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Nota di contenuto	Cover -- Teaching Business Ethics for Effective Learning -- Contents -- Preface -- Chapter 1 Teaching Business Ethics for Effective Learning -- SOME HISTORY AND BACKGROUND ON BUSINESS ETHICS EDUCATION -- Current Trends and Expectations -- TEACHING BUSINESS ETHICS: SHOULD WE? CAN WE? -- THE GOALS OR OUTCOMES OF TEACHING BUSINESS ETHICS -- CONCLUSION -- REFERENCES -- Chapter 2 What Should Be Taught in Business Ethics Efforts? -- INTRODUCTION -- AGREEMENT ON THE OBJECTIVES OF TEACHING BUSINESS ETHICS -- THE GOALS OF TEACHING BUSINESS ETHICS: A BRIEF REVIEW -- GOALS: WHY GO WHERE? -- Objective 1: Knowing Thyself, Your Own Moral Values and Thresholds -- Objective 2: Learning to See Moral Issues, Conflicts, and Responsibilities -- Objective 3: Learning to Identify the Specific Moral Aspects of a Situation -- Objective 4: Learning to Share Moral Understanding -- Objective 5: Learning How to Handle Moral Issues and Conflicts -- Objective 6: Acquiring Moral Courage -- Objective 7: Acquiring a Critical Attitude Toward the Business School Curriculum and Its Disciplines -- CATEGORIZING THE GOALS OF BUSINESS ETHICS TEACHING EFFORTS -- WHEN SHOULD STUDENTS BE

TAUGHT BUSINESS ETHICS? IMPLICATIONS FOR GOALS -- Undergraduate and Graduate Students Are Different -- CONCLUSION -- NOTES -- REFERENCES -- Chapter 3 The Environment for Teaching Business Ethics: Obstacles and Issues -- INTRODUCTION -- Obstacle Type 1: The Existing Business Curriculum and Other Courses -- Obstacle Type 2: Students' Working Situation and Mind-Set -- Obstacle Type 3: Faculty's Working Situation and Mind-Set -- HANDLING CURRICULUM LOGISTICS -- WHERE SHOULD BUSINESS ETHICS BE PLACED IN THE CURRICULUM? SEPARATE COURSE OR INTEGRATED ACROSS THE CURRICULUM? -- MANDATORY VERSUS ELECTIVE COURSES -- A LIMITED LOOK AT CURRENT BUSINESS ETHICS CURRICULA. OUTCOMES ASSESSMENT: WHAT'S THE IMPACT OF BUSINESS ETHICS TEACHING EFFORTS? -- STAKEHOLDERS, COMMUNICATION, AND PARTICIPATION -- SUMMARY AND RECOMMENDATIONS -- Premises -- Recommendations -- NOTES -- REFERENCES -- Chapter 4 Who Should Teach Business Ethics? -- INTRODUCTION -- EXPLOITING INTERDISCIPLINARITY -- BUSINESS ETHICS DOES NOT HAVE A SINGLE DISCIPLINARY HOME, SO WHO SHOULD TEACH BUSINESS ETHICS? -- AN INTERDISCIPLINARY TEAM APPROACH TO TEACHING BUSINESS ETHICS -- WHY DECIDE TO TEAM TEACH BUSINESS ETHICS? -- What Is the Type and Level of Collaboration of Team Teaching? -- Opportunities and Benefits of the Interdisciplinary Team Approach to Teaching Business Ethics -- Limitations of the Interdisciplinary Team Approach to Teaching Business Ethics -- EXAMPLES OF TEAM TEACHING -- RECOMMENDATIONS -- CONCLUSION -- REFERENCES -- Chapter 5 Teaching Business Ethics for Effective Learning: Experiential Learning -- INTRODUCTION -- TEACHING BUSINESS ETHICS: LESSONS TO BE LEARNED FROM THE WIZARD OF OZ -- Teaching Business Ethics for Effective Learning -- Teaching Business Ethics Experientially: A Definition -- When Is Teaching Business Ethics Not Teaching Business Ethics for Effective Learning? -- THE BUSINESS ETHICS TEACHER AS A FACILITATOR -- USING EXPERIENTIAL LEARNING THEORY IN BUSINESS ETHICS EDUCATION -- Holistic Learning -- KOLB'S EXPERIENTIAL LEARNING MODEL -- APPLYING KOLB'S MODEL TO TEACHING BUSINESS ETHICS -- Using Learning Styles to Understand Students and Guide Curriculum Design -- Understanding Students: Two Design Strategies -- Kolb's Model of Learning Styles -- Applications to Teaching Business Ethics Efforts -- CONCLUSION -- REFERENCES -- Chapter 6 Learning Environments and Experiential Learning Processes -- INTRODUCTION -- LEARNING ENVIRONMENTS -- Affectively Oriented Environments -- Perceptually Oriented Environments. Cognitively Oriented Environments -- Behaviorally Oriented Environments -- USING EXPERIENTIAL LEARNING PROCESSES TO DESIGN BUSINESS ETHICS TEACHING EFFORTS -- Adaptation of Activities -- USING FACILITATION SKILLS TO ENCOURAGE EXPERIENTIAL LEARNING -- ALTERNATIVE APPROACHES FOR TAKING INDIVIDUALIZED DIFFERENCES INTO CONSIDERATION -- GRLSQ -- MBTI -- ADAPTING TEACHER AND STUDENT LEARNING STYLES IN BUSINESS ETHICS EDUCATION -- HOW CAN BUSINESS ETHICS EDUCATION BE ENHANCED FOR MORE EFFECTIVE LEARNING? -- IMPLICATIONS FOR TEACHING BUSINESS ETHICS -- CONCLUSION -- REFERENCES -- Chapter 7 Structuring and Delivering Business Ethics Teaching Efforts -- INTRODUCTION -- ESTABLISHING SCOPE, SEQUENCE, BREADTH, AND DEPTH -- Scope -- Sequence -- Breadth and Depth -- PEDAGOGICAL APPROACHES TO TEACHING BUSINESS ETHICS -- Developing Students' Theoretical Knowledge Base -- Practical Issues Facing Business People -- Equal Focus on Both Theory and Everyday Practice or Reality -- PHILOSOPHICAL OR ETHICAL THEORIES: DEVELOPING STUDENTS'

THEORETICAL KNOWLEDGE BASE -- MORAL REASONING --
Teleology/Consequentialism -- Deontology -- The Contractarian
Alternative -- Virtue Ethics (Integrity) -- KOHLBERG'S THEORY OF
MORAL DEVELOPMENT -- CONCLUSION -- REFERENCES -- Chapter 8
Practical Approaches to Teaching Business Ethics -- INTRODUCTION --
CRITICISMS OF APPROACHES TO TEACHING BUSINESS ETHICS -- SOME
TRADITIONAL APPROACHES TO TEACHING BUSINESS ETHICS -- Lecture
-- Case Study Method -- Games and Scenario-Based Methods --
Literature/Narratives -- Guest Lectures -- OTHER APPROACHES TO
TEACHING BUSINESS ETHICS -- Current Events Periodicals --
Structuration Theory -- Freud's Theory of Cognitive Processes -- The
TV and Significant Others Tests -- Decision Tree/Cross-Cultural
Analysis Framework -- Computer Conferencing via the Internet.
EXPERIENTIALLY ORIENTED PEDAGOGICAL APPROACHES TO TEACHING
BUSINESS ETHICS -- Role Playing -- Service Learning -- Behavioral
Simulations -- Self-Reflection -- CONCLUSION -- REFERENCES --
Chapter 9 Moving into the Classroom: Developing the Climate for
Teaching and Learning Business Ethics -- INTRODUCTION --
DEVELOPING THE CLIMATE FOR TEACHING AND LEARNING BUSINESS
ETHICS -- Characteristics of a Classroom Learning Environment --
Psychological Contracts -- Expectations and Contributions -- A
Dynamic Process -- A MODEL FOR MANAGING PSYCHOLOGICAL
CONTRACTS -- CLARIFYING THE PSYCHOLOGICAL CONTRACT --
Developing the Classroom Climate with the First Class --
INSTRUCTOR/STUDENT INTERVIEW: DEVELOPING THE PSYCHOLOGICAL
CONTRACT -- SUGGESTED QUESTION GUIDE FOR INSTRUCTOR'S
INTERVIEW OF STUDENTS -- SUGGESTED QUESTION GUIDE FOR
STUDENT'S INTERVIEW OF INSTRUCTOR -- CONCLUSION -- REFERENCES
-- Chapter 10 Teaching Business Ethics: Dialogue, Good Moral
Conversation, and Conversational Learning -- INTRODUCTION --
DIALOGUE -- GOOD MORAL CONVERSATION -- CONVERSATIONAL
LEARNING IN TBE -- THE BUSINESS ETHICS TEACHER'S ROLE IN A
CONVERSATIONAL LEARNING APPROACH -- CONCLUSION -- NOTE --
REFERENCES -- Chapter 11 Debriefing: Completing the Learning
Process in Experiential Learning Exercises -- INTRODUCTION --
TEACHING VIA EXPERIENTIAL LEARNING EXERCISES -- DEBRIEFING
DEFINED -- DEBRIEFING IN BUSINESS ETHICS TEACHING EFFORTS --
Reasons the Last Minutes Are Important -- Planning for Debriefing -- A
CONCEPTUAL MODEL FOR DEBRIEFING IN BUSINESS ETHICS TEACHING
EFFORTS -- THE DEBRIEFING MODEL IN ACTION -- DEBRIEFING:
COMPLETING THE ENTIRE LEARNING EXPERIENCE -- Encouraging an
Environment of Ambiguity -- Providing Structure for the Exercise: The
"Game Plan" -- PRACTICAL SUGGESTIONS AND CAUTIONS FOR FACULTY
TEACHING BUSINESS ETHICS -- Shared Work Experiences -- The
Envelope Game.
Journal Writing -- MISTAKES TO AVOID IN DEBRIEFING -- CONCLUSION
-- REFERENCES -- Chapter 12 Assessing the Impact of Business Ethics
Teaching Efforts: A Total Quality Management and Student Outcomes
Assessment Approach -- INTRODUCTION -- ASSESSMENT AND
ACCOUNTABILITY IN INSTITUTIONS AND BUSINESS SCHOOLS -- WHAT
IS OUTCOMES ASSESSMENT? -- OUTCOMES ASSESSMENT IN TEACHING
BUSINESS ETHICS -- KAIZEN AND OUTCOMES ASSESSMENT IN
TEACHING BUSINESS ETHICS -- OBJECTIVES OF STUDENT OUTCOMES
ASSESSMENT IN BUSINESS ETHICS TEACHING EFFORTS -- OVERCOMING
FORCES AGAINST TQM/STUDENT ASSESSMENT -- TEACHING BUSINESS
ETHICS: OUTCOMES ASSESSMENT AND CONSTITUENT NEEDS -- THE
DEMING CYCLE AND OUTCOME ASSESSMENT IN BUSINESS ETHICS
EDUCATION EFFORTS -- Planning Stage -- Doing Stage -- Studying

Phase -- Acting Phase -- ISSUES AND SUGGESTIONS FOR BRINGING
OUTCOMES ASSESSMENT TO FRUITION -- CONNECTING ASSESSMENT
TO TEACHING -- CONCLUSION -- REFERENCES -- Chapter 13
Outcomes Assessment: Why Evaluate Your Business Ethics Teaching
Efforts? -- INTRODUCTION -- MEASURING YOUR PERFORMANCE --
What Is Evaluation? -- DECIDING ON AN EVALUATION STRATEGY --
Formative or Summative Strategies -- Quantitative or Qualitative
Strategies -- Formal or Informal Strategies -- Combining Strategies --
DECIDING WHICH VARIABLES TO MEASURE -- Evaluating Satisfaction --
Objective-Based Evaluation -- Behavior Change -- DEVELOPING AN
EVALUATION PLAN -- Formulating Questions and Standards --
Selecting a Research Design -- Collecting and Analyzing Information --
Reporting Information -- OBSTACLES TO ASSESSING STUDENT
LEARNING IN TEACHING BUSINESS ETHICS -- ASSESSING LEARNING
OUTCOMES AND SATISFACTION IN INTERDISCIPLINARY BUSINESS ETHICS
TEACHING EFFORTS -- STUDENT PERCEPTIONS OF INTERDISCIPLINARY
APPROACHES TO TEACHING BUSINESS ETHICS -- ENSURING ADEQUATE
EVALUATION OF PROGRAM OUTCOMES.
CONCLUSION AND FUTURE CONCERNS.

Sommario/riassunto

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.
