


**Staying in the Right Lane:  
Developing  
Your Ethical IQ**

MVC  
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### Topics for this Program


- What is the public perception of my profession's honesty and integrity?
- How ethically literate is my profession?
- What strategies can I use to make more ethical decisions?
- How can we foster a more ethical society--at work and at home?



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### Ethics Courses & Engineers

- A 1999 study (Stephen) of accredited institutions of engineering found that **70% had no ethics-related course requirement** for all students.
- Although 16% of institutions have some ethics-related content, they are usually **not in engineering ethics courses, but in philosophy or religion.**



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### Gallup Poll on Honesty and Ethics 2007

1. Nurses	11. _____
2. _____	12. _____
3. _____	13. Lawyers
4. _____	14. _____
5. Clergy	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. Car salesmen
9. _____	19. Lobbyists
10. Auto mechanics	

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### Heinz' Dilemma

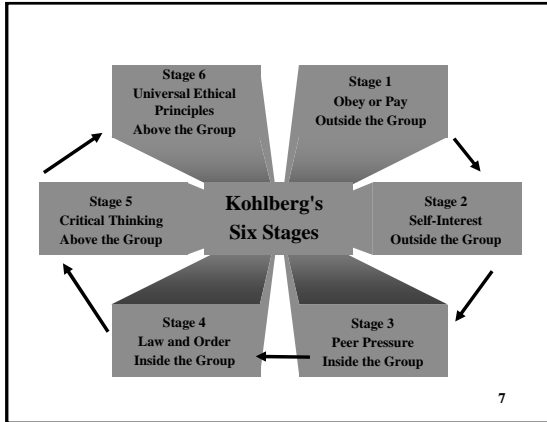
A woman was near death from cancer.  
One drug might save her, a form of radium that a druggist in the same town had recently discovered.  
The druggist was charging \$10,000, ten times what the drug cost him to make.  
The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about half of what it cost.  
He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later.  
But the druggist said "no."  
Heinz is desperate and thinking about breaking into the druggist's store to steal the drug for his wife.




### Why or Why Not?

- Should Heinz steal the drug?
- If Heinz doesn't love his wife, should he steal the drug for her?
- Should Heinz steal the drug for a stranger? for a pet animal that he loves?
- Should people do everything they can to save another's life?
- It is against the law to steal. Does that make it morally wrong in this case?
- Should people do everything they can to avoid breaking the law?

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**Stage 1**




**Obey or Pay**

**I should  
do as I'm told.**

**Why: To stay out of  
trouble.**

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**Stage 1  
Obey or Pay**

*Heinz should steal the drug because...*


- He'll get in trouble if he lets his wife die.
- He'll be blamed for not spending the money to save her, and there'll be an investigation of Heinz and the druggist for the wife's death.

*Heinz should not steal the drug because...*

- He'll probably get caught and go to jail if he steals.
- He'll be worried about when the police will catch him and what they'll do to him.

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**Stage 2**



**Self-Interest**

**The reason to be nice  
to people is so that  
they will be nice to  
you.**

**Why: Look out for  
number one.**

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**Stage 2  
Self-Interest**

*Heinz should steal the drug because...*

**If he gets caught, he can always give the drug back. It would be okay to do some jail time if he has his wife when he gets back, and she can still do things for him.**

*Heinz should not steal the drug because...*

**His wife will probably die before he gets out, so it won't have done him much good to steal.**



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**Stage 3**



**Peer Approval**

**The reason to be  
good is to  
please other  
people.**

**Why: So people  
will like me.**

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**Stage 3  
Win Others'  
Approval**

*Heinz should steal the drug because...*  
If he lets his wife die, he will never be able to look anyone in the face again. What would people say?  
*He should not steal the drug because...*  
If he steals the drug, he will never be able to face anybody again. What would people say?

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**Stage 4**



**Being good means obeying the law and being a dutiful citizen.**

**Why: To keep the system from falling apart.**

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**Stage 4  
Law and Order**

*Heinz should not steal the drug because...*  
It is against the law to steal.  
What would happen if everyone just took what they wanted?  
*Heinz should steal the drug because...*  
If he has any sense of honor and duty to his wife, he must do what he can to save her.  
He should remember his promise to take care of her in sickness and in health.

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**Most adults are Stage 4 thinkers.**



- Stage 4 thinking is the beginning of mature decision making.
- Stage 4 thinkers believe that the right thing is contributing to society, a group, or an institution.
- Stage 4 thinkers take the point of view of the system that defines rules and roles.
- Stage 4 thinkers internalize societal rules and expectations, particularly those of the authorities.

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**What are the limits of Stage 4 thinking?**

- Not all ethical problems can be resolved using rules, laws, and codes of ethics.
- We cannot anticipate all ethical dilemmas, particularly those created by technology.



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**What are the limits of Stage 4 thinking? (cont.)**

- We put too much moral authority into legislation and are thus coerced to virtue.
- Man-made laws can be "gotten around."



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**Never have the stakes been higher:**



- Large, complex systems.
- Smart people.
- Missing ethical chips.

**Stage 5  
Critically Examined Values**



The rules of society are supposed to exist for all, but if the rules become destructive, or if one party doesn't live up to them, then the contract is no longer binding.

**Why:** To keep my society from falling apart.



**Stage 5  
Critically Examined Values**

*You should steal the drug because...  
Life is more important than property.*

*You should not steal the drug because...  
By violating the laws, you are forgetting the long-range point of view. The druggist's rights must also be respected. Where do we draw the line if we allow individuals to steal another's property under these circumstances?*



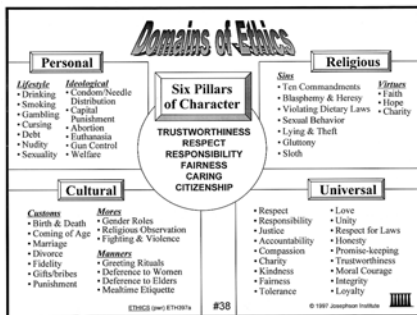
**Stage 6**



**Universally Accepted Principles**

Universal principles establish right and wrong. These principles are established by individual reflection and may even contradict laws.

**Why:** Because my conscience tells me what to do.



**Stage 6  
Universally Accepted Principles**



*Heinz should steal the drug because...  
If he lets his wife die, he would always condemn himself for it afterward.  
Maybe nobody would blame Heinz since he upheld the law, but he wouldn't have lived up to his own standards of conscience.*



*Heinz should not steal the drug because...  
If he steals, he would condemn himself even if he wouldn't be blamed by others.*

### Average *Defining Issues Test* Scores

•65.2	Moral philosophy and poli science graduate students
•59.8	Liberal Protestant seminarians
•52.2	Law students
•50.2	Medical students
•49.2	Practicing physicians
•47.6	First year dental students
•46.3	Staff nurses
•42.8	Graduate students in business
•42.3	College students in general
•41.6	Navy enlisted men
•40.0	Adults in general
•38.1	Accountants
•35.0	Real estate licensees
•31.8	Senior high school students
•23.5	Prison inmates
•21.9	Junior high school students
•18.9	Institutionalized delinquents

Adapted from Rest, J.R. (1987). *Moral Judgment: An interesting variable for higher education research*. ERIC Document 292 414.

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### 1998 study on engineering students:

- *Teaching Engineering Ethics: Assessment of Its Influence on Moral Reasoning Skills* (Self & Ellison, 1998).



- Engineering students were pre-tested using the *Defining Issues Test*.
- They were then taught a course on engineering ethics and post-tested using the same instrument.

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### One study on engineering students and ethical development:

- Another group in a later semester was similarly tested. Both groups started with average scores in the 20s (Stage 2).
- Findings:
  - Engineering students achieved significant gain in their moral reasoning scores between the two tests.
  - At post-test, students were reasoning at the same level as adults.
  - No significant relationship between the moral reasoning scores and gender at either the pre-test or post-test.

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### 2005 study:

- 264 Georgia Tech students tested using DIT for possible effects of ethics intervention
  - Ethics in Tech Professions: 38 to a 42
  - Models of Industrial Engineering: 34 to 33
  - Control group: from 33 to 36
- No difference in DIT between males/females



### The Doctrine of Relative Filth



"I'm not so bad so long as there are other people who are worse."



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We judge ourselves

- by our best intentions,
- our most noble acts,
- and by our most virtuous habits.



**But we are judged by the last worst thing we do.**

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**What do these names have in common?**

- National United Way
- Marv Albert
- Martha Stewart
- O.J. Simpson
- Woody Allen
- Pete Rose
- Pres. Clinton
- Jesse Jackson
- Ken Lay



**Will you use your powers for GOOD?**



Roger Boisjoly

Fred Cuny



Ed Turner



William LeMessieur

...or for EVIL?



Albert Speer

**Warning Bells for Engineering Professionals**

- Little or no experience to perform a job.
- Relying on computers to design for minimum weight and strength.
- The proprietary nature of their intellectual work as they change employers.
- The impact of their designs and products upon their industry, their communities, and society at large.
- Balancing loyalty and service to employers with responsibility to the public interest.
- Trying to balancing a project's specifications, cost and safety factors with the client's desires and objectives.



**What can engineers/surveyors do?**



- Become living examples of lifelong learning.
- Support tougher standards for obtaining and maintaining licensure.
- Promote the discussion of ethics in professional meetings and at the dinner table.
- Participate in civic activities and recognize those who do.
- Work on developing appropriate methods for reporting and penalizing those who do not live up to professional standards.
- Become ethical mentors and role models.

" The great liability of the engineer compared to men of other professions is that his works are out in the open where all can see them.

His acts, step by step, are in hard substance. He cannot bury his mistakes in the grave like the doctors.

He cannot argue them into thin air or blame the judge like the lawyers.

He cannot, like the architects, cover his failures with trees and vines.

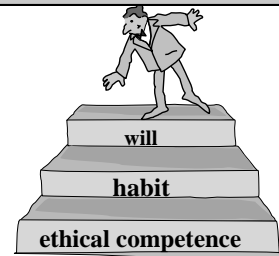
He cannot, like the politicians, screen his shortcomings by blaming his opponents and hope that the people will forget.

The engineer simply cannot deny that he did it."



-Herbert Hoover as quoted in Henry Petroski's *To Engineer is Human*

**The Components of Ethical Conduct**





**Be on guard against:**

- Science without humanity.
- Politics without principle.
- Pleasure without conscience.
- Work without sacrifice.
- Wealth without work.
- Commerce without morality.
- Knowledge without character.

--Gandhi

**About Deborah H. Long**



A veteran educator and real estate broker, Deborah became interested in the subject of real estate ethics in grad school. Her doctoral study on the effect of ethics instruction on Florida real estate agents generated a lightning storm of controversy in the industry.

She has written over 15 books, including *Doing the Right Thing: A Real Estate Practitioner's Guide to Ethical Decision Making*. Her workshops have earned national awards. Additionally, Deborah is one of 125 teachers in the U.S. awarded the DREI (Distinguished Real Estate Instructor), and she has been certified by the prestigious Josephson Institute of Ethics.

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