A QUALITATIVE STUDY OF BUSINESS SCHOOLS INTEGRATING ETHICS Rev. Karen L. Schuder

http://www.stthomas.edu/media/catholicstudies/center/ryan/conferences/2012-dayton/Schuderfinalpaer.pdf

Beyond the Ethics Course: Making Conduct Count

Elletta Sangrey Callahan

http://www.mcgeorge.edu/Documents/Publications/06\_Callahan\_MasterMLR39.pdf

Debate over the role of ethics in management and business schools has been an on-going topic in business cycles for decades. However in the wake of corporate scandals involving companies such as Enron, Arthur Andersen, WorldCom, and Tyco the discussion was intensified leading some to call for more ethical practices in the business, whiles others including scholars, students, and business leaders have called for educational institutions to develop and provide programs that emphasizes on greater integration of ethical practices along with business skills. It is argued that schools have failed to emphasize the importance of ethics in business education. Some have gone as far as to even blame business schools for corporate scandals, claiming schools encourage students to go to any lengths for corporate profits without consideration of ethical behaviors.

If we acknowledge business schools’ contributions to leadership, values, and trends in business, we also must acknowledge their role in shaping ethical (or non-ethical) behaviors in the business world. Some business schools have responded by integrating business ethics in curricular and extra-curricular programming. Much of the debate over adopting ethical standards focused on the merits of covering ethics in a specialized course versus integrating ethical analysis throughout the curriculum.

Although the article backs the fact that curriculum-based efforts at teaching business ethics should be continued, it also points out the fact that students, business schools, prospective employers, and society must come to understand that ethics in business education is about conduct and not just coursework.

The article is based on the premise that there is a relationship between academic integrity and business ethics. In other words the strategies and methods adapted by students in their course work is a good indicator of the kind of action they may take in business. Thus students who cheat to get good grades are more likely to follow unethical paths in their careers.

Furthermore the article also argues that although many business schools have recognized the need for more education in business ethics, there still remains an argument about the manner it should be approached. Whereas some business educators believe that ethical lessons are most meaningfully addressed within the context almost every course others advocates for a stand-alone ethics course