

Business Ethics Education Software 20

Francis J. Schweigert

Toward Assessing Business Ethics Education Diane L. Swanson, Dann G. Fisher, 2010-11-01 Toward Assessing Business Ethics Education, edited by Diane L. Swanson and Dann G. Fisher of Kansas State University, is a sequel to their book Advancing Business Ethics Education in the Ethics in Practice IAP book series. The focus on assessment in this second book is a timely response to the urgent search among business schools for ways to teach and assess ethics at a time when the public's faith in corporations and business schools has been undermined greatly by the failure of both to respond to widespread corruption and scandals in the business sector. Although no one expects business education alone to resolve these problems, the distinguished scholars represented in this book advocate that business schools should at least do their part by exposing their students to decision models that incorporate ethical dimensions on behalf of corporate stakeholders and society at large. As the book's title conveys, it is then important to assess key learning objectives to insure that business students graduate knowing ethics fundamentals and armed with the ability to recognize ethical dilemmas and possible solutions during the course of their careers. This book will speak to all who are interested in accountability for business ethics education, especially business school deans, university administrators, faculty members, students, and prospective employers. This audience will find that the enterprise of assessing business ethics education is advanced in

three ways. First, the book functions as a venue for distinguished scholars to share the innovative ways that they are assessing ethics coverage in courses and degree programs. Second, these authors identify what needs to be assessed and the means for doing so. Third, the book serves not only as a guide to assessment, but also as a platform for expanding and improving ethics coverage in business schools. Moreover, an important take away for readers is the provision of a simple formula, first advocated by Diane L. Swanson and William C. Frederick (University of Pittsburgh) in 2005, for delivering ethics education that minimizes assessment errors. By following this formula, business schools can provide assurances that ethics will not be assessed as being sufficient when it is woefully inadequate or even missing in the curriculum and that it cannot be distorted, diluted, or trivialized by uninformed coverage and still pass inspection. Avoiding these assessment errors is critical in an educational environment in which weak accrediting standards for ethics go hand in hand with spotty, uninformed coverage that would not be tolerated for other business disciplines.

Advancing Business Ethics Education Diane L. Swanson, Dann G. Fisher, 2008-04-01 This book features sixteen chapters written by distinguished scholars who collectively point to a roadmap for advancing business ethics education at a critical juncture in the history of corporate America. The editors frame the book with an introductory chapter that details a gold standard for delivering ethics in the business school

curriculum that signals to students that ethics matters, provides an adequate counterbalance to the amoral subtext that dominates much of business education, remedies assessment problems associated with current accrediting standards, and prepares students for newly minted and fast-growing careers in ethics compliance, risk management, and corporate social responsibility. The chapters that follow lay out some challenges and opportunities that administrators and educators need to address in order to improve business ethics education and business school reputations in a post-Enron climate. Both traditional and experimental perspectives on delivering ethics in the curriculum are covered in conjunction with research that substantiates the potential for improving student ethics competencies after exposure to ethics coursework. Methods for incorporating ethics in various subjects, including accounting, corporate governance, environmentalism, global business, managerial decision making, and human resource management are also given as part of the roadmap for advancing business ethics education.

Teaching Ethics Across the Management Curriculum, Volume III Kemi Ogunyemi, 2016-08-10 Of those in management education who debates whether business ethics should be taught as a stand-alone course or in an embedded manner, most recommend combining both approaches for optimal results. This book provides unique insights into the experience of seasoned academics who embed business ethics in teaching management theory and practice. Its multidisciplinary approach enriches

its content, since the insights of our colleagues from within their fields are invaluable. It therefore complements other business textbooks. After general themes (curriculum integration, adult learning, learner commitment, and generation Y classrooms), this volume covers ethics and responsibility in people management, team building, change management; operations management, business law, and digital marketing communications. The book provides a platform to share experiences of teaching ethical profitability. It contributes to resolving concerns experienced when faculty wish to incorporate ethics into their teaching but feel they lack preparation or ideas on how to do it. The chapters describe each discipline briefly, raise the typical ethical issues therein, and suggest teaching strategies and exercises or projects. The 'developing versus developed country perspectives' sections may interest schools with high student diversity. The book also meets in-company training needs for attaining and sustaining an ethical culture.

Business Ethics Education and the Pragmatic Pursuit of the Good Francis J.

Schweigert, 2016-08-12 This book is an extended argument for the critical importance which justice and ethical leadership should have in business ethics education. The book examines the history of ideas and purposes in education, the contemporary role of business schools, and the social foundations of moral education to conclude that the pragmatic pursuit of the good must be a central aim of business strategy. To meet the

challenges of facing society today, the masters of business must be moral craftsmen in a just and democratic private property economy that serves the common good. The author grounds this vision for business leadership in the centrality of systems of exchange in human society, in generating prosperity and providing for the general welfare. Business ethics education has focused primarily on moral formation of individual leaders and managers in the context of ethical codes, organizational culture, and legal compliance. Important as this approach is, it fails to generate a sufficient level of business responsibility to satisfy legitimate social concerns regarding the use of natural resources, environmental sustainability, reasonable limitation of systemic risk in capital markets, and fair allocation of goods and services. If the social purpose of business is not intentionally embraced and diligently pursued, the economy may enrich a few but impoverish the society, its resources, and its democracy. Hence this book argues for a new vision of business ethics that is grounded in public accountability of business operations and outcomes for the common good, as a matter of justice.

Teaching International Business Erdener Kaynak, Gopalkrishnan R Iyer, 2021-02-25 Instill social responsibility in your students! "Ethical behavior in international business is our strongest hope, especially at a time when alternative systems of governing individual and corporate behaviors are at their weakest levels."
--Gopalkrishnan R. Iyer, from the chapter

“Approaches to Ethics in International Business Education In recent years there has been a rapid growth of academic and practical interest in business ethics and social responsibility at the corporate level. **Teaching International Business: Ethics and Corporate Social Responsibility** is a collection of academic writings on the issues and challenges of incorporating ethics and corporate social responsibility concerns into international business education. The logic of economic globalization presumes that economic principles and business ethics are universal, but in fact, cross-cultural realities and indigenous perspectives are often quite unique. **Teaching International Business: Ethics and Corporate Social Responsibility** covers the major perspectives in business ethics as they relate to international business. In **Teaching International Business: Ethics and Corporate Social Responsibility**, you will explore: techniques and approaches for teaching ethics and social responsibility to your students individual versus corporate responsibility cultural effects on generally accepted accounting principles (GAAP) cultural effects on generally accepted auditing standards (GAAS) globalization and its impacts ethical issues in international marketing **Teaching International Business: Ethics and Corporate Social Responsibility** brings you ethical issues and perspectives in economics, management, finance, accounting, and marketing. The broad range of approaches and issues presented here will be of immense use to educators teaching foundational international business courses. This

volume will go a long way in gripping students' interests while delivering relevant educational information.

Ethics in the Business Curriculum George L. Pamental, 1988

Business Ethics Stephen M. Byars, Kurt Stanberry, 2023-05-20 Color print. Business Ethics is designed to meet the scope and sequence requirements of the single-semester business ethics course. This title includes innovative features designed to enhance student learning, including case studies, application scenarios, and links to video interviews with executives, all of which help instill in students a sense of ethical awareness and responsibility.

Teaching Ethics Across the Management Curriculum, Volume II Kemi Ogunyemi, 2016-08-10 Of those in management education who debates whether business ethics should be taught as a stand-alone course or in an embedded manner, most recommend combining both approaches for optimal results. This book provides unique insights into the experience of seasoned academics who embed business ethics in teaching management theory and practice. Its multidisciplinary approach enriches its content, since the insights of our colleagues from within their fields are invaluable. It therefore complements other business textbooks. After general themes (curriculum integration, adult learning, learner commitment, and generation Y classrooms), this volume covers ethics and responsibility in people management, team building, change management; operations management, business law, and digital marketing

communications. The book provides a platform to share experiences of teaching ethical profitability. It contributes to resolving concerns experienced when faculty wish to incorporate ethics into their teaching but feel they lack preparation or ideas on how to do it. The chapters describe each discipline briefly, raise the typical ethical issues therein, and suggest teaching strategies and exercises or projects. The 'developing versus developed country perspectives' sections may interest schools with high student diversity. The book also meets in-company training needs for attaining and sustaining an ethical culture.

Management Education for Integrity Charles Wankel, Agata Stachowicz-Stanusch, 2011-09-02 Explains how curricula should be streamlined and rejuvenated to ensure a high level of integrity in management education, providing numerous examples of new tools, teaching methods, integrity sensitization and development exercises and ethical management education assessment approaches.

Handbook of Research on Teaching Ethics in Business and Management Education Wankel, Charles, 2011-12-31 This book is an examination of the inattention of business schools to moral education, addressing lessons learned from the most recent business corruption scandals and financial crises, and also questioning what we're teaching now and what should be considering in educating future business leaders to cope with the challenges of leading with integrity in the global environment--Provided by publisher.

Effectively Integrating Ethical Dimensions into Business Education Charles Wankel, Agata Stachowicz-Stanusch, 2011-09-01

Over the last decade, we have been witnessing a dramatic contrast between the CEO as a superhero and CEO as an antihero. The new challenge in business education is to develop responsible global leaders. Relatively little is known, however, about how management educators can prepare future leaders to cope effectively with the challenge of leading with integrity in a multicultural space. This volume is authored by a spectrum of international experts with a diversity of backgrounds and perspectives. It suggests directions that business educators might take to reorient higher education to transcend merely equipping people and organizations to greedily proceed, with dire effects on the preponderance of people, nations, our planet and the future. The book is a collection of ideas and concrete solutions with regards to how morality should be taught in a global economy. In the first part, the editors present reasons why management education for integrity makes up an important challenge in an intercultural environment. This book is an overview of a spectrum of approaches to developing moral character in business students in this epoch of dynamic technologies and globalization. Experts share approaches to sensitizing learners to integrity and its opposite in a wide variety of international cases and examples. The impact of colliding cultural differences on management education will be also parsed. With in-depth discussions of the influence of such factors as

gender, ethnicity and academic performance the book looks comparatively at the implications for instructors in various cultural contexts. A wide variety of teaching approaches are explained with lengthy examples including ones leveraging humanities and storytelling.

Business Ethics: Ethical Decision Making & Cases

O. C. Ferrell, John Fraedrich, Ferrell, 2018-03-08

Learn to make successful ethic decisions in today's complex managerial environment with Ferrell/Fraedrich/Ferrell's market-leading BUSINESS ETHICS: ETHICAL DECISION MAKING AND CASES, 12E. Packed with cases, exercises, and simulations, this applied approach uses a proven managerial framework to address overall concepts, leading processes and the best practices associated with today's top business ethics programs. Readers learn how to integrate ethics into key strategic business decisions. This thoroughly revised edition highlights new legislation affecting business ethics and offers the most up-to-date examples and best practices of high-profile organizations. Twenty new or updated original case studies provide insights into ethical dilemmas and guide you in learning to make consistently strong ethical decisions. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Business Ethics: New Challenges for Business Schools and Corporate Leaders Paul E Peterson, O.C. Ferrell, 2016-07-22 The many recent high profile corporate scandals highlight the need for companies to do a better job of integrating ethics

and responsibility into business decisions - and for business schools to integrate ethics awareness and training into their curricula. This volume sets the agenda for business ethics and corporate responsibility in the future. It brings together ideas, challenges, and proposed solutions for thinking about - and implementing - effective ethics programs in business schools and business organizations. Edited by two highly regarded business educators, and featuring contributions by leading scholars and administrators, *Business Ethics: New Challenges for Business Schools and Corporate Leaders* covers all dimensions of ethical decision making - individual, organizational, and societal. The thirteen original chapters offer new and emerging perspectives for creating ethical business leadership and developing organizational ethics initiatives.

Ethics in the Education of Business Managers

Charles W. Powers, David Vogel, 1980

Teaching Business Ethics for Effective Learning

Ronald R. Sims, 2002-05-30 The key to teaching business ethics successfully, says Sims, is to start with clear goals and a sensible expectation of outcomes, and with a true knowledge and appreciation of how people actually learn. Seems obvious enough, he says, but the surprise is that so few understand this. Thus, the teaching of business ethics is often an unproductive, frustrating exercise in futility. Sims hopes to change that. Proceeding with the conviction that open communications between teacher and student before, during, and after the teaching experience is vital, Sims identifies key teaching processes,

gives practical advice on designing and planning the curriculum, and offers guidance on how to develop a climate conducive to effective learning. He highlights the importance of creating a classroom climate that encourages open dialogue, good moral conversation, and conversational learning. And throughout he emphasizes that learning styles and experiential learning theory are cornerstones of teaching business ethics, thus taking an approach unlike any in the literature. An important guide for those who are new to teaching this essential subject, Sims' book will also be helpful for more experienced teachers who are wondering why their own methods do not always work, or do not work as well as they believe they should. Sims identifies important processes that must be managed if business ethics is to be taught and learned successfully—processes such as creating stakeholder commitment to the goals, purposes, and outcomes of the teaching effort, and curriculum design and planning that are attuned to individual differences in learning styles, motivation, and values. Also included in Sims' processes are the development of individual school outcomes, and expectations, and the assessment procedures that can measure them. He discusses the importance of incorporating debriefing into an experiential learning exercise or discussion, and goes on to give an in-depth discussion of the pedagogical approaches that allow teachers to teach the practical and theoretical components of the subject simultaneously. Well illustrated with examples, such as an interdisciplinary approach to teaching and a way to institutionalize outcomes

assessment by means of total quality management, Sims' book returns constantly to his major theme: that to teach business ethics effectively the teacher must first create a climate of trust and sharing within and between students, and between students and teacher, and that the teacher must have a concrete way to measure the impact of the teaching effort's results.

Experiences in Teaching Business Ethics Ronald R. Sims, William I. Sauser, 2011-07-01 The primary purpose of this book is to stimulate dialogue and discussion about the most effective ways of teaching ethics. Contributors to the book focus on approaches and methodologies and lessons learned that are having an impact in leading students to confront with accountability and understanding the bases of their ethical thinking, the responsibilities they have to an enlarged base of stakeholders (whose needs and interests often are conflicting), and their stewardship to use their talents responsibility not only in fulfilling an enterprise's economic goals but also to recognize the impact of their actions on both individuals and larger society. The primary audiences for the book are those individuals responsible for teaching management, especially those with responsibilities for teaching business ethics. But the book is also designed for practicing managers, for these managers have among their most important responsibilities the development of people in their organizations who have the integrity, values, and competences to be effective managers of economic resources while at the same time to recognize the roles of their enterprise in shaping

society.

Ethics Education of Business Leaders Tom E. Culham, 2013-08-01 Events on Wall Street and Main Street reveal that some business leaders make dramatically unethical self-serving decisions that ignore the public interest. How can business schools educate future business leaders to make ethical decisions? Unfortunately, most business schools fail in teaching ethical decision-making. They erroneously assume that such decision-making is primarily conscious and reason-based, reflecting the western cultural orientation toward science and logic. In this book, Thomas Culham cites neurological findings showing that unconscious processes and emotions play a much more significant role than reason in making ethical decisions. Culham urges business schools to teach a modified form of emotional intelligence, linked with research-supported contemplative practices from the great meditative traditions. This book details the author's ethics curriculum and explains its successful application at the Sauder School of Business at the University of British Columbia. This fascinating, interdisciplinary, and highly practical curriculum integrates philosophy (virtue ethics), Daoist thinking, psychology, and neuroscience. This curriculum intends to transform the way business schools teach decision making. Such an effort might just transform the way we do business.

Handbook of Research on Business Ethics and Corporate Responsibilities Daniel E.

Palmer, 2015-01-31 While skeptics once saw the concept of business ethics as an oxymoron, modern

businesses are proving them wrong. Success depends not only on educating young professionals about ethical practices, but on the implementation of these practices in all aspects of a company. The Handbook of Research on Business Ethics and Corporate Responsibilities explores the fundamental concepts that keep companies successful in the era of globalization and the internet. Investigating the implementation of best practices and how ethics can be taught to the next generation of business experts, this handbook is an essential reference source for students, academics, business managers, or anyone interested in the increasingly interdisciplinary field of business ethics and its applications in the world today.

Business Ethics Joseph W. Weiss, 2014-07-14 NEW EDITION, REVISED AND UPDATED This is a pragmatic, hands-on, up-to-date guide to determining right and wrong in the business world. Joseph Weiss integrates a stakeholder perspective with an issues-oriented approach so students look at how a business's actions affect not just share price and profit but the well-being of employees, customers, suppliers, the local community, the larger society, other nations, and the environment. Weiss uses a wealth of contemporary examples, including twenty-three customized cases that immerse students directly in recent business ethics dilemmas and ask them to consider how they would resolve them. The recent economic collapse raised ethical issues that have yet to be resolved—there could not be a better time for a fully updated edition of Weiss's classic, accessible blend of

theory and practice. New to the Sixth Edition! New Cases! Fourteen of the twenty-three cases in this book are brand new to this edition. They touch on issues such as cyberbullying, fracking, neuromarketing, and for-profit education and involve institutions like Goldman Sachs, Google, Kaiser Permanente, Walmart, Ford, and Facebook. Updated Throughout! The text has been updated with the latest research, including new national ethics survey data, perspectives on generational differences, and global and international issues. Each chapter includes recent business press stories touching on ethical issues. New Feature! Several chapters now feature a unique Point/Counterpoint exercise that challenges students to argue both sides of a contemporary issue, such as too-big-to-fail institutions, the Boston bomber Rolling Stone cover, student loan debt, online file sharing, and questions raised by social media.

Managing Business Ethics Alfred A.

Marcus, Timothy J. Hargrave, 2019-12-19 Managing Business Ethics: Making Ethical Decisions teaches students how to navigate ethical issues they will encounter using the weight-of-reasons approach applied throughout the book. This decision-making framework's goal is not to faithfully apply particular philosophical perspectives on what is right, but rather to solve ethical problems. The authors underscore the need for employees at all levels to carefully consider the ethical implications of their actions using this approach and it can be applied at the individual, organizational, and stakeholder levels. Chapters

provide a case to walk through application of the framework and mini-cases allow students to practice applying this framework on their own. A wide range of real-world case studies are presented, featuring companies such as Facebook, Google, Wells Fargo, Volkswagen, and Amazon. This practical, down-to-earth text also delves into topics not covered extensively by other books such as slow and fast thinking, the inherent conflict between the individual and organization, conformity, and the difficulties of speaking truth to power. Students are offered ample opportunity to engage in thoughtful reflection, discussion, and application as they grapple with ethical issues big and small. Included with this title: The password-protected Instructor Resource Site (formally known as SAGE Edge) offers access to all text-specific resources, including a test bank and editable, chapter-specific PowerPoint® slides.

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