1. Record Nr. UNINA9910452899203321 Autore Gentile Mary C. **Titolo** Educating for values-driven leadership: giving voice to values across the curriculum / / Mary C. Gentile New York, New York (222 East 46th Street, New York, NY 10017):,: Pubbl/distr/stampa Business Expert Press, , 2013 **ISBN** 1-60649-547-X Edizione [First edition.] Descrizione fisica 1 online resource (228 p.) Collana Principles of responsible management education (PRME) collection Disciplina 650.0711 Soggetti **Business education Business ethics** Social responsibility of business Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Part of: 2013 digital library. Note generali Nota di bibliografia Includes bibliographical references (pages 203-212) and index. Nota di contenuto Part 1. Introduction to giving voice to values -- 1. Educating for valuesdriven leadership: giving voice to values across the curriculum / Mary C. Gentile -- Part 2. GVV across the curriculum -- 2. Giving voice to values in the economics classroom / Daniel G. Arce -- 3. Teaching change leadership for sustainable business: strategies from the "giving voice to values" curriculum / Christopher P. Adkins -- 4. Giving voice to values in accounting education / Steven M. Mintz and Roselyn E. Morris -- 5. Giving voice to values in human resource management practice and education / Charmine E. J. Hartel and Amanda Roan -- 6. Giving voice to values for the public sector: an exploratory approach / Kenneth Wiltshire and Stephen Jones -- 7. Developing negotiation skills through the giving voice to values scripting approach / Melissa Manwaring -- 8. The ethics of voicing one's values / Leigh Hafrey -- 9. Voicing values in pursuit of a social mission: the role of giving voice to

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Despite four decades of good faith effort to teach Ethics in business schools, readers of the business press are still greeted on a regular basis with headlines about egregious excess and scandal. It becomes reasonable to ask why these efforts have not been working. Business faculty in ethics courses spend a lot of time teaching theories of ethical reasoning and analyzing those big, thorny dilemmas--triggering what one professor called "ethics fatigue." Some students find such approaches intellectually engaging; others find them tedious and irrelevant. Either way, sometimes all they learn is how to frame the case to justify virtually any position, no matter how cynical or self-serving. Utilitarianism, after all, is tailor-made for a free market economy.