

Journal Of Business Ethics Education

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Business education must supply the conceptual tools managers need to make choices that are ethically responsible and culturally sensitive as well as technically sound. The mission of the JBEE is to assist educators in this task by providing timely educational materials and a forum for discussion of pedagogical issues.

JBEE HOME - Journal of Business Ethics Education

Journal of Business Ethics Education. The Only Journal Dedicated to Teaching Business Ethics. John Hooker, Editor. The Journal of Business Ethics Education supports educators that provide the conceptual tools managers need to make choices that are both ethically responsible and culturally sensitive, as well as technically sound. It provides timely educational materials and sponsors an international forum for the exchange of ideas and research.

Journal of Business Ethics Education - Online access

The Journal of Business Ethics Education is a peer-reviewed academic journal that examines the particular challenges facing business ethics educators. It publishes articles, case studies, and reviews intended to help instructors do a better job in the classroom. Established in 2004, the journal is edited by John Hooker at Carnegie Mellon University, and published by NeilsonJournals Publishing in print and electronic formats.

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Commonly, business ethics is integrated throughout the business curriculum in addition to having an ethics class available, whether elective or required. Faculty generally create and support an...

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International Journal of Ethics Education | Home

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The Journal of Business Ethics publishes only original articles from a wide variety of methodological and disciplinary perspectives concerning ethical issues related to business that bring something new or unique to the discourse in their field. From its inception the Journal has aimed to improve the human condition by providing a public forum for discussion and debate about ethical issues related to business.

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The Impact of Business Ethics Education on Attitudes ...

Scope. The Journal of Business Ethics publishes only original articles from a wide variety of methodological and disciplinary perspectives concerning ethical issues related to business that bring something new or unique to the discourse in their field.

Journal of Business Ethics - SCImago Journal Rank

The Journal of Business Ethics is a peer-reviewed academic journal published by Springer Science+Business Media covering methodological and disciplinary aspects of ethical issues related to business, including systems of production, consumption, marketing, advertising, social and economic accounting, labor relations, public relations and organizational behavior. The founding editors in chief are Alex C. Michalos and Deborah C. Poff. The current editor in chief are R. Edward Freeman, University of

Journal of Business Ethics - Wikipedia

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Journal of Business Ethics Education 18 February 2020. Teaching Catholic Stakeholder Thinking Using the Open-Ended Case Method. Journal of Business Ethics Education 18 February 2020. Creation of Shared Value in Action – The Case of a Living Lab Using Transformative Learning.

Journal of Business Ethics Education | The Philosophy Paperboy

Business ethics is often considered a relatively new niche discipline. In the 1970s, academics interested in business ethics topics published their works in more general outlets, such as the Journal of Contemporary Business.

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, uniformed coverage that would not be tolerated for other business disciplines.

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.

Accounting Ethics Education: Teaching Virtues and Values gathers a diversity of contributions from invited, well-known experts. It promotes a comprehensive reflection around how ethics can and should be taught to accounting students, discussing and highlighting the most updated research on accounting ethics education, and it is an essential reference in the field. The subject of accounting ethics education is critical to foster ethical awareness that may prevent the way in which one acts or behaves, especially towards others. The point is that accounting education cannot exist without ethical education and accountants must be technically proficient and ethically sensible since ethical behavior is vital to the status and credibility of the accountancy profession. And this sensibility must be developed while the future professional is still cultivating his or her moral and intellectual structure within the school learning environment: character and practical reasoning are crucial because they include not only knowledge of rules and principles, and their correct application but also values and virtues. Examining multiple perspectives, *Accounting Ethics Education: Teaching Virtues and Values* advances the scholarly debate by providing cuttingedge and insightful research vital for all those interested and immersed in these matters. It begins with a historical perspective of accounting ethics education and continues by exploring challenges, opportunities and developments in the area. It will be of great value to academics, students, researchers and professionals in the fields of accounting, accounting education and ethics.

"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.

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.

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.

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.

The *Journal of Business Ethics* was founded by Alex C. Michalos and Deborah C. Poff and published its first issue in March 1982. It is the most frequently cited business ethics journal in the world. The Journal has always offered a multi-disciplinary and international public forum for the discussion of issues concerning the interaction of successful business and moral virtue. Its authors and readers are primarily scholars and students in social sciences and philosophy, with special interests in the interaction of these disciplines with business or corporate responsibility. Since the field of business ethics grew simultaneously with the growth of the Journal, a collection of its most cited articles is tantamount to a collection of the articles that had the greatest influence in defining the field over its first 30 years of development. In this anniversary volume, an overview of citation classics from the Journal is presented, the 33 most frequently cited articles are reproduced and brief reflections on the impact of the Journal on the field are given from over 100 scholars who authored citation classics and/or distinguished papers, as well as those who served on the Editorial Board and/or are recognized as leaders in the field.

In the increasingly competitive corporate sector, organizational leaders must examine their current practices to ensure business success. This can be accomplished by implementing effective educational initiatives and upholding

proper ethical behavior. *Business Education and Ethics: Concepts, Methodologies, Tools, and Applications* is a comprehensive source of academic knowledge that contains coverage on the latest learning and educational strategies for corporate environments, as well as the role of ethics and integrity in day-to-day business endeavors. Including a broad range of perspectives on topics such as globalization, organizational justice, and cyber ethics, this multi-volume book is ideally designed for managers, practitioners, students, professionals, and researchers actively involved in the corporate sector.

The Middle East and North Africa (MENA) region is undergoing significant socio-political and developmental transition. Although interest in corporate social responsibility (CSR) in the region is growing, little research has addressed corporate social responsibility education and its potential impact. CSR has an important role to play in the socio-economic development of the Middle East and North Africa due to the volatility and developmental needs of the region. Recent research has highlighted that the vitality of the institutional environment and the needs of multiple stakeholders in CSR are not necessarily consistent with the notion of CSR in the West. This book compiles conceptual, contextual, and empirical research that addresses the concepts of CSR, ethics, and sustainability education in the MENA region, with a special emphasis on how educators can bridge to the Giving Voice to Values approach. This book presents a much-needed portfolio of articles from authors based in Egypt, Morocco, the Sultanate of Oman, Qatar, and the United Arab Emirates (UAE), highlighting first an overview of the topic and its corresponding publications in the MENA region, then presenting several exemplary cases related to ECSRS application in various countries.

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