

APA

EMERGING LEADERS

IN PSYCHOLOGY ACADEMY

| APA.ORG/EMERGING-LEADERS

Moral Management & Ethical Leadership

Mary M. Brabeck, Ph.D.
Applied Psychology
New York University

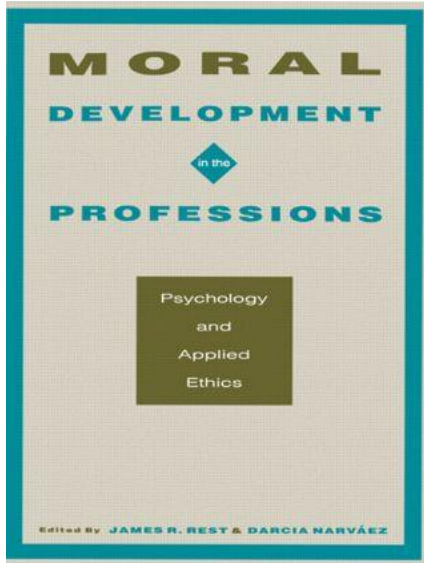
February 27, 2019



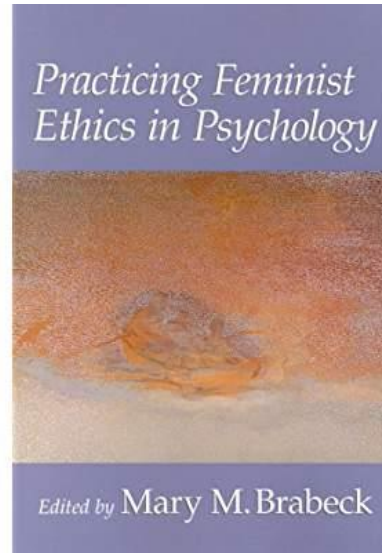
Legal Notes

- There is no content here which presents a conflict of interest nor in which I have any financial investment.
- The content of this module is the intellectual property of the presenter(s), except if noted otherwise.
- This module is a part of the APA Emerging Leaders in Psychology Academy © 2019, American Psychological Association. No parts may be reproduced, stored, transmitted or otherwise without express permission of APA and the presenter(s).

Today's Agenda & MAJOR RESOURCES

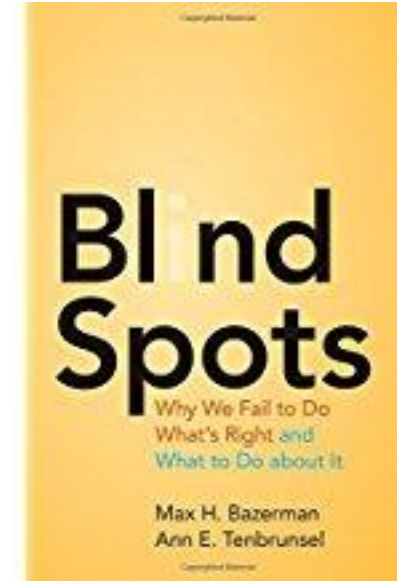


Rest
Four
Component
Model Moral
Psychology



Brabeck
Feminist
Ethics

Multicultural
Ethics



Behavioral
Ethics

- Rest, J.R. & Narvaez, D., Eds. (1994). *Moral development in the professions : psychology and applied ethics* Hillsdale, NJ L. Erlbaum.
- Brabeck, M. M. (2000). *Practicing Feminist Ethics in Psychology*. Washington, D.C.: American Psychological Association.
- Bazerman, M. H., & Tenbrunsel, A. (2012). *Blind Spots: Why We Fail to Do What's Right and What to Do about It*. Princeton: Princeton University Press.

Objectives

- In this module, participants will:
 - Define ethical leadership
 - Identify at least three common ethical pitfalls for leaders

Core Questions

- This module will answer:
 - What does ethical leadership look like in educational and organizational settings?
 - What are some common ethical pitfalls for leaders?
 - What ethical frameworks exist to help inform your ethical leadership, decision making, and consultation?

Poll: Self Assessment (**confidential!**)

Think about where you work. If you found \$500, and you knew (for certain!) that you will not be caught, would you keep it?

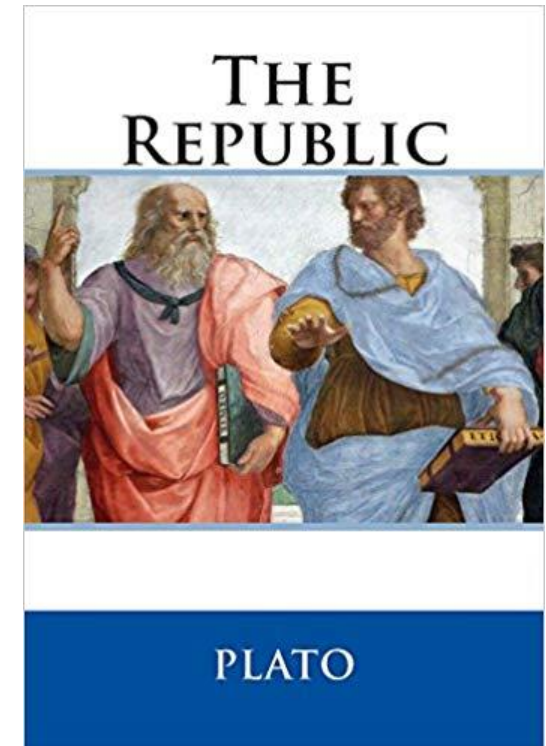
- A. No, I would give it to the head of my department.
- B. Yes, if I were certain no one would ever find out.
- C. I am not sure what I would do.

Why Be Ethical?

The Ring of Gyges:

Is it reasonable for someone
to be honest if you know you won't be caught?

Plato's Republic, Dialogue of Glaucon and Socrates



My Position (based on 21 years academic administration)

- Attention to ethics is essential: If not deliberate about it, it won't happen.
- Leaders examine, judge, and learn ethical practice and ethical leadership.
- Knowing about ethical systems (and blind spot helps leaders when problems arise.
- Last: Ethical problems will arise.



Rest's four component model (Rest, 1983)

1. **Ethical sensitivity:** the identification of the salient ethical aspects of a situation: What is wrong here?
2. **Moral judgment:** entails formulating the morally ideal course of action: What ought I do?
3. **Moral motivation:** involves deciding what one actually intends to do: What will I do? What needs provoke?
4. **Moral action and character:** executing and implementing what one intends to do: What do I do?

Ethical Leadership: A Definition

An ethical leader is able to identify the ethical matter involved in one's own and other's behavior, invokes ethical principles to guide thinking, is motivated to identify ethical blind spots, and models ethical behavior in self and inspires ethical behavior in others.

Warning: Moral failure can occur at any part of the process.

Four Component Model:

2 Judgment (Rest, 1983)

1. Ethical sensitivity (awareness)

the identification of the salient ethical aspects of a situation

2. Moral judgment (reasoning)

entails formulating the morally ideal course of action

3. Moral motivation (intention)

involves deciding what one actually intends to do

4. Moral action and character (behavior)

executing and implementing what one intends to do

Moral failure can occur at any part of the process.

APA Ethical Principles: APA General Principles:

“aspirational goals to guide psychologists toward the highest ideals of psychology.”

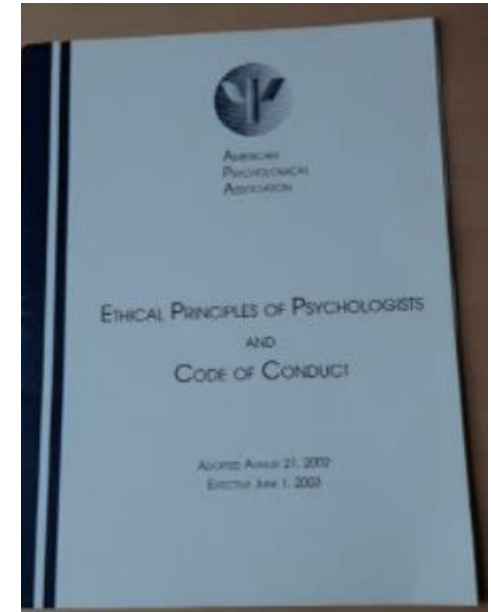
Principle A: Beneficence and Nonmaleficence

Principle B: Fidelity and Responsibility

Principle C: Integrity

Principle D: Justice

Principle E: Respect for People's Rights and Dignity



- American Psychological Association. (2003). Ethical principles of psychologists and code of conduct. *American Psychologist*, <https://www.apa.org/ethics/code/>
- Beauchamp, T.L. & Childress, J.F. (1994). *Principles of biomedical ethics* (4th ed.). Oxford, England: Oxford University Press

Ethical code comparison (See Brabeck, unpublished)

APA (1992)	
<p><i>Principle D: Justice</i> Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.</p>	<p>Compared them across:</p> <ul style="list-style-type: none">• teaching,• school administration,• psychology,• school psychology,• counseling,• social work, and nursing

Measuring Justice Reasoning:

Moral Judgement Interview

“In Europe, a woman was near death from a special kind of cancer. There was one drug that doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging 10 times what the drug cost him. He paid \$200 for the radium and charged \$2000 for a small dose of the drug. The sick woman’s husband, Heinz, went to everyone he knew to borrow the money, but he could gather together only about \$1000, 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, I discovered the drug, and I’m going to make money from it.” So Heinz got desperate and broke into the man’s store to steal the drug for his wife. (Kohlberg, 1964, pp. 18–19)

Rest’s Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

Poll: Principle D



Should Heinz Steal the Drug?

A. Yes

B. No

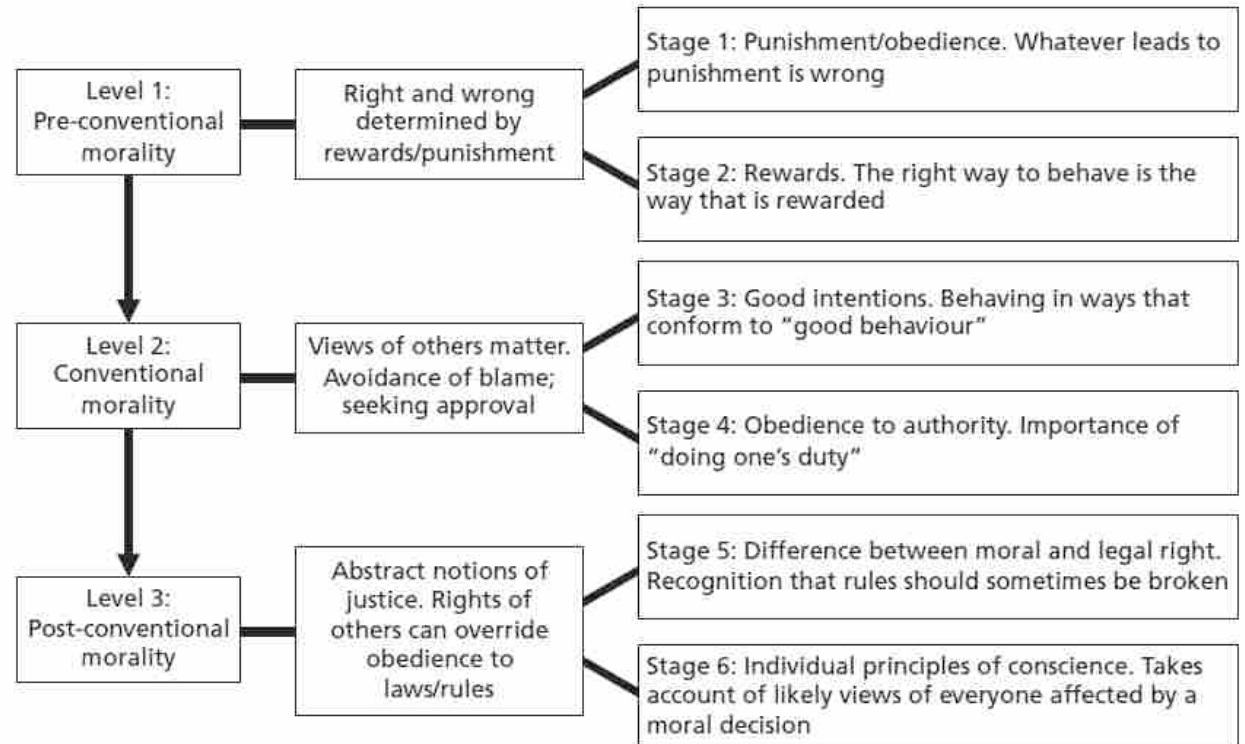
C. Don't know. Can't decide (Is this a trick question?)

Principle D: Justice



Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character



Research on Justice Reasoning

Just Community Approach: creating the social contract
Research (60 years)

1. Age trends
2. Longitudinal studies
3. Comprehension studies
4. Some relation to moral behavior
5. Cross-cultural studies

Feminist & Multicultural Ethics as Corrective to Western Ethics

“Feminism, both as political movement and as a theoretical orientation, has advocated for the equality of the sexes, which is often in direct conflict with cultural values...Multiculturalism advocates respect for patterns of behavior and consciousness within cultural diversity.

Cervantes & Cervantes, 1993, pp. 164, 168

Beneficence and Nonmaleficence:

promotes the welfare of others

Care, compassion, and responsibility; avoid harm.

Research (40 years)

1. Can identify voice: Both males and females use both; When dif. found, women higher (slightly)
2. Power of voice:: Affirming to women who have been taught to care: Virtue
3. Important dimension of human experience
4. Re-defines androgyny



Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

Ethics Training (how we should behave) vs. Behavioral Ethics (how we do behave)

Blind spots: A second framework for studying ethics: Behavioral Ethics

- Remember: Ring of Gyges



Blind spots research looks at the gap between our beliefs and our behaviors.

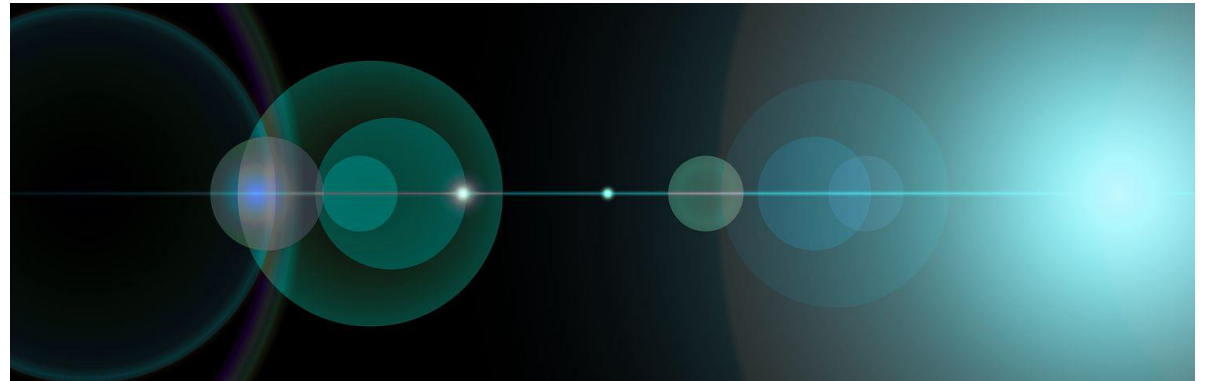
Blind Spot A: Reframing the Problem

Ethical fading: Failure in ethical reasoning

“The process by which consciously or subconsciously, the moral colors of an ethical decision fade into bleached hues that are void of moral implications” A. E. Tenbrunsel and D. M. Messick (2004), “Ethical Fading: The Role of Self Deception in Unethical Behavior,” Social Justice Research 17:223– 36.

Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character



Four component model:

#1: Sensitivity (Rest, 1983)

1. Ethical sensitivity (awareness)

the identification of the salient ethical aspects of a situation

2. Moral judgment (reasoning)

entails formulating the morally ideal course of action

3. Moral motivation (intention)

involves deciding what one actually intends to do

4. Moral action and character (behavior)

executing and implementing what one intends to do

Moral failure can occur at any part of the process.

Ethical Sensitivity Involves

- Making inferences from individuals' verbal and nonverbal behaviors;
- Identifying what others affected by the situation want or need;
- Anticipating their reactions to one's attempts to help;
- Responding with appropriate affect.

Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

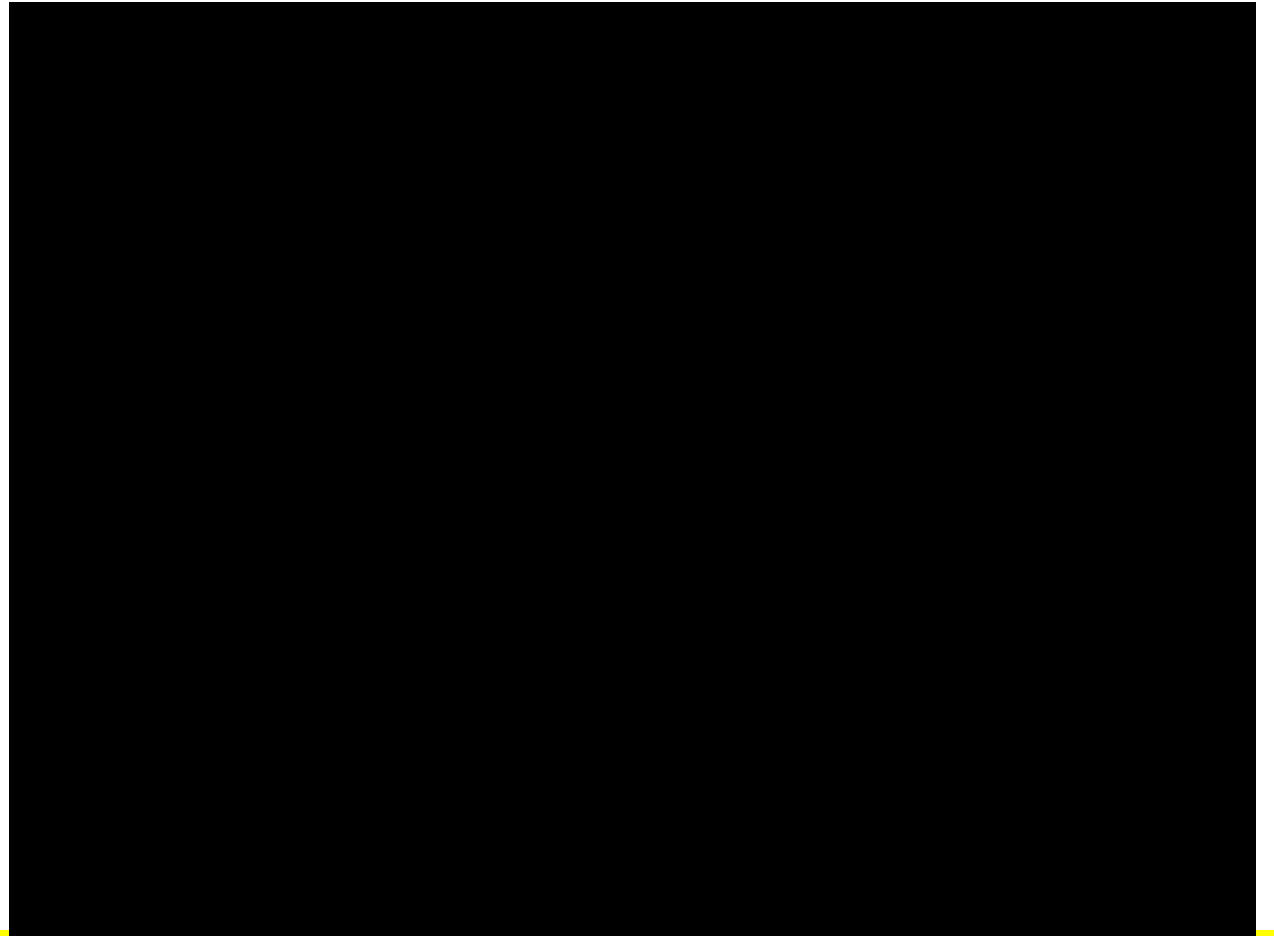
The REST Videos (Brabeck, 1998)

Try to Identify the Ethical Infractions.

- **Videos:** Each video depicts
- 5 to 9 real-life instances of intolerance that violates one
- or more ethical principles.

- *Faculty Lounge*
- *Basketball Practice*
- *Residence Hall*
- *Northside High*
- *Math Class*

- VIDEOS ARE AVAILABLE FOR FREE FROM MARY BRABECK FOR SCHOLARLY USE AND TRAINING in ENGLISH AND SPANISH: MMB7@NYU.EDU



Ethical Issues in Faculty Lounge

Mr. Lynch's resulting stereotypical remarks (e.g., Latino girls are shy and insecure): **respect, beneficence**

Ms. Parker's lack of self-awareness and resulting stereotypical remarks (e.g., they expect way too much) **Integrity**

Mr. Lynch's lack of cultural knowledge and its effect on his competence as a teacher; **competence, respect**

Ms. Parker's lack of cultural knowledge and its effect on her competence as a social worker; **competence; respect**

How Ms. Highland is treated professionally; **respect. beneficence**

Ms. Highland's responsibility to speak out; **fidelity**

Ms. Parker's responsibility to speak out when students said stereotypic/racist remarks about Lourdes; **justice**

Cronbach's alpha for the Faculty Lounge scenario was .82. ; Cronbach's alpha for the Faculty Lounge scenario was .90.

VIDEOS ARE AVAILABLE FOR FREE FROM MARY BRABECK FOR SCHOLARLY USE AND TRAINING in English and Spanish MMB7@NYU.EDU

Rest's Four Components

- 1. Ethical sensitivity**
- 2. Moral judgment**
- 3. Moral motivation**
- 4. Moral action and character**

Blind Spot B: Motivated Blindness in Self

“There is no problem.”

“Not my problem.”

“See no evil.”

Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character



Blind Spot C: Motivated Blindness in Others

“Motivational blindness is the tendency to not notice the unethical actions of others when it is against our own best interests to notice.”

Blind Spots: Why We Fail to Do What's Right and What to Do about It.



Four component model:

#3: Motivation (Rest, 1983)

1. Ethical sensitivity (awareness)

the identification of the salient ethical aspects of a situation

2. Moral judgment (reasoning)

entails formulating the morally ideal course of action

3. Moral motivation (intention)

involves deciding what one actually intends to do

4. Moral action and character (behavior)

executing and implementing what one intends to do

Moral failure can occur at any part of the process.

Four Component # 3 Moral Motivation

Moral Character (Virtue Ethics)

- Professional Role Orientation Inventory Bebeau M, . J. (2006)
Evidence-based character Development In. N. Kenny & W. Shelton
(Eds.). *Lost Virtue: Professional Character Development in Medical
Education*, 10, Advances in bioethics. Oxford U.K: Elsvier, 47-86.

Email from Richard Sackler, owner, “We have to hammer on the abusers in every way possible,” Richard Sackler wrote in an email in February 2001. “They are the culprits and the problem. They are reckless criminals.”

<https://www.statnews.com/2019/01/15/massachusetts-purdue-lawsuit-new-details/>

Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

Poll: Self Assessment

Consider the following situation:

A woman is cleaning out her closet, and she finds her old U.S. flag. She doesn't want the flag anymore, so she cuts it up into pieces and uses the rags to clean her bathroom.

How wrong is this?

- A. Not at all
- B. Slightly wrong
- C. Very wrong

Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

Poll: Self Assessment

Consider the following situation:

When a family dog is struck by a car and killed outside of the family's house, the father picks up the dead dog and brings it in the house, where the mother cooks the dog and serves it to the family.

How wrong is this?

- A. Not at all
- B. Slightly wrong
- C. Very wrong

Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

Four Component Model: Motivation

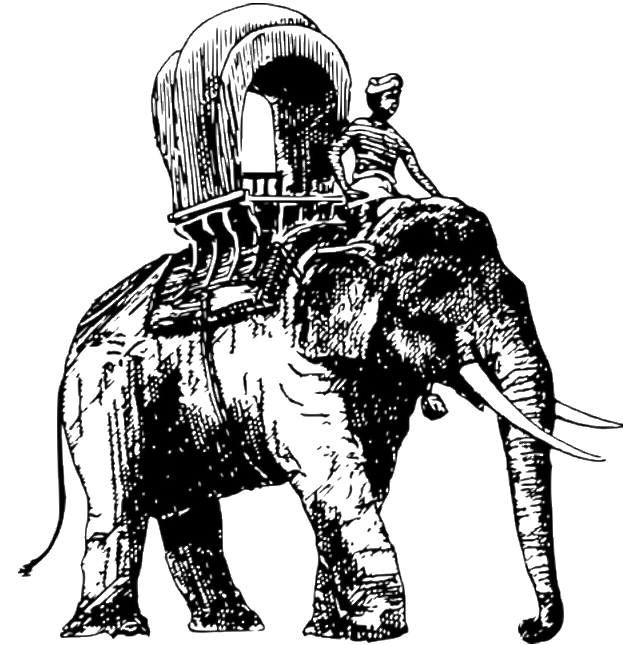
(Rest, 1983)

Jonathan Haidt: DISGUST SHAPES MORAL RESPONSES



Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character



System 1

- Fast
 - Automatic
 - Effortless
 - Implicit, Emotional
 - “Old brain”
 - Limbic system
 - Emotions (Id)
 - Fight, flight avoid
 - The elephant (Haidt)

System 2

- Slow
 - Conscious
 - Effortful
 - Explicit
 - More logical
 - “New brain”
 - Cerebral cortex
 - Reasoning, ego
 - Moral philosophy
 - The rider (Haidt)

Implicit Bias:

Take a Test: [Harvard University Project:](#)

Poll: Self Assessment

Think about the last major task you completed with someone as a partner: A paper you wrote, a presentation you made. Spring cleaning with your partner. Now attribute credit for the work.

How much work did you do compared to your partner?

- A. I did more than 60%
- B. About 50/50
- C I did less than 40%



Blind Spot D: Egocentrism (Implicit Bias)



Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

Four Component Model: # 4: Behavior

(Rest, 1983)

1. Ethical sensitivity (awareness)

the identification of the salient ethical aspects of a situation

2. Moral judgment (reasoning)

entails formulating the morally ideal course of action

3. Moral motivation (intention)

involves deciding what one actually intends to do

4. Moral action and character (behavior)

executing and implementing what one intends to do

Moral failure can occur at any part of the process.

Poll: Self Assessment

Do you prefer to receive \$1000 today or \$1800 a year from today?

- A. \$1000 today
- B. \$1800 in a year

Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

Blind Spot E: Discounting the Future

Do you prefer to receive \$1000 today or \$1800 a year from today?

- A. \$1000 today
- B. \$1800 in a year



Ethical leadership: Blind Spots Summary

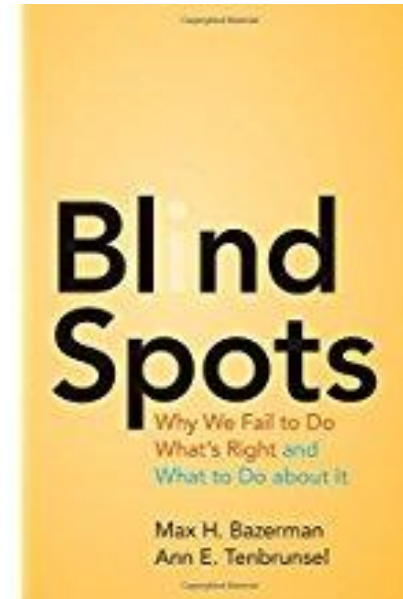
Blind Spot A: Reframing the Problem

Blind Spot B: Motivated Blindness in Self

Blind Spot C: Motivated Blindness in Others

Blind Spot D: Egocentrism

Blind Spot E: Discounting the Future



Ethical leadership: What Do You think?

Do you agree an ethical leader:

- is able to identify the ethical matter involved in one's own and other's behavior,
- invokes ethical principles to guide thinking
- is motivated to act ethically and identify ethical blind spots,
- and models ethical behavior in self and inspires ethical behavior in others.

- A. All of the above
- B. Some of the above
- C. None of the above

Rest's Four Components

1. Ethical sensitivity
2. Moral judgment
3. Moral motivation
4. Moral action and character

Review: Ethical leadership: A definition

An ethical leader is able to **identify** the ethical matter involved in one's own and other's behavior, invokes **ethical principles** to guide thinking, is **motivated** to identify **ethical blind spots**, and **models ethical behavior** in self and inspires **ethical behavior** in others.

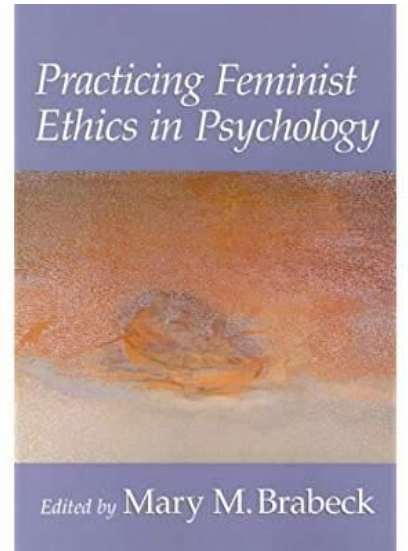
Warning: Moral failure can occur at any part of the process.

Ethical Behavior for leader and community is the goal!

Feminist & Multicultural Ethics as Corrective to Western Ethics

The following slides will be covered only if there is time. I am available on email to answer any questions about them.

See Brabeck, M. M. (2000). *Practicing Feminist Ethics in Psychology*. Washington, D.C.: American Psychological Association.



Feminist & Multicultural Ethics as Corrective to Western Ethics

“Feminism, both as political movement and as a theoretical orientation, has advocated for the equality of the sexes, which is often in direct conflict with cultural values...Multiculturalism advocates respect for patterns of behavior and consciousness within cultural diversity.

Cervantes & Cervantes, 1993, pp. 164, 168

Conceptions of Self from Psychology and Anthropology

Sampson

self-contained individualism

Sampson

ensembled individualism

Wheeler, Reis & Bond

Individualism

Wheeler, Reis & Bond

Collectivism

Lykes

autonomous individualism

Lykes

social individuality

Schweder

Egocentric

Schweder

Sociocentric

Triandis

autonomous

Triandis

collective

Feminist & Multicultural Ethics as Corrective to Western Ethics

1. Little attention to the concerns and rights of marginalized people; e.g., White/male experience as normative.
2. Ignores or deems morally uninteresting problems associated with the private sphere of home, family, identity group
 - On average, Western theory and philosophy evaluate women and marginalized groups as less morally developed than men.
 - Cultural “masculine” and “white” traits and experiences (independence, autonomy, individuality, objective rationality, power) are privileged over “feminine” and multicultural traits” (empathy, sympathy, connection, emotion, nature).
3. Western thought favors moral reasoning that emphasize rules, universality, and impartiality, and denigrates ways of moral reasoning that emphasize relationships, care and the particular. (Alison Jaggar, in *Feminist Ethics*, 1992).

Five Broad Themes Common to Feminist Ethics for Leaders

(Brabeck, M., 2000, Practicing Feminist Ethics in Psychology, APA Press)

1. Assumption that women and their experiences are of moral significance: **Who do you listen to?**
2. Assertion that attentiveness, non-rational subjective knowledge can illuminate moral issues: **Who do you dismiss?**
3. Claim that a feminist critique of male oppression must be accompanied by a critique of racist, classist, homophobic distortions. **Who is in your inner circle?**
4. Admonition that feminist ethics engage in analysis of the context and of the power dynamics inherent in that context. **What self interrogation? Opportunity for feedback?**
5. Injunction that feminist ethics require action directed at achieving systemic social justice. **What policies?**

Five Broad Themes Common to Feminist Ethics for Leaders

(Brabeck, M., 2000, *Practicing Feminist Ethics in Psychology*, APA Press)

“All feminisms share an explicit political urge—to reform or to remake the world in line with a deeply held conviction that women have been the victims of faulty and exploitative social institutions. One cannot separate feminist politics from ethics; they are entangled at each and every point, from the assumptions that undergird alternative feminist theories to the explicit projects that feminists endorse. This holds whether one is addressing radical, [relational], liberal, Marxist or socialist, or what is now called ecofeminism”

Jean Bethke Elshtain, 1991, p. 128



Resources and References

- American Psychological Association. (2003). Ethical principles of psychologists and code of conduct. American Psychologist, <https://www.apa.org/ethics/code/>
- Beauchamp, T.L. & Childress, J.F. (1994). Principles of biomedical ethics (4th ed.). Oxford, England: Oxford U Press.
- Bazerman, M. H., & Tenbrusel, A. (2012). *BIResources and Referencesind Spots: Why We Fail to Do What's Right and What to Do about It*. Princeton: Princeton University Press.
- Brabeck, M. M. (2000). *Practicing Feminist Ethics in Psychology*. Washington, D.C.: American Psychological Association.
- Brabeck, M., Rogers, L., Sirin, S. R., Henderson, J., Ting, K., & Benvenuto, M. (2000). Increasing ethical sensitivity to racial and gender intolerance in schools: Development of the Racial Ethical Sensitivity Test (REST). *Ethics and Behavior*, 10(2), 119-137.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Kitchener, K.S. (1999). *Ethical decisions in psychology: Practice, research, and teaching*. Mahwah, N.J.: Erlbaum.
- Pedersen, P. (1989). Developing multicultural ethical guidelines for psychology. *International Journal of Psychology*, 24, 643-652.
- Rest, J.R & Narvarex, D., Eds. (1994). *Moral development in the professions : psychology and applied ethics*. Hillsdale, NJ L. Erlbaum

Practice Today's Lessons

Post-presentation Exercise #1

Ethical Sensitivity:

- What are the racial and gender ethical lapses; what principles are violated (Judgment)
- See Brabeck (mary.Brabeck@nyu.edu) for answers and videos

Math Class: A teacher who usually teaches honors math is asked to teach a basic math skills class. A second teacher is observing the class. Throughout the class the math teacher demonstrates his cultural ignorance and his incompetence in teaching a math class of this level. He makes stereotypical remarks and in his attempt to connect with his students, allows racial and gender bias to affect his interaction with his students. He never considers that his teaching style might be the reason why things are not going well in the classroom.

Practice Today's Lessons

Post-presentation Exercise #2

Ethical Sensitivity:

- What are the racial and gender ethical lapses; what principles are violated (Judgment)
- See Brabeck (mary.Brabeck@nyu.edu) for answers and videos

Northside High: An announcement is made in a high school that a student (white) has been killed in an accident. The student body is told a memorial service has been arranged, special counselors will be available, contact numbers will be posted, and the student body is asked to pray for the family. After the announcement, two black students come to talk with the school counselor. They speak with her about how, a couple of weeks ago, a friend of theirs (African-American male) went to the hospital in critical condition after being shot, an event which these two boys witnessed. They are hurt that none of the special treatment being offered the white boy and his friends was made available to them and their friend. They make it clear that they believe racism is the reason for this discrepancy. The school counselor, rather than listening and trying to meet their needs, defends herself and denies any discrepancy.

Practice Today's Lessons

Post-presentation Exercise #3

Ethical Sensitivity:

- What are the racial and gender ethical lapses; what principles are violated (Judgment)
- See Brabeck (mary.Brabeck@nyu.edu) for answers and videos

Residence Hall: A meeting is being held in a residence hall. A white girl stands up and complains that the Latina girls speak Spanish in front of the rest of them, and she thinks they should not be allowed to. The house mistress allows an unproductive fight to grow between the Spanish speaking girls and the white girls. When the Latina girls assert that they have the right to speak their language, they are told that the school has a policy against speaking foreign languages. The house mistress defends the school rule without considering the racial discrimination inherent in it. When a Latina Faculty member tries to defend the girl, she is not listened to and is treated rudely.

Practice Today's Lessons

Post-presentation Exercise #4

Ethical Sensitivity:

- What are the racial and gender ethical lapses; what principles are violated (Judgment)
- See Brabeck (mary.Brabeck@nyu.edu) for answers and videos

Basketball Practice: A black student is a few minutes late for practice and is chewed out by the coach in front of the team. He is then punished by being made to run extra laps. Meanwhile, a white student is sitting on the bleachers making out with his girlfriend and ends up being even later than the first student, in addition to being out of uniform. The coach chides him for being a “stud,” and does not make him do extra laps. The coach yells out stereotypic slurs while the black student runs laps, and then tells the white student that black students keep “guys like you” out of school. Later, the black student complains to his guidance counselor about the racist behavior of the coach. His counselor minimizes the problem and tells him to stick it out, stating that he needs basketball to get into college. This is despite the fact that the student is on the honor role.

Questions & Answers

We will answer a handful of questions today. Some additional questions will be responded to and placed in your Slack Learning Community.

Stay Tuned

Next session: 3/13/2019 at 4:00 PM ET

Title: Steps Towards Your Own Leadership Goals

Faculty: Helen L. Coons, PhD, ABPP