the presentation, specifically how well that they thought the ethics lecture PowerPoint presentation achieved its purpose of enhancing their students' ethical perspectives. The sample of 27 instructors resulted from those who responded to the request for feedback, which consisted of a survey questionnaire (received during 2009-2018). The questionnaire included seven statements for which level of agreement was obtained on a 5-point Likert scale (5=strongly agree, 1=strongly disagree). Results are shown in Table 6.

The ethics lecture PowerPoint presentation includes a variety of materials, including ethical concepts such as actions matter, the world is not governed by chance, ethical standards are key to economic activity, and one person can

make a difference. Also included in the presentation materials are quotes by famous people, facts and figures about ethics, thought questions, excerpts from ethics codes, and an interactive game (Who am I?). The first statement, “The ethics materials helped my audience recognize the crucial role of ethics in their work,” received a very high average rating of 4.67 (5=strongly agree). This statement and all the other received average ratings significantly different from neutral (3).

The second statement, “The ethics materials helped my audience recognize the crucial role of ethics in society,” also had a very high average rating by instructors, 4.70. Using the ethics lecture PowerPoint presentation, instructors indicate that the materials were effective in making students cognizant of the “crucial role” of ethics. This corresponds to the earlier study in which students indicated that the presentation significantly increased their level of agreement to the statement, “when individuals lack ethics, that hurts society at large” (Canarutto et al., 2010). The third statement, “The ethics materials helped my audience recognize the crucial role of ethics in their personal lives,” had an average rating of 4.74. Thus, both on a society level and personal level, the presentation materials were helpful in making students aware of the importance of ethics.

The fourth statement, “The ethics materials [in the PowerPoint presentation] offer an effective means of teaching ethics,” had a strong level of agreement, with an average rating of 4.81. This was the second highest rated statement and represents a strong endorsement by instructors of the effectiveness of the presentation. The fifth statement, “The quotations from famous people (e.g. George Washington, Davy Crockett, Gandhi, etc.) help establish the importance of ethics,” received an average rating of 4.69. Instructors liked the quotations. Several instructors commented on the quotes:

- “The quotes that you use in the presentation invoke a strong sense of duty and emotion.”
- “My students loved the use of quotations from famous individuals. It definitely brought some of the points to light for them.”
- “The quotes were powerful and though provoking. This sparked great comments and debate within the lecture.”

The sixth statement, “Professionals (e.g. physicians, teachers, business managers, law enforcement personnel, CPAs, attorneys, engineers, etc.) must abide by a high ethical standard because of their responsibility to honor the public trust,” received the highest average instructor rating, 4.89. Instructors recognize the importance of ethics in all professional fields of work. The seventh and final statement, “My overall rating of the ethics presentation materials is: (scale: 1 = weak, 5 = great), received an average rating of 4.78. The high average rating on this summary statement, combined with the high average ratings on the other statements, indicate that the ethics presentation is well received and considered quite effective by instructors.

The last two questions on the survey questionnaire asked for comments from the instructors. Question 8 asked: “What part of the ethics materials did you most like? Question 9 asked: “How can the presentation be improved? What would you add or delete? Representative comments received from Question 8 included the following:

- “My audience and I enjoyed the different thinking questions most because it made them think about and understand how ethics applies to their lives today, while still in school.”
- “The overall relevancy to the presentation topic was great, and the quotations added that extra touch that seemed to draw the audience in more effectively.”
- “The many historical references were invaluable for properly introducing this very important topic, as well as laying the groundwork for an excellent classroom discussion on current issues in our government and society.”
- “My audience really enjoys and relates to the “Who Am I?” section. I enjoyed and appreciated the various quotes.”

Representative comments pertaining to Question 9 included:

- “I added several Canadian quotes to make it more relevant to my audience, otherwise I do not have any suggestions for improvement. Thank you for sharing this great presentation.”
- “The addition of case studies for discussion.”
- “The material was well thought out and the citations well done. The presentation was not too technical for an ordinary person to understand. I was able to adopt it to meet the international audience.”

Conclusions

Prior research indicates that ethics can be taught, that presenting ethics materials will have a positive impact on the viewpoints and behavior of people, young and old. Using the ethics lecture PowerPoint presentation, described in this study, in an accounting or business class may potentially have a notable impact such as enhancing students’ moral foundations and frames of reference. The presentation facilitates discussion of common ethical dilemmas and offers guidance from various sources such as quotes from famous persons along with concepts, facts, and figures about ethics. The presentation can enable students to improve their ethical decision-making.

The research question addressed by the study was: “Will instructors find the ethics lecture PowerPoint presentation effective?” Findings indicate that the answer is “yes,” that instructors do find the presentation effective. Thus, the presentation can be effectively used by different instructors. Instructors indicate that the presentation, which is easy to implement via PowerPoint, has had a positive impact on their students, that it helped their students recognize the crucial role of ethics in society and in their personal lives. The instructors strongly agreed that the ethics presentation materials offer an effective means of teaching ethics. This affirms prior research of students, who indicated the presentation had a significant impact on their ethical perceptions. Instructors can have a major impact on their students’ lives by motivating them to strive for the highest level of ethical behavior, which will benefit them as students and as future professionals.

Limitations and Future Research

This study was limited by the sample of instructors who have used the ethics lecture presentation, and the time period of the study. Future studies could include additional instructors and additional time periods. The current study was also limited by its focus on one ethics lecture presentation. Future research could examine other pedagogies and techniques that are used to present ethics to students. Future research could compare methodologies to assess their relative effectiveness in enhancing ethical perspectives and/or behavior. Given the importance of assessment of learning, the use of the ethics lecture presentation could be incorporated into an “assessment of learning” assignment that is used to meet accreditation requirements.

A future study could solicit additional details from instructors who use the ethics lecture presentation, including questions such as the following: (1) In which classes was the lecture used? (2) How long did it take? (3) How engaged were students? (4) Did students ask questions? (5) Was there any debate? (6) What is the demographic composition of students? (7) Were students required to prepare a short paper after the presentation? (8) Were questions based on the ethics lecture included on exams or quizzes? If so, how did students perform? and (9) Were group cases assigned after the lecture?

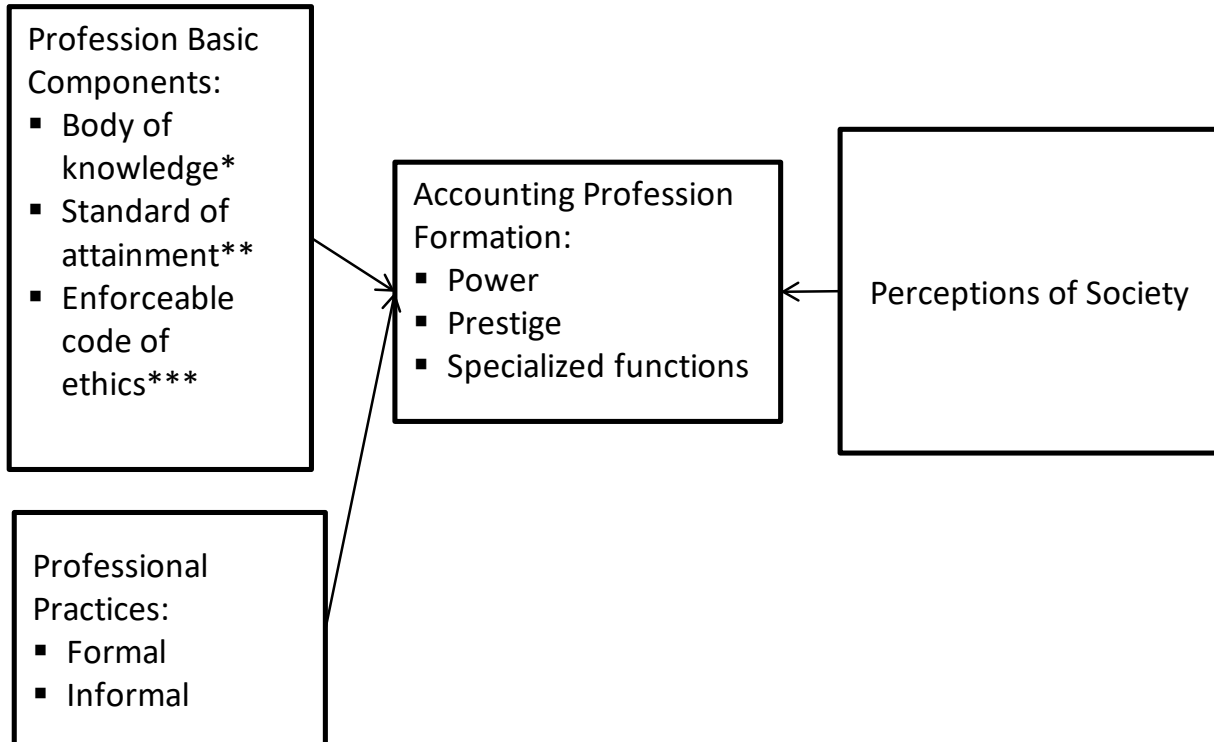
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Table 1. Formation of Accounting as a Profession within the Framework of General Social Theory and its Subset, Profession Formation Theory



Notes:

*Such as International Financial Reporting Standards or US Generally Accepted Accounting Principles.

**Such as Chartered Accountant or Certified Public Accountant.

***Such as the International Code of Ethics for Professional Accountants of the International Federation of Accountants.

Adapted from: Axtell, J., Smith, L.M., & Tervo, W. (2017). The Advent of Accounting in Business Governance: From Ancient Scribes to Modern Practitioners. *International Journal of Business Governance and Ethics*, 12(1): 21-46.

Table 2. How do You Measure Success?

A popular story recounts a meeting that may have taken place at the Edgewater Beach Hotel in Chicago in 1923. There is debate whether the meeting in fact occurred, but what is not in question is the actual rise and fall of the men featured in the story, who were nine of the richest men in the world at that time: (1) Charles Schwab, President of the world's largest independent steel company; (2) Samuel Insull, President of the world's largest utility company; (3) Howard Hopson, President of the largest gas firm; (4) Arthur Cutten, the greatest wheat speculator; (5) Richard Whitney, President of the New York Stock Exchange; (6) Albert Fall, member of the President's Cabinet; (7) Leon Frazier, President of the Bank of International Settlements; (8) Jessie Livermore, the greatest speculator in the Stock Market; and (9) Ivar Kreuger, head of the company with the most widely distributed securities in the world.

Twenty-five years later, (1) Charles Schwab had died in bankruptcy, having lived on borrowed money for five years before his death. (2) Samuel Insull had died virtually penniless after spending some time as a fugitive from justice. (3) Howard Hopson was insane. (4) Arthur Cutten died overseas, broke. (5) Richard Whitney had spent time in Sing-Sing. (6) Albert Fall was released from prison so he could die at home. (7) Leon Fraizer, (8) Jessie Livermore, and (9) Ivar Kreuger each died by suicide. Measured by wealth and power these men achieved success, at least temporarily. Making a lot of money may be an acceptable goal, but money most assuredly does not guarantee a truly successful life.

Many people think of fame and fortune when they measure success. However, at some point in life, most people come to realize that inner peace and soul-deep satisfaction come not from fame and fortune, but having lived a life based on integrity and noble character. President Lincoln put it this way: "Honor is better than honors." At a Congressional Hearing on ethics in July 2002, Truett Cathy, founder of Chik-Fil-A, quoted Proverbs 22:1: "A good name is more desirable than great riches; to be esteemed is better than silver or gold." In the final analysis, living an honorable life really is more satisfying than fame and fortune. How do you measure success?

Adapted from: Smith, K.T.; Smith, L.M.; & Crumbley, D. (2014). *The Bottom Line is Betrayal, 7e*, an international business novel, Durham, NC, USA: Carolina Academic Press.

Table 3. Country Location and Field of Work of Respondents

Country:	
USA	22
Other	<u>5</u>
Total	27
 Field of Work:	
Educator	20
Business Firm	3
Law Enforcement	1
Medicine	1
Military	1
NFP Organization	<u>1</u>
Total	27

Table 4. Ethics Lecture PowerPoint Presentation Slides 1-6

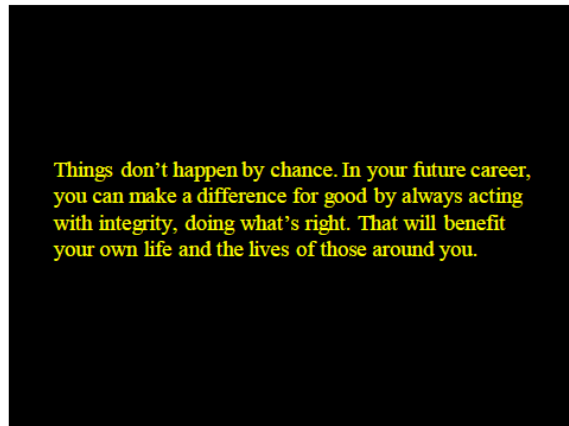
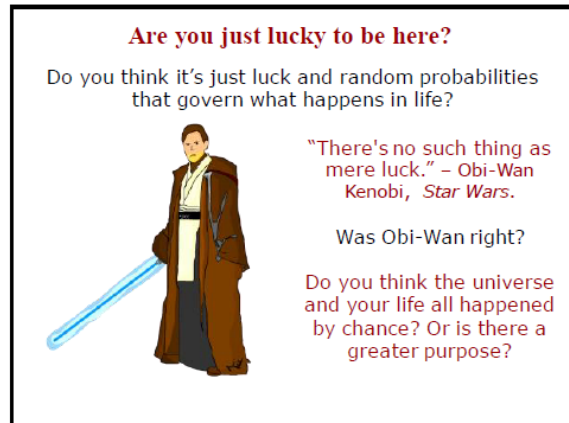
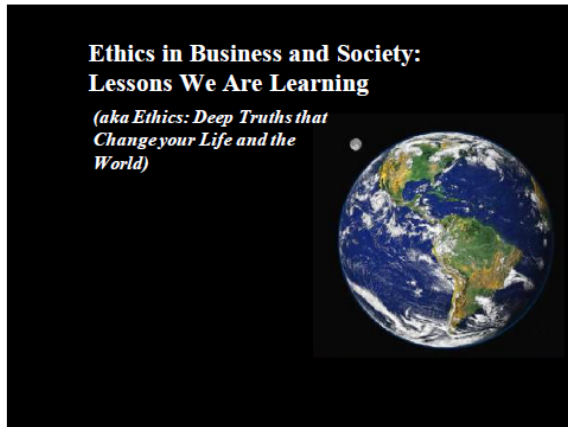


Table 4 – Continued. Ethics Lecture PowerPoint Presentation Slides 7-12

Why are ethics so important?


Business operations require

TRUST




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Ethics Define Who you Are



- You and I were born into this world and one day we'll leave it.
- What we do in-between determines who we are.
- 'It matters not what someone is born, but what they grow to be!' - Professor Dumbledore

A Vital Question



When evaluating your goals, you must ask a vital question:

What is my highest aspiration?

Is it...

- A. Wealth
- B. Fame
- C. Knowledge
- D. Popularity
- E. Integrity

For what reason do people most often sacrifice their integrity and act unethically?


- a. Need for popularity
- b. Greed for money
- c. Desire for power
- d. Ambition to be famous
- e. Something else



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Money can be dangerous!?

It is the most often cited cause of unethical behavior.



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"Whoever loves money never has money enough; whoever loves wealth is never satisfied with his income." – King Solomon (Ecc1 5:10)

"For what will it profit a man, if he gains the whole world and forfeits his life?" – Jesus (Matthew 16:26a)


"For the love of money is a root of all kinds of evil." – The Apostle Paul (1 Timothy 6:10a)

Ebenezer Scrooge in the Christmas Carol, 2009 movie starting Jim Carey. Novel by Charles Dickens, 1843.

In a Wall Street Journal article, Dr. Steven Davis says 20% of high school students cheated in the 1940s.


What is the percentage today?

75%



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Table 4 – Continued. Ethics Lecture PowerPoint Presentation Slides 13-18



Academic Institutions have established ethics codes for students, e.g. the U.S. Air Force Academy Honor Code:

“We Will Not Lie, Steal Or Cheat, Nor Tolerate Among Us Anyone Who Does.”

What do you think is the harder part?

- Line 1
- Line 2

‘It takes a great deal of courage to stand up to your enemies, but a great deal more to stand up to your friends.’
- Professor Dumbledore




Professional Organizations have ethics codes

The Southern Association of Colleges and Schools (SACS) advocates the following:

Institutional integrity serves as the foundation of the relationship between the Commission on Colleges and its member and candidate institutions. This fundamental philosophy is reflected in the *Principles of Accreditation* as follows:

Integrity, essential to the purpose of higher education, functions as the basic contract defining the relationship between the Commission and each of its member and candidate institutions. It is a relationship in which all parties agree to deal honestly and openly with their constituencies and with one another. Without this commitment, no relationship can exist or be sustained between the Commission and its member and candidate institutions.

Source: SACS. 2012. *Integrity and Accuracy in Institutional Representation*. SACS, Website: <http://www.sacscoc.org/pdf/081705/integrity.pdf> (November 7).




Halliburton’s Code of Business Conduct: Ethical Business Practices

Employees must practice fair dealing, honesty and integrity in every aspect of dealing with other employees, the public, shareholders, customers, suppliers, competitors and government authorities.

No employee should be misguided by any sense of loyalty to the Company or **a desire for profitability** that might cause him or her to disobey any applicable law or Company policy. Violation of Company policy will constitute grounds for disciplinary action, including, when appropriate, termination of employment.

http://www.halliburton.com/policies/ethical_business.jsp, 1/16/06.



Can ethics be taught?

Prior research shows that students are affected in a positive manner by classes that include ethics education. Teddy Roosevelt said, “To educate a person in mind and not in morals is to educate a menace to society.”

Steps in Ethical Decision-Making

1. Define all the facts and circumstances.
2. Identify the people affected by the situation.
3. Identify alternative decisions and consequences.
4. Make the decision.





Table 4 – Continued. Ethics Lecture PowerPoint Presentation Slides 19-24



Questions to Consider for Ethical Decision Making


- Are there legal concerns?
- Does it comply with company & professional values?
- Would you be embarrassed by your decision if others knew about it?
- Who else is affected by this?

"Always do right. This will gratify some people and astonish the rest" (Mark Twain).




Enron's financial scandal

Before its collapse in late 2001, Enron was a highly regarded energy company. The company's bankruptcy, which was the largest in U.S. history at the time, resulted in 20,000 employees losing their jobs. Many of them also lost their life savings, which were tied up in Enron stock.




← Before




After →

Skilling sentenced to 24 years in 2006

Ethics are essential to the functioning of a free society: 2nd U.S. President John Adams observed: "We have no government armed with power capable of contending with human passions unbridled by morality and religion. Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other."



A nation cannot endure for long unless it is undergirded by common values such as valor, public spiritedness, respect for others & the law.




It cannot stand unless it is populated by people who will act on the motives superior to their own immediate interest.

Chuck Colson, *Against the Night*

Are there some ethical values that are the same across nations and cultures?



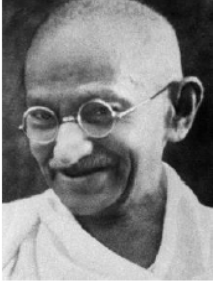

Culture varies, fundamental ethical values do not.




- Social customs vary.
- Some ethical values are universal.
 - e.g. esteem for honesty, courage, fulfilling duty, and self-sacrifice.

Is there a country in the world where citizens don't want others to respect their lives and property?

Table 4 – Continued. Ethics Lecture PowerPoint Presentation Slides 25-30




When a situation needs improvement, Gandhi said:
"You must be the change you wish to see in the world."

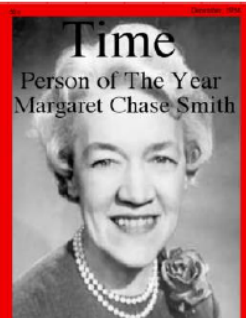


"To see what is right and not to do it, is want of courage." - Confucius

"To sin by silence when they should protest makes cowards of men." - Abraham Lincoln



Do you think this relates to line 2 of the USAF Academy Honor Code?




"The right way is not always the popular and easy way. Standing for right when it is unpopular is a true test of moral character."
- Margaret Chase Smith, first woman elected to both houses of Congress

Be sure you are right, then go ahead.

David Crockett

1786-1836



How can an honest person succeed?

If societal values are deteriorating, maintaining high ethical standards in business grows difficult. People will ask, if everyone else is dishonest, then how can an ethical person possibly succeed?

The real question is...
how does one measure success?





Table 4 – Continued. Ethics Lecture PowerPoint Presentation Slides 31-36



At a Congressional Hearing on Business Ethics in 2002, Truett Cathy, of Chick-Fil-A, quoted Proverbs 22:1 –


“A good name is more desirable than great riches; to be esteemed is better than silver or gold.”

The truth is that fame and fortune are nothing compared to personal honor.

©The photo by Chick-fil-A. All rights reserved. CC BY 4.0

“Honor is better than honors.”

Abraham Lincoln




Can one person make a difference?

Who am I?

Won the Nobel Peace Prize in 1979, left childhood home in Macedonia and moved to India at age 18, taught school in Calcutta, and provided shelter & medical care to poor.

- Al Gore
- Mata Hari
- Alexander
- Mother Teresa
- Princess Diana



Mother Teresa of Calcutta

- Mother Teresa (1910-1997), was a Catholic nun with Indian citizenship, who founded the Missionaries of Charity in India in 1950.
- This missionary organization now ministers to sick and needy people in over 123 countries.

She is an icon of peace, love, and service to humanity. She received about 124 awards such as: John F. Kennedy International Award, Order of Merit from Queen Elizabeth, and Nobel Peace Prize.

Who am I?

Known for headwear, most famous congressman from Tennessee, and a renowned sharpshooter.


- Abraham Lincoln
- Davy Crockett
- Daniel Boone
- George Washington
- John “Blackjack” Pershing

Table 4 – Continued. Ethics Lecture PowerPoint Presentation Slides 37-42

Davy Crockett

Born in Tennessee in 1786, Crockett was a frontiersman, military scout, and congressman from Tenn.

When he left Tenn., he said:
 "You may all go to hell and I will go to Texas."
 He died at the Alamo in 1836.




Who am I?

Known for being a brilliant combat soldier, an inspirational leader, the hero of the battle of Saratoga, the turning point of the American Revolutionary War.


- a. George Washington
- b. Nathan Hale
- c. John Adams
- d. Benedict Arnold
- e. Andrew Jackson

Benedict Arnold



Why would a man commit treason against his country, especially one who had fought so valiantly?

We can only speculate. He was angry over slights he received over the years. His pride was hurt and he felt humiliated.



Money played a part. He was offered over 10,000 pounds and a commission in the British military.

Yes!

One person can make a difference.

[For Good or Bad]

Take-Away Points

- **Important:** Ethics is a major concern to people in every walk of life. While academic concepts and technical skills are important, at the heart of all business and social activity is a foundation of ethical values.
- **Ethics can be taught:** Research shows that ethics education has a positive impact on people's ethical perspectives and behavior.
- **Deep Truths:** Culture varies, ethical values do not. Social customs vary, e.g. how people greet each other, dinner etiquette, etc. Ethical values e.g. esteem for honesty, courage, fulfilling duty, self-sacrifice, and respect for other people's lives and property are universally accepted across cultures.
- 'A nation or a culture cannot endure for long unless it is under-girded by common values such as valor, public spiritedness, respect for others and for the law, it cannot stand unless it is populated by people who will act on the motives superior to their own immediate interest.' – Chuck Colson, *Against the Night*.
- **One person can make a difference.**

Presenter's Biographical Sketch

Table 5. Pre- and Post-Presentation Italian and US Student Perceptions toward Ethics

	Italy		t-value	Sig.	US		t-value	Sig.
	Pre-	Post-			Pre-	Post-		
1. Ethics is a major issue in business and accounting	3.81	3.97	-0.831		4.85	4.96	-1.754	**
2. Professionals (e.g. attorneys, CPAs, engineers) must abide by a high ethical standard because of their responsibility to honor the public trust.	4.30	4.32	-0.150		4.80	4.94	-1.411	*
3. When individuals lack ethics, that hurts society at large.	4.43	4.60	-1.668	**	4.55	4.80	-1.955	**
4. Some students need ethical and moral direction.	4.07	4.27	-1.428	*	4.45	4.72	-2.357	**
5. Some business people need ethical and moral direction.	4.33	4.22	0.720		4.51	4.71	-1.768	**
6. Some students would benefit from presentations on ethics and morality.	3.93	4.25	-2.172	**	4.02	4.64	-5.196	***
7. Some business people would benefit from presentations on ethics and morality.	4.07	4.27	-1.367	*	4.06	4.60	-4.412	***

*Key: Rating scale was from 1=strongly disagree to 5=strongly agree. Significance: * =.10, ** =.05, *** =.01.

Adapted from: Canarutto, G., Smith, K.T., & Smith, L.M. 2010. Impact of an Ethics Presentation Used in America and Adapted for Italy. *Accounting Education*, 19(3), 309-322. Included in a book, *Liberalising the Accounting Curriculum in University Education*, Eds. A. Sangster and R.M.S. Wilson, London: Routledge, 2013. Featured in 'From the Archives' campaign at Routledge Journals, January 2013.

Table 6. Instructor Feedback on Ethics Lecture PowerPoint Presentation

#	Statement	Average Score*
1.	The ethics materials helped my audience recognize the crucial role of ethics in their work.	4.67
2.	The ethics materials helped my audience recognize the crucial role of ethics in society.	4.70
3.	The ethics materials helped my audience recognize the crucial role of ethics in their personal lives.	4.74
5.	The quotations from famous people (e.g. George Washington, Davy Crockett, Gandhi, etc.) help establish the importance of ethics.	4.69
6.	Professionals (e.g. physicians, teachers, business managers, law enforcement personnel, CPAs, attorneys, engineers, etc.) must abide by a high ethical standard because of their responsibility to honor the public trust.	4.89
7.	My overall rating of the ethics presentation materials is: (scale: 1 = weak, 5 = great)	4.78

*Note: Scale from 5=strongly agree to 1=strongly disagree, except for Question 7. All scores significantly different from neutral (3).

**APPENDIX
SURVEY QUESTIONNAIRE**

Thank you for your efforts promoting ethics. Your feedback on this short survey will help in the evaluation and further development of ethics materials.

Instructions: On a scale of 1 to 5 (1=strongly disagree, 5=strongly agree), indicate your level of agreement with the following statements.

Ethics PPT Slides	Strongly Disagree				Strongly Agree
1. The ethics materials helped my audience recognize the crucial role of ethics in their work.	1	2	3	4	5
2. The ethics materials helped my audience recognize the crucial role of ethics in society.	1	2	3	4	5
3. The ethics materials helped my audience recognize the crucial role of ethics in their personal lives.	1	2	3	4	5
4. The ethics materials offer an effective means of teaching ethics.	1	2	3	4	5
5. The quotations from famous people (e.g. George Washington, Davy Crockett, Gandhi, etc.) help establish the importance of ethics.	1	2	3	4	5
6. Professionals (e.g. physicians, teachers, business managers, law enforcement personnel, CPAs, attorneys, engineers, etc.) must abide by a high ethical standard because of their responsibility to honor the public trust.	1	2	3	4	5
7. My overall rating of the ethics presentation materials is: (scale: 1 = weak, 5 = Great)	1	2	3	4	5
8. What part of the ethics materials did you most like? [Please use the next page if you need more space]					
9. How can the presentation be improved? What would you add or delete?					