**Initial post**

Regarding the ethical dilemma, I remember one of my course mates dispersed some misinformation about me, and it affected my reputation among my co-workers and my officers. I asked him why you did this, and he said because you promoted even, I deserve now I hate you. I don't want to make any mess, so I tried to keep quiet. He is an excellent officer. Still, he often uses abusive language with others because his father left him, and his mother was not able to take his responsibility, so someone from neighbor allowed him to stay with them. Maybe that is why he is so harsh.

Kohlberg explained the development of moral judgment based on Piaget's stages of cognitive development. And it is defined as a cognitive process that allows us to reflect on our values, assuming roles, taking a perspective, and being able to place ourselves instead of solving conflicts and problems that occur throughout our lives. He also advocated that we all go through a series of phases or phases in the same order. Despite cognitive and moral development, he thought that was not a sufficient condition for the advancement of moral judgment. "Morality is seen as relative, meaning it changes according to different situations" " (Bredeson & Goree, 2012, p.34)

In designing a series of moral problems that asked young people to evaluate their level of moral reasoning, Kohlberg became more interested in the reasoning behind their response than they answered, noting that the cognitive level was related to a person's moral reasoning in the sense that the first should exist, although advanced cognitive development does not guarantee moral development (Kohlberg, 1981).

According to this theory, moral development evolves linearly, progressively, and follows a given sequence along with the different approaches that make up this theory. Moral reasoning grows and develops throughout the life of adolescence and adulthood, the adjustment and division of moral development according to the gradual development of cognitive abilities in six stages, grouped into three levels according to the individual, already exists at a general degree at a current level or a general level.

So, moving from one stage to another involves a process of learning that is irreversible, because people are always moving forward by acquiring and developing the skills, values, and guidelines that define and characterize us. What can be produced is the poor acquisition of the specific characteristics of each stage.

**Reply to Evan Campbell**

Thank you for your post. According to Kohlberg, not all people can reach the level of basic morality . In the first phase of the level, the moral of social contract and legality develops. Here one has accepted the prevailing norms and is able to resolve conflicts between values ​​and norms. One understands that rules are only covenants and principles and rules are relative. In the second stage , the moral of universal ethical principles develops . In this case, one already has his own principles which, together with universal, common principles, govern his own personal morality.

**Reply to Rachel LaBare**

Thank you for your post and I have found that like the other levels, the first level is two-stage. The moral of punishment and obedience develops first. In this case, the perception of right and wrong is based on the immediate consequences of the act, that is, one learns to avoid punishment and to obey only through obedience. In the second stage, selfish relativistic morality develops , whereby one's own pleasures and interests are built on the basis of moral conception. This can be seen, for example, in rewarding rewards and seeking selfish satisfaction. At this level, the human world is still very black and white; rewards are good, punishments are evil.

References

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