

## Roleplay “Conflict of Interest and Common Good”: Business Ethic Teaching Method for Future Leader

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### Abstract

In a business ethics course, the concept of decision making in an ethical dilemma is one of an essential chapter. However, teaching those concepts using only discourse could be severe. Roleplay games could be one of the teaching methods. During the roleplay, the student will be given a business ethical dilemma case and role card to each student. The role card consists of Yes, No, Neutral. The students, as players, must act and argument accordingly with the given role card. The players must convince the rest players to follow their choice that is ethical to do so. After debating, the players must decide the common good by voting. The player whom success to convince the audience/player with to follow his idea, which aligned with common good will be rewarded, vice versa, the player who failed to persuade the audience/player to follow his idea, will be punished. The roleplay can give the experience to the student to feel the conflict between self-interest and the common good, and the trade-off & consequence of each decision. Eventually, it will give wisdom as a future business leader.

**Keywords:** common good; ethical dilemma; experience-based learning; role play, self-interest

## INTRODUCTION

### 1.1. Research Background

As a business leader, making a decision is inevitable. Facing Ethical dilemma could be a challenge. A business leader could be in doubt whether the decision is ethical or unethical.

There are several considerations to decide whether an action is ethical or unethical. The theory of ethical decision – making principles and stakeholder analysis is divided into five belief systems, including utilitarianism (calculation of cost and benefits); Universalism (duty); Right (Individual entitlement), and Justice (Fairness and Equity); and Ethical Virtue Perspective [1].

Moreover, Economic and social are two leading theory which explains about the motivational foundation of human activity. Economic theory said that humans tend to pursuit self-interest, individual gain, and economic oriented. On the other hand, the sociological model emphasizes that the social nature of the human activity is based on a normative basis of behavior [2].

Several people might face the same dilemma, but they have a different perspective. The logic, consideration, and judgment might be different among them; therefore, the result might be different. Several people will tend to follow

self-interest, considering cost and benefit, and the rest tend to cope with the common good or justice. Each option has its consequences.

One of the objectives of the business ethics course is to help students realize that ethics is an integral part of the business and is embedded in all business decision-making. Ethics is not a stand-alone function. Every decision has an ethical dimension, and students need to be sensitized to this reality [3].

A business leader must have skill in decision making, especially facing an ethical dilemma in business. As future business leaders, the students must understand all the perspectives and prepare any unexpected outcome. Consequently, it is essential to teacher/lecturer to deliver the material about all those perspectives and make sure that the student understands that all.

## **1.2. Teaching method for ethical decision making concepts**

Lack of relevancy is the primary concern in teaching business ethics. The challenge of relevance is to achieve a direct connection between personal choices and real problems and issues [4]. Another significant challenge is to make a bridge between theory and (what students perceive as) the “real world” [5].

In other words, if the subject is not relevant for the student, the student will lack enthusiasm. Moreover, if the subject is abstract, for instance, decision making concepts, the student will tend to memorize. Therefore, the Ethical decision making concept should not only taught by discourse method.

The teaching business ethics course should provide both a theoretical and experiential framework that students can apply in evaluating a situation and choosing between conflicting moral demands [4].

Role-playing and game could be a problem solver. Role-playing provides students with the opportunity to participate with a high level of personal involvement [4].

Games had been used in teaching business ethics. For example, the prisoner’s dilemma allows them to feel the tension between the intellectual norms they aspire to and the temptation to put personal welfare first [5].

Providing business students with problems involving improper gifts, kickbacks, and conflicts of interest will develop their ability to analyze unstructured ethical dilemmas and discern alternative courses of action [4].

Moreover, the roleplay gives the student a chance to apply and rationalize each ethical decision-making principles to each case. Eventually, the student will realize that there is a side-effect regarding every theory.

It is important to make the student feel the conflict during the decision making process. The student should understand and comprehend all the factors, including trade-off, pressure, and, finally, the consequence of the decision.

## **1.3. Research propose and contribution**

This paper proposes the roleplay called Conflict of Interest. The roleplay can give the experience to the student conflicting with interest between self-interest and the common good, facing a dilemma, giving an argument, justification, gathering opinion from both sides, and eventually fell the tradeoff & consequence on each decision. Eventually, it will give wisdom as a future business leader.

## **2. CONFLICT OF INTEREST ROLEPLAY**

### **2.1. Set up the players**

Effectively, this roleplay requires 9-15 students. The best result if the students are in an odd number. If the roleplay is conducted in the small class, the teacher may involve the entire student in the class to become the players. If it is in a big class, volunteers up to 15 students should be selected to become the players, and the remaining / other students become the audience. Even the audience has essential roles in the roleplay. The teacher could play as a moderator.

## 2.2. Case delivery

The case will be about a business ethical dilemma that they face as a business leader. The example, Is it ethical or unethical if the company checks employee candidate’s background through social media such as Facebook or Instagram during the recruitment process and include the candidate’s behavior in social media into the recruitment assessment?

After delivering the case, confirm the players and audience whether or not they understand the given case. As they understand, the moderator may proceed to the next step.

## 2.3. Set up the role card

Set up the chair of the players into the letter U. Next, the players take the role card one – by – one randomly. Players must not show the card to anyone, including the moderator. It is essential to read the role card secretly. Exposing the role card might cause a disadvantage, such as sabotage from other players or the audience.

After assigning the role cards, the moderator confirms the players whether or not they understand their role. As they understand, the moderator may proceed to the next step. Next, the players must act the given role card accordingly. If the given role card is YES, the players must act agree towards the case. If the given role card is NO, the players must act disagree towards the case. If the given role card is NEUTRAL, the players may act and decide based on his/ her personal choice. Make sure that the number of YES and NO role cards are equal, and a NEUTRAL card is an odd number.

The first session is the opening statement. The student must give the opening statement toward the case according to the role card or their personal choice, one by one by sequence - clockwise. The opening statement should be sharp and quick, approximately 1 minute. The opening statement should not be interrupted by other players.

After the opening statement, the debate session begins. In given 15 minutes, the players free to support, confirm, ask, and even counter the speech of other players. There is no sequence. Let’s the student argue freely. As the times up, the moderator closes the debate session. The moderator might emphasize that players must convince the audience and other players, not the teacher or moderator.

Next, the players speak the closing statement. The student must give the closing statement one by one in sequence in a counterclockwise. The closing statement should be sharp and quick, approximately 1 minute. The closing statement should not be interrupted by other players. The closing statement session is their last chance to convince the entire players or audience about their idea.

Next, all the players will be given an answer sheet to write down the final decision regarding the given case. Players only write YES or NO. All the players must be given an answer sheet, so it cannot be identified between the one who has YES, NO or NEUTRAL role card. Finally, voting will be done to decide the final decision. If most players say YES, so the final decision regarding the case is YES and vice versa.

## 2.4. Scoring

**Table 1:** Score Calculation

Voting result	Role Card	Answer Sheet	Score	Rationalization of scoring
YES	YES	YES	+20	Condition 1
	NO	NO	-10	Condition 2
	NETRAL	YES	+10	Condition 3
	NETRAL	NO	0	Condition 4
NO	YES	YES	-10	Condition 2
	NO	NO	+20	Condition 1
	NETRAL	YES	0	Condition 4
	NETRAL	NO	+10	Condition 3

### 3. DISCUSSION

#### 3.1. Meaning of the cards

##### 3.1.1. Yes – No Role card representing a self-interest

Role card shows the character that should be played by the players. YES and NO role card implies that the player has self-interest or responsibility. The players must act accordingly to the role card. Players getting YES role cards must act in view of that. The players must argue and respond positively toward the given case. On the other hand, Players getting NO role cards must act accordingly. The players must argue disagreeably and respond negatively toward the given case. When the player acts contrary to the role card, the players will not accomplish their responsibility or achieve their selfish goal.

In social life, people must behave according to their role or self-interest; for instance, align with jobs, social status, and duty. Each role has its own goals that should be achieved. When the goals are not achieved, there will be consequences. Moreover, at a certain point, people must act accordingly even though it does contradict with the conscience.

For instance, one of the responsibilities of the Chief of Financial Officer (CFO) is controlling efficiency matters regarding financing resources. In particular condition, downsizing might be a great solution. Discharging employee, especially whose have been work for a long time in the company, might be an unethical decision. The dilemma, choosing between efficiency and loyalty is a tradeoff. Conscience might not consent it—still, the responsibility force the CFO to act accordingly based on its role and responsibility.

The condition might be worse once the reward and punishment scheme presented. The schemes of payment and reward often create perverse incentives for individuals to engage in unethical conduct [6]. CFO bonus compensation based on the company's profit could be a good illustration. The CFO's commission profit-based, this condition represents a trigger for self-interest. Higher profit will lead to a higher bonus for CFO. In other words, more efficient the company will lead a higher bonus for CFO. This condition might make the CFO more eager to pursue efficiency by discharging the inefficient employee than forgone the employee's loyalty towards the company. When efficiency is not achieved, the bonus will be gone.

When the goal of a person is not achieved, self-interest benefits will not be obtained. Therefore, players who have role card YES and NO must act accordingly to achieve a certain goal, which leads to their self-interest goal.

##### 3.1.2. Common goods based on voting result

Between the relativeness of Homo economicus and Homo sociologicus, when the norms and other social contracts so require, individuals may act against their own economic or other interests. It means that Homo Sociologicus dominates [2].

The roleplay uses voting to decide the common good. For the small class, voting is counted based on the answer of the neutral cardholder. For the big class, voting is counted based on the answer of the neutral cardholder and the audience. It is important to ensure the number of the neutral cardholder or the audience is odd to avoid the draw voting result.

The common good is the concept which clarifies that everything that is good to more than one person, that perfects more than one person, that is common to all [7]. Moreover, the common good can be assumed as the set of social assumptions or conditions that allow society to live side by side while enable them to achieve their goals: for example, the law, education, culture, health care, social welfare [7].

An act might be judged whether ethical or unethical based on the common good. A behavior can be called ethical behavior when an act is aligned with society's value. Vice versa, an act might be labeled as unethical if it contradicts society's value, norm, behavior, or tradition.

#### 3.2. Score Calculation and conditions

##### 3.2.1 Self-interest is aligned with common good - Condition 1

Once the YES / NO cardholder behaves according to its role card and concurrently aligned with the voting result, the players get a +20 score. It represents a double advantage, the benefit of fulfilling the given role, and benefit for act aligned with the voting result. When a person has self-interest or responsibility and concurrently aligned with the common goods, that person will obtain a double advantage. The person gets the benefit to fulfill the given

responsibility and shunt from the bad reputation since the behavior is aligned with the value of society and supported by society.

In point of view of Homo economicus, people will act to obtain their interest. The behavior of Homo Economicus is more driven by wallet-directed than other considerations. Wallet-directed behavior is also assumed to be logical: people are rational, know what they want, and rationally pursue their goals [2].

In order to win the game, the players must convince that his/her idea is the best decision. The voting result not only influenced by the personal choices of the audience or neutral players but also can be influenced by the argument of the YES and NO players. When the players are able to give a reasonable and sensible logical reason for a particular choice, it can change the perspective of the audience.

In the roleplay, debating is the example that homo economicus's activity is based on self-interest. As a player has a specific role and particular responsibility, the players will try to convince the neutral or audience to follow his idea. The players will elaborate; argue that the idea is better than others. Argumentation ability, persuading skill, and negotiating skill are essential to deliver the idea and convince the audience to follow the idea.

The individual's interest is aligned with the common good. The players have been succeeded in influencing the audience. The player gets a double advantage, fulfill the self-interest while performing the common good.

### **3.2.2. Self-interest is opposite with common good – condition 2**

As the YES / NO cardholder behaves according to its role card but contracting with the voting result, the players get -10. It represents a loss since the player failed to convince the audience to follow the idea. When a person behaves based on self-interest, duty, or responsibility but contrasts with the common goods, the person will get a bad reputation. It seems cruel and selfish.

Bad reputation might occur when a behavior or a decision is not aligning with society's value. Since the person must fulfill the obligation, the only way to avoid a bad reputation is to change the mindset and value of society by giving reasonable explanations. When the players do not succeed in persuading the audience, the players get a bad reputation, as reflected by -10.

### **3.2.3. Non-interested party – condition 3 and 4**

The neutral cardholder and the audience are Non-interested parties. They have no direct impact or less impact regarding the decision. In condition 3, the players have no self-interest. Since the value of the player is aligned with the common good. The players look as obedient citizens. As a result, the players get a +10 score. In condition 4, the players have no self-interest.

Nevertheless, the value of the player is contradicting with the common good. The players look as rebel citizens. It looks peculiar compare with the social norm, but nothing to lose. It reflected that the players get 0 scores.

### **3.3. Building wisdom through debate session**

During the decision making process, A wise person will choose the following alternatives: the power of choice, internal locus of control, awareness of self-fulfilling prophecies, inclusiveness, abundance, honesty, logic, and reasonableness [8].

During the debate session, the players will listen to the contradict argument from the players; some will agree while others disagree. All of the entire players will present their best arguments in order to win the game. Listening contradicts yet logical answers will lead to inner monologue. Hearing from all perspectives makes them more understand, tolerant, and anticipate any unexpected outcome. It makes the student to become less judgmental person. In the future, the student will habitual to chooses decision which guided by honesty, logic, and reasonableness.

Wise business leaders are fully aware of their Power of Choice and the responsibilities that accompany the exercise of choice [8]. When the players hold the neutral card or become the audience, they will realize that their final answer will set the voting result. In society, a company has responsibility in building the common good. It means that every cumulative decision, act, behavior will build the common good of the society so, they will be aware that decision has an impact.



If a company treat their waste before tossing to the river, and cumulatively other company to do so, it makes waste treatment is a common good of the society. When there is a company not treating its waste, this company considered an unethical company.

If a company give an amount of money to the government to smoothen the permission and cumulatively other company to do so, it makes palm-greasing is the common good of the society when there is a company does that it will be considered as an ethic company.

### **3.4. Parallel Common Good**

If the roleplay is played in several classes, within the same case, the voting result might be different among them. For case 1, in class A, the voting result might be YES, on the other hand, in class B, the voting result might be NO. It shows that every community has its common good, which ethics is not absolute.

Every human society has its common good. The content of the common good will be different for a family, a company, a union, the local community, a nation, or the whole of human society [7], the common good of any society is built by the members of that society; it is realized in that society, and it is shared by the members of the society [7].

## **4. DEBRIE**

### **4.1. Frequently asked questions**

1. If the players get a role card (YES / NO) that contradict with their conscience, can they give the opposite answer in the answer sheet? No, they cannot.

The final answer must reflect the given role. For the neutral cardholder, they must decide. Take example; The CFO has a responsibility to maintain an efficient budget. One way to accomplish the goal is to fire the underperformed employee. Despite the employee has been worked more than 15 years loyally. The conscience said it Seem cruel, even seems unethical decision; however, as CFO must fire the employee.

In other words, the players getting the YES / NO role card must answer according to the given role. It represent the responsibility. Although it contradicts with the conscience, the players must act and answer according to the given role.

2. What if the players insist on changing the answer based on the consciences?

Imagine that the CFO has forgone the responsibility and keep the underperformed employee. In extreme conditions, it will lead to inefficiency and detain the company from reaching the maximum profit. When the company cannot get the desirable profit, then it is reasonable to fire the CFO.

The roleplay reflects the condition that the role must be executed. The roleplay shows the tradeoff between self-interest and the common good. , the game reflects that the responsibility must be executed; the given role must be executed despite the conscience. In conclusion, the roleplay allows the players to feel the experience when a person must execute the responsibility regardless of its conscience.

3. The player agrees with the given role, but the player feels that the audience seems to oppose the opinion. For the sake of winning the game, may the player change the final answer? No, he cannot.

The players might assume that audience opposes them in the first place. However, the final answer is unpredictable since the final answer is based on voting. The only way to win the game is to give reasonable arguments persuasively. As long as the players can clarify the idea, winning the game is probable. So, be persuasive. It is time for the player to practice the negotiating skill, which is the point of the roleplaying game.

### **4.2. Pedagogical advantages**

1. Experience-based learning.

In order to teach business ethics effectively, the learning environment should be experience-based [3]. The roleplay allows the students to broaden their perspective that business decisions not only driven by the common goods but also self-interest. It gives an understanding that every decision has its trade-off. By letting them act, argue, and make a

decision based on a particular condition, it will give a more meaningful learning experience instead of storytelling only.

## 2. Creating wisdom for the future business leader.

Using the concept “Put yourself in other shoes,” the role play makes the student feel the dilemma between self-interest and the common good. Instead of becoming judgmental person, understanding the tread off makes them more tolerant and anticipate any unexpected outcome. That experience will create a pearl of wisdom which essential value for a future business leader.

## 3. A chance for practicing negotiating skill

During the roleplay, the student will fight for their best self-interest. Inevitably, they will practice their negotiating skill to persuade the audience.

## 4. Apply the theory of decision making for defense and argument

The student might apply the concept directly to the given case during the debate session. The student will more understand the application of the about self – interest, cost, and benefits); duty; Right, and Justice. Within a single case, it might be considered ethic based on the perspective of cost and benefits and duty, but it might be considered unethical based on the Right and Justice Perspective.

# 5. CONCLUSION

## 5.1. Limitation of conflict of interest roleplay

The roleplay cannot answer whether humans’ behavior is driven by selfish interests or by a desire for the common good or which one of that consideration should be put as the higher priority. Though the roleplay effectively illustrates how the trade-off between self-interest and common good works and complicates the decision making process.

The common good is not merely the sum of particular interests [7]; however, to simplify the condition, the game uses voting as a determinant of the common good. Neutral cardholders and the audience will do voting to set up the common good. The most answer will become the common good. It reflect the culture or norms belong in the society. If a particular person does the action which is aligned with the voting / common goods, it means that the decisions is ethic and vice versa.

Even though the roleplay slightly shows that common is the goal, but the importance between self-interest and the common good is still arguable. Man is neither Homo Economicus nor Homo Sociologicus alone but instead, Homo Socio-Economicus, who is directed by both his/her interests and collective norms. Both are depended on each other which economics would take the rational or logical side of man and sociology would take the non-logical side [9].

## 5.2. Conclusion

The existing business ethic teaching method lacks relevance and no bridge between theory and the real world. Roleplay is a teaching method that combines the theoretical and experiential framework, which provides students with the opportunity to participate with a high level of personal involvement.

The conflict of Interest roleplay can give the experience to the student conflicting with interest between self-interest and the common good. It shows that every choice has a consequence. The roleplay allows the student to apply the decision-making theory in the cases which, eventually, could be practice for a future business leader for building wisdom. As a decision-maker, the Business leader of the company might contribute to the common good of society.

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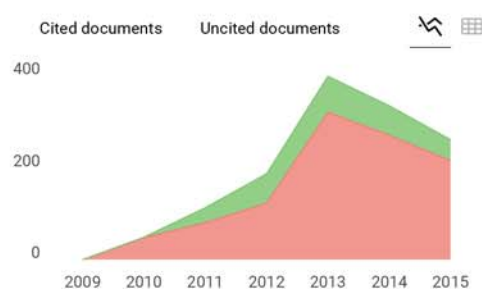
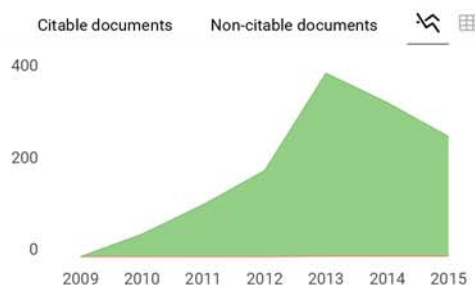
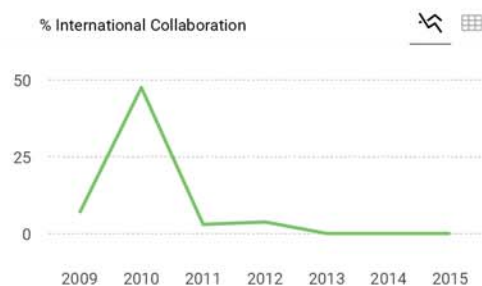
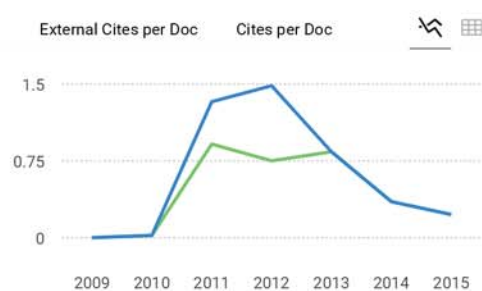
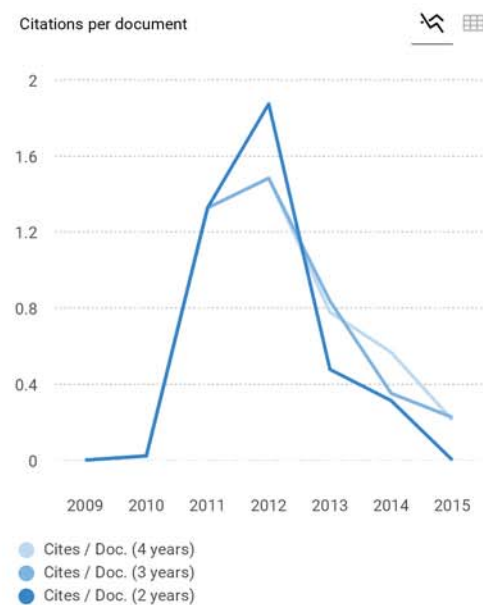
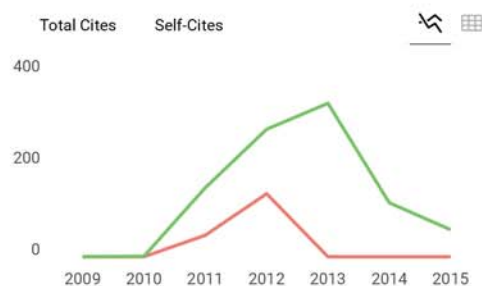
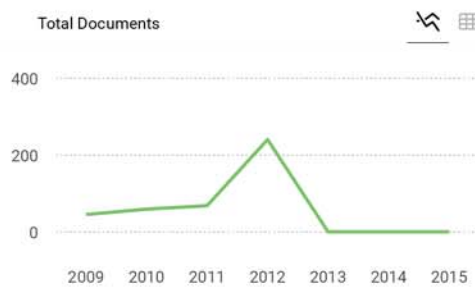
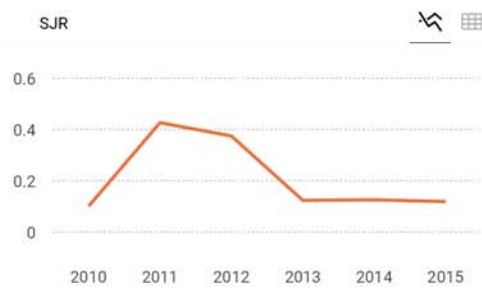
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## Access and Benefit Sharing Models of Biodiversity Conservation in International and Comparative Law Perspective

*M.Z.M.Nomani, Faizanur Rahman, Mohammad Rauf, Saif A. Khan*

**Abstract** The Access and Benefit Sharing (ABS) models of biodiversity conservation in international and comparative law perspective is mandated by the Convention on Biological Diversity (CBD), 1992; Bonn Guidelines On Access To Genetic Resources and The Fair and Equitable Sharing of Benefits (FESB) Arising Out of Their Utilization, 2001 and Nagoya Protocol on Access to Genetic Resources and the FESB Fair and Equitable Sharing of Benefits Arising from their Utilization, 2010. These laws are meant for biodiversity conservation, sustainable use, fair and FESB which in turn obligate the member states to swing into action for devising ABS law and policy. The objective of international and comparative ABS regime abjures synergy with environmental sustainability, intellectual property (IP) and sui generis system. The results of the study reveal that ABS law represents municipal traditional knowledge (TK) system deeply reflecting on communitarian environmental management and IPR system. The critical analysis of prevalent doctrines on international, comparative and Indian biodiversity conservation laws and policies in qualitative and empirical research methods reveals a monistic legal order with variation in the national specific context. The study leads to the conclusion that the ABS regime discerns a competing set of interests of biodiversity resources, sustainable development, climate change, and environmental justice delivery. Moreover, the biological diversity legislation in general and ABS laws and policies, in particular, is attuned to FESB in monetary and non-monetary terms to nurture indigenous inspiration for sustainable use and biodiversity conservation in natural and applied scientific studies.

[ [FULL TEXT PDF 1-13](#) ] DOI: 10.22587/anas.2020.14.1.1

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## Mineral Composition, Heavy Metal and Sensory Acceptability of Drink Developed from Cornsilk (Zea mays Hairs)

*Wan Rosli Wan Ishak, Nur Syafarah Suhaiminudin*

**Abstract:** Cornsilk is the by-product of maize and traditionally has being used to treat many ailments since ancient time. This study aims to investigate mineral composition, heavy metal and sensory acceptability of drink developed from cornsilk which treated with different thermal treatments. The cornsilk was treated with two kinds of thermal treatments namely (steaming (SCD) and blanching (BCD)). Drink prepared from different treatments were investigated for determination of mineral composition using inductively coupled plasma mass spectrometry (ICP-MS) and sensory evaluation. Results of macromineral shows that the concentration of K was the highest in control (2.55 mg/kg) followed by BCD (1.12 mg/kg) and SCD (0.30 mg/kg). Similarly, the concentration of Ca was also found to be higher in BCD (0.69 mg/kg) followed by control (0.65 mg/kg). In trace minerals, Zn was found to be the highest in BCD (1.14 mg/kg) followed by SCD (0.81 mg/kg) and control (0.54 mg/kg). Similarly, for Mn, it was also found to be abundant in BCD (0.46 mg/kg) followed by SCD (0.41 mg/kg) and control (0.39 mg/kg). For heavy metals, cornsilk drink contain low concentration of As but still below the allowable limit set by Food Act 1983 and Food Regulations 1985. Similarly, for sensory evaluation, no significant differences observed from the results whereby the scoring of attributes for all cornsilk beverages samples was likely similar from each other. However, the degree of acceptance from the sensory evaluation was ranked as follows; control>SCD>BCD. Reformulation of the cornsilk beverages is suggested to improve palatability.

[ [FULL TEXT PDF 14-19](#) ] DOI: 10.22587/anas.2020.14.1.2

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## Roleplay “Conflict of Interest and Common Good”: Business Ethic Teaching Method for Future Leader

Permata Ayu Widyasari

**Abstract:** In a business ethics course, the concept of decision making in an ethical dilemma is one of an essential chapter. However, teaching those concepts using only discourse could be severe. Roleplay games could be one of the teaching methods. During the roleplay, the student will be given a business ethical dilemma case and role card to each student. The role card consists of Yes, No, Neutral. The students, as players, must act and argument accordingly with the given role card. The players must convince the rest players to follow their choice that is ethical to do so. After debating, the players must decide the common good by voting. The player whom success to convince the audience/player with to follow his idea, which aligned with common good will be rewarded, vice versa, the player who failed to persuade the audience/player to follow his idea, will be punished. The roleplay can give the experience to the student to feel the conflict between self-interest and the common good, and the trade-off & consequence of each decision. Eventually, it will give wisdom as a future business leader.

[ [FULL TEXT PDF 160-167](#) ] DOI: 10.22587/anas.2020.14.1.22

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## Branding creation processes and projected brands of the international marathons in Thailand

Khwanruethai Krongyut, Therdchai Choibamroong

**Abstract:** The aim of the study was to explore branding creation processes and projected brands of the international marathons in Thailand. The study followed inductive logic and qualitative approaches. The research process was characterized by in-depth interviews which searching for meaning and understanding how the sport event organizer was create and projected brand image of Thailand International Marathons. This study collected data from 10 sport event organizers who had organizing the International Marathons event in Thailand. The study found that branding creation processes has 4 steps: positioning, communicating, delivering, and leveraging. Organizer projected 4 brand image of International marathons: universality, standard, health, and friendship. The paper is valuable for Tourism Authority of Thailand to seeking strategies to enhance competitiveness and projected brand image of International Marathons event to promote favorable sport country image and commitment sport tourism of Thailand.

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