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An Investigative Analysis of Teaching Business Ethics in Tennessee Community Colleges

A dissertation
presented to
the Faculty of the Department of Educational Leadership and Policy Analysis
East Tennessee State University

In partial fulfillment
of the requirements for the degree
Doctor of Education in Educational Leadership

by
Carol S. Cole
December 2003

Dr. Terrence Tollefson, Chair
Dr. Andrew Czuchry
Dr. Nancy Dishner
Dr. Russell West

Keywords: Ethics, Business Ethics Education, Moral Reasoning

ABSTRACT

An Investigative Analysis of Teaching Business Ethics in Tennessee Community Colleges

by
Carol Cole

The purpose of this study was to investigate what Tennessee community colleges were currently doing in preparing students in the area of business ethics. The study explored preparedness of faculty members in teaching business ethics, motivations for teaching business ethics, preferred methods of business ethics instruction, proportion of time devoted to teaching business ethics, and faculty member perceptions of responsibility, importance, and effectiveness of teaching business ethics. Personal and professional demographic factors were collected, such as age, gender, degree earned, teaching experience. These were useful in developing a profile of business faculty members in the 13 Tennessee community colleges.

An on line survey was designed to gather information to address the research questions in the study. The survey consisted of 14 questions with areas for comments and remarks from faculty members

Based upon the findings, conclusions have been drawn. The typical business faculty member is male, 56 years of age or older, teaching in higher education 16 years or longer, holding a masters degree as his highest academic achievement, and holding the current academic position of associate professor.

Over two thirds of the faculty members devoted 10% or less of their class time teaching business ethics. Eighty-five percent of the faculty members have had some business ethics training by taking courses and attending workshops. It appears that the business faculty members in Tennessee community colleges are well prepared to teach business ethics. The most preferred method of teaching business ethics was the use of real-life cases, followed by discussion, and hypothetical cases.

Ninety-six percent of the business faculty members perceived some degree of responsibility, 100% business faculty members perceived some degree of importance in teaching business ethics. Over two thirds perceived business ethics instruction not to be effective, somewhat effective, or unsure.

Recommendations for faculty include: commit, train, establish goals and objectives, develop effective instructional methods, put program into place, and evaluate its effectiveness. Recommendations for further research include: explore any changes from this study, include other states for comparison, go beyond the specific areas in this study, and conduct a study focused on measuring the effectiveness of business ethics education.

DEDICATION

This study is dedicated to my husband and to my father. To my husband, Ron Cole, who provided his endless love, support, and encouragement during my many years in the doctoral program. For the many times I had to be away from home and family, he kept it all together for us. Ron is the love of my life and a true partner in all of my success. I couldn't have done it without him.

I also want to express a deep debt of appreciation and gratitude to my father, Bill Slagle, who provided me with a life-long value system of which education is at the forefront. I want to thank him for being the greatest influence and role model in my life. He has always believed and supported me in whatever challenge in life I pursued. My father has given me years of unending sacrifice, encouragement, and love that has provided for me a very rich, full, and wonderful life. I thank him from the bottom of my heart.

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CHAPTER 1

INTRODUCTION

Possibly never before in the history of the United States has there been the contemporary magnitude of financial impact from corruption and unethical behavior in business. Accounts of insider trading, secret corporate loans, “cooking the books,” sleazy accounting, and fraud are reported almost daily in the news. Greed and corruption have always clouded corporate America, from the post-Civil War carpetbaggers (Current, 1988) to the scandalous 1920s Wall Street manipulations (Kessler, 1996) to the Savings and Loans scandals in the 1980s (Kerwin, 1989). “There is always greed and misconduct in the business world. But in today’s society, more people tend to believe they can get away with it,” says Seth Taube, a former Securities and Exchange Commission enforcement chief (Straus, 2002, p.1B). Kelly, publisher of *Business Ethics* magazine stated, “Business is dirtier now than ever before” (p.1B). Strauss of *USA Today* added, “despite calls among politicians, regulators, and Wall Street for sweeping reforms, little is being done to change the rules for corporate conduct” (p.1B).

In some of the largest corporations in the United States, top management is currently under investigation and litigation. Kenneth Lay, former chief executive officer of Fortune 500’s seventh largest company, Enron, developed shady limited partnerships that ran his giant corporation into bankruptcy. Other Enron executives cashed in on millions of shares of stock ahead of the stock’s decline, while trusting, unknowing employees lost millions in their pension funds (Strauss, 2002). Tyco’s former chief executive officer, Dennis Kozlowski, was forced out after being convicted of federal tax evasion while pocketing over \$500 million in compensation over five years. But that wasn’t enough; he and his chief financial officer, Mark Schwartz, are accused of fraudulently looting an additional \$600 million from Tyco (McCoy & Strauss 2002). Other large companies that recently have come under ethical and legal scrutiny include Arthur Anderson, Merrill Lynch, Health South, WorldCom, Global Crossing, and ImClone (Kranz,

2002; Straus, 2002; Valdmanis, 2002). Even Martha Stewart is being investigated for insider trading (Ferrell, G., 2002). America's confidence in big business arguably has drastically been shaken (Strauss).

The overall health of our economy depends upon the faith that investors have in corporate America. When corporate leaders unscrupulously take advantage of their positions at the expense of employees and investors, the economy responds and we all suffer. President George W. Bush addressed Wall Street recently stating, "At this moment, America's greatest economic need is higher ethical standards...standards enforced by strict laws and upheld by responsible business leaders" (Siegel, 2002, p.47). Business schools across the country are discussing the Enron collapse, the criminal mischief of Global Crossing and Tyco, and Martha Stewart's "timely" sale of her ImClone stocks (Strauss, 2002; Ferrell, G., 2002). They are also recognizing that many of those responsible for this mess earned degrees from top business schools in the United States. Business schools need to do more to educate and encourage their students to develop ethical behavior.

Some business programs require students to take a separate course in ethics, while others may only incorporate ethics training into existing business courses. Some business professors may choose to include ethics training into their curriculum, while others may not. There appears to be a great deal of inconsistency. The American Assembly of Collegiate Schools of Business (AACSB), which is recognized as the pre-eminent accreditation association of business schools in higher education, specified in its recommended curriculum to include "'ethical considerations' within its common body of knowledge requirement" (Brown, 1996, p.1). Over a decade ago, a study of 284 AACSB schools by Schoenfeldt, McDonald, and Youngblood (1991) revealed that most business schools had "some" business ethics embedded into their business courses, while few offered separate courses in business ethics. The study further revealed that most business schools intended to increase the emphasis of business ethics in their curriculums. Arnold, Schmidt, and Wells (1996) studied 208 business educators across several states and found that

53% taught ethics in “some” manner, while 47% did not (p.188). It appears that not much progress had been made over the past several years.

Alsop (2003) points to the Harvard MBA program as heavily criticized for producing graduates obsessed with making money regardless of the moral consequences. He states, "To some people, MBA graduates are at the root of all corporate greed and dishonesty" (p. R9).

Harvard has been assessing its curriculum in the post-Enron era. Harvard plans to require for all business students an in-depth ethics course entitled, “Leadership, Governance, and Accountability.” The course is scheduled to be offered January 2004. Today business schools are trying harder to instill ethics and integrity using a variety of programs and techniques. These include such methods as ethics courses, real-life situations, such as the Enron case study, recruiting and screening students based on their morals and ethical standards. (Alsop, 2003)

Cabrera, (as cited by Alsop, 2003) dean of the Instituto de Empresa business school in Madrid, Spain, suggests business students take an oath at graduation pledging to be morally upright and socially responsible future business leaders. Alsop concludes with “Can business schools teach students to be virtuous? In the wake of all the corporate scandals, they have no choice but to try” (p. R9)

Statement of the Problem

The purpose of this study is to examine what community colleges are currently doing in teaching business ethics. Investigating the teaching of business ethics in community colleges is important for two reasons. First, business students attending community colleges usually have their first exposure to business courses and the fundamentals of business before transferring to senior institutions. Gilbert (1992) and Brown (1996) suggested that the curriculum should be designed to offer business ethics at the earliest stage of student learning. Second, many community college business majors go directly into the workforce and do not transfer to senior

institutions. This may be their only opportunity for formal business ethics education. This study will investigate community colleges in Tennessee regarding their teaching of business ethics.

Research Questions

The following questions serve as guides for this research:

Question 1: What is the personal and professional demographic profile of Tennessee community college full-time business faculty members?

Question 2: To what extent do Tennessee community college business faculty members incorporate business ethics into associate degree programs in business and what is their motivation for doing so?

Question 3: What range of background and training in business ethics do Tennessee community college business faculty members have?

Question 4: What method(s) of business ethics instruction do Tennessee community college business faculty members implement and what method(s) do they prefer?

Question 5: What are the perceptions of Tennessee community college business faculty members toward the responsibility of business ethics instruction?

Question 6: What are the perceptions of Tennessee community college business faculty members toward the importance of business ethics instruction?

Question 7: What are the perceptions of Tennessee community college faculty members toward the effectiveness of business ethics instruction in influencing student ethical behavior?

Question 8: Are there any relationships with the perceptions among faculty members regarding the perception of responsibility for teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics?

Question 9: Are there any relationships with the perceptions among faculty members regarding the perception of importance for teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics?

Question 10: Are there any relationships with the perceptions among faculty members regarding the perception of effectiveness in influencing student ethical behavior for teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics?

Significance of the Study

Because of the growing problem of increasing unethical behavior in business, business ethics education and training are of growing importance (Davis, 1991; Palmer & Zakhem, 2001). Colleges and universities have continued to place increasing importance of business ethics in courses and curricula (Alsop, 2003; Shaw, 1996). Corporations have developed codes of ethics (Dean, 1992), have increased ethics training, and have created new positions of ethics officers (Trautman, 2000). Numerous research studies have been conducted assessing the perception and awareness of ethical issues by investigating numerous groups including business managers, accounting professionals, real estate salespeople, attorneys and law students, CEOs, and college students with a variety of majors (Curren & Harich, 1996; Izzo, 2000; McDaniel, Schoeps, & Lincourt, 2001; Palmer & Zakhem, 2001; Stevens, 1993).

An extensive review of the literature has revealed that there has been little attention given to college business professors who teach business ethics to future business leaders (Hunter, 1997). Hunter further pointed out that ethics had been investigated in numerous groups including dentistry students, college students, and accounting auditors, and little has been given to other business professionals. Hunter addressed the idea that, “[T]o effectively train individuals in business ethics, the participants should have requisite skills or entry behaviors” (p.1). Incidentally, do college professors have the required skills to train students in business ethics? What are their levels of moral development? What are their perceptions concerning the responsibility, importance, and effectiveness of business ethics education?

Schoenfeldt et al., (1991) investigated the teaching of business ethics in member institutions of the American Assembly of Collegiate Schools of Business (AACSB) by surveying

business school deans of colleges and universities. The findings revealed not only a collective opinion among respondents of the growing importance of business ethics education but also a common problem among schools concerning introducing ethics into the curriculum – "...[H]ow to do it and where to put it" (p. 240).

The lapse of ethical behavior in business is rampant in today's business environment. Business ethics is becoming a necessary component in curricula preparing business students for successful business careers. Are colleges and universities in America preparing business students to successfully handle moral and ethical dilemmas in their business careers?

Definitions of Terms

1. Ethics: "The study of the general nature of morals and of specific moral choices; moral philosophy; the rules of standards governing the conduct of the members of a profession; a principle of right of good conduct, or a body of such principles; any set of moral principles or value." (*American Heritage Dictionary*, 1980, p. 450).
2. Community College: "A two year, degree-granting public institution of post-secondary school education, designed to serve the needs of the local area or community" (Ungar, 2001, p. 267).
3. Business Ethics: "[B]usiness ethics comprises principles and standards that guide behavior in the world of business" (Ferrell, Fraedrich, & Ferrell, 2002, p. 6).
4. Cognitive Moral Development (CMD) Theory: "...focuses primarily on the cognitive processes involved in...judging what is morally right" (Trevino, 1992, p. 445).
5. Pedagogy: "The art or profession of teaching. Preparatory training or instruction (*American Heritage Dictionary*, 1980, p. 965).

Delimitations and Limitations of the Study

The following delimitations are relevant to this study:

1. The study is limited to community colleges in the state of Tennessee and its results may not be generalized to other colleges and universities.
2. The study is limited to full-time business faculty members in community colleges in the state of Tennessee and may not be generalized to faculty members in other discipline areas or to adjunct faculty members.
3. The study is limited by the degree to which respondents answer questions candidly.

Organization of the Study

The study is organized and sequenced in the following manner:

Chapter 1 includes the introduction, the statement of the problem, research questions, the significance of the study, definitions of terms, delimitations and limitations of the study, and the organization of the study of teaching business ethics in community colleges in the state of Tennessee.

Chapter 2 contains the review of the related literature and research related to business ethics education.

Chapter 3 includes a description of the research methodology and procedures used to gather and analyze data for the study of business ethics education in Tennessee community colleges.

Chapter 4 contains procedures and findings regarding the teaching of business ethics in community colleges in the state of Tennessee.

Chapter 5 summarizes the study and findings, presents conclusions drawn from the findings, and discusses the findings and recommendations for practice and for further study in teaching business ethics in higher education.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter provides a review of the literature and research related to the study of business ethics education. The review of the literature focuses on five areas and is organized in the following categories: a) What are ethics? b) What are business ethics? c) Theoretical foundations of business ethics, d) Measurement instruments of business ethics, and e) Factors influencing ethical business behavior.

What Are Ethics?

Ethics is a branch of philosophy attempting to guide a person in understanding and defining a virtuous way of life. It may help determine which actions and behaviors are right or wrong. Ethics uses logic, reason, faith, and/or tradition, to address many issues involving difficult decisions concerning life situations (Hunt, 2000).

The earliest surviving evidence of ethics is documents with ethical content written by the Mesopotamians over five thousand years ago. It was at that time in history that people began to live in settled communities, producing food, building permanent structures to live in, and developing skills in pottery making. Archaeologists have recovered essays and texts were primarily commercial documents. These included law codes, wise sayings and expressions, and hero stories and myths, all of which were instrumental in defining acceptable and unacceptable behavior. Western ethics is rooted in these ancient findings (Larue, 1991).

Western ethical philosophy can be traced as far back as ancient Greece. The three most influential ancient Greek philosophers were Socrates (469-399 B.C.), Plato (427-347 B.C.), and Aristotle (384-322 B.C.) (Rowe, 1991). They brought order into thinking about ethical problems. Socrates and Plato discussed and debated issues of right and wrong. Rowe stated that the central focus of Socrates' philosophy was that a good life was a virtuous, moral life. Plato built on this

philosophy and developed what he said were four basic virtues: wisdom, courage, temperance or self-control, and justice. Plato contended that wisdom was the most important and that people with wisdom would know what was truly good and would tend to do what was right. Aristotle, Plato's student, had similar views, but contended that Plato's ideas were oversimplified. He agreed with Plato's four virtues, but he also considered other traits to be important. These included friendliness, generosity, gentleness, truthfulness, and wit. Ancient ethics provided important traits and characteristics an ethical person would possess, but offered very little guidance to help in making difficult choices. (Rowe, 1991)

Throughout history, philosophers, teachers, and religious scholars have attempted to define ethics and ethical behavior. Modern ethics, beginning about 1500 A.D., began to provide rules and aimed to help sort out the conflicting reasons for different courses of action. Modern ethical theorists included notables such as, Michael de Montaigne, Immanuel Kant, Jeremy Bentham, Thomas Reid, and David Hume. These theorists incorporated applications, standards, rules, culture, and historical periods into ethical decision-making. (Schneewind, 1991)

Today, the term "ethics" is defined in many ways. Ethics is defined as "the study of what is good or right for human beings. It asks what goals people ought to pursue and what actions they ought to perform" (Hoffman & Moore, 1990, p.1). Ethics is often called the study and philosophy of human conduct, determining right from wrong. *The American Heritage Dictionary* provides these definitions of ethics: "The study of the general nature of morals and of specific moral choices; moral philosophy; the rules or standards governing the conduct of the members of a profession; a principle of right or good conduct, or a body of such principles; any set of moral principles or values" (p. 450). Hence, ethics consist of morals, values, and principles, thus providing rules and standards for the individual and for society.

Behrman (1981) stated "...values underlie everything" (p. 3). He suggested that there were basically two types of values: ethical and pragmatic. Ethical values were viewed as universal and were considered inborn or a part of human nature, regardless of culture or

situation. Examples might include wisdom, courage, kindness, honesty, and responsibility. Pragmatic values were relative, taking into consideration cultures and situations. Examples might include being efficient and making a profit. Behrman further explained that religious beliefs were the basic source of many values. Dienhart and Curnutt (1998) suggested,

One of the foundations of the Western value system is that each individual human has intrinsic value. This is a special value of elevated worth that goes beyond whatever it is that makes something valuable as a tool. To be intrinsically valuable is to be valuable as an end, independently and above usefulness, an idea often characterized in terms of rights to respect, self-determination, and freedom and various duties correlative with these. (p. 2)

“Moral values are commonplace, familiar, and pervasive” (Di Norcia, 1998, p.3). They are found in all social environments including the home and the workplace. There is a long history of evolution over many centuries resulting in a few core values that have been found to be fundamental to survival and for the development of humankind. Di Norcia (1998) referred to these values as the “core ethics” (p. 3). Core ethics consists of four core values: life, welfare, honest communication, and civil rights. He referred to core ethics as the heart of moral conduct.

There are four broad categories of ethical principles, according to Dienhart and Curnutt (1998). The first category consists of principles to promote self-interest or self-development. Ethical principles that promote self-interest begin with specifying what human interests are: “If we think happiness is our most important interest, the ethical principle will be to do whatever promotes happiness. If we think that knowledge is our most important for self-interest or self-development, then we will do whatever to promote knowledge” (Dienhart & Curnutt, 1998, p.10). Ethical theorists referred to this as “enlightened self-interest” (Dienhart & Curnutt, 1998, p. 10), not the selfish or impulsive form of self-interest. The second category of basic ethical principles is principles to promote nurturing family relationships and friendships. These principles focus on care. Caring for others means helping others by nurturing them into full, compassionate human beings. Third, is the category of principles of Utilitarianism. These principles promote the well being of non-familial groups, such as organizations, religions, and

nations. Utilitarianism is based on setting rules for the entire group. It looks at what is morally right and what was the best ways to promote the well being of everyone affected by the rules. The last category, referred to as intrinsic value, consists of principles that promote the respect for dignity and rights of a human being. Intrinsic value means considering another person as a free-willed being, not as some thing to be manipulated (Dienhart & Curnutt, 1998).

In his research on success over the past 200 years, Covey (1989) found a pattern in the literature. He discovered what he referred to as the “character ethic” (Covey, 1989, p.18) which he found to be the foundation of success in almost all of the literature. It included integrity, humility, fidelity, temperance, courage, justice, patience, industry, simplicity, modesty, and the Golden Rule. The character ethic teaches that there are basic ethical principles of effective living, and true success and enduring happiness can only come if integrated into one’s basic character.

Walker (1993) conducted a study to find out what people considered “ethics” to be. He found that over half of the surveyed participants said that ethics was related to compliance to standards or principles set forth by a higher authority. The remaining participants perceived ethics to be a set of criteria for right and wrong. Throughout history, the definitions of ethics have consistently included values, principles, rules, and standards that society has deemed morally just, fair, and right.

What are Business Ethics?

Business ethics was considered an oxymoron by many in the 1970s when first introduced as a systematic area of study. An oxymoron is a contradiction in terms. An example of an oxymoron is “jumbo shrimp”. Di Norcia (1998) stated “Business and morality, the old story goes, are two separate worlds” (p. 2). This early view of business ethics rests upon two dichotomous assumptions. First, business is concerned with promoting self-interest, and second,

ethics is concerned with promoting the interest of others. These two assumptions are taken from the history of ethics and theology, as well as from popular culture (Dienhart & Curnutt, 1998).

Over the past few decades, the field of business ethics has matured and moved beyond these early assumptions to the modified assumptions that business people are motivated by four concerns: self-interest, personal relationships (family and friends), national interests, and fairness, and that ethics examines how self-interest, personal relationships (family and friends), national interests, and fairness fit together. Dienhart and Curnutt (1998) further explained “The roots of business ethics are in philosophy, theology, and in the business community itself” (p.2).

Most definitions of business ethics consist of rules, standards, and moral principles as to what is right or wrong in a given or specific business situation. Ferrell et al. (2002) provided a simple, yet complete definition, “[B]usiness ethics comprises principles and standards that guide behavior in the world of business” (p.6).

The study of business ethics has evolved over the past century and continues to do so into the 21st century. As early as 1928, Hartshorne and May conducted a study that investigated children’s classroom cheating and stealing. Their experiments focused on the nature of moral character and self-control. Their findings concluded that immoral behavior was situation specific. They did not consider the individual’s moral judgment or reasoning. Researchers at that time showed little interest in pursuing additional studies concerning unethical behavior, until Kohlberg revived interest in moral psychology in 1958. In the following year, 1959, two books were published emphasizing that higher education should go beyond just vocational training and include concern for the external environment. These included, *The Education of American Businessmen*, by Frank C. Pierson and *Higher Education for Business*, by Robert A. Gordon and James E. Howell. Gordon and Howell (1959) stated that “[B]usiness education must be concerned not only with competence but also with responsibility, not only with skills but also with the attitudes of businessmen, and that business schools have an obligation to do what they

can to develop a ‘sense of social responsibility’ and a high sense of business ethics in their graduates” (p.111).

By 1969, Kohlberg developed the Theory of Cognitive Moral Development (CMD), which emphasized the cognitive basis of moral judgment and its relationship to moral action. He stated that individuals developed moral judgment through age and experience and that these levels were hierarchal in nature. Kohlberg’s Cognitive Moral Development theory has become the most popular and tested theory of moral reasoning and remains among the most cited works in contemporary behavioral science. His theory continues to guide many business ethics researchers (Trevino, 1992).

By the 1970s, researchers had developed a number of instruments to measure moral reasoning, including Kohlberg with his Moral Judgment Interview (MJJ). The MJJ was a standardized test that examined moral issues. The method of administering and scoring the MJJ required the researcher to use lengthy interviews, which were time consuming and difficult to score and interpret. The most widely used assessment technique for studying moral judgment was later developed by Rest in 1979, called the Defining Issues Test (DIT). This test of moral reasoning was much simpler and easier to administer. It was more of a recognition task using multiple-choice questions, as opposed to the Kohlberg interviews, which was a production task (Elm & Weber, 1994).

Although Harvard business school boasted that it offered its first course in business ethics in 1915, entitled “Social Factors in Business Enterprise;” it was the 1970s that schools of business began incorporating ethics into their curricula and offering courses in business ethics (Alsop, 2003; Shaw 1996). In addition, in 1979 the first professional organization supporting research and advancements in business ethics, the Society for Business Ethics, was founded. During the 1970s, several organizations were established promoting business ethics. Some of the more popular include The Hastings Center, Walker Information, The International Business

Ethics Institute, The National Ethics Institute, The Institute of Business Ethics, and The Institute for Global Ethics.

In 1980, the *Journal of Business Ethics* was established. The *Journal of Business Ethics* publishes original articles from many disciplinary perspectives concerning ethical issues in business. It is more than an academic journal; it attempts to involve any individual or group interested in business ethics, including the business community, government agencies, and consumer groups. The 1980s were years of growing interest in business ethics by corporations and other businesses. Owens (1983) stated, “The reasons for the new interest in business ethics are mainly pragmatic; business ethics has become a practical necessity in our modern business world” (p.258). Companies began to develop their own codes of ethics, develop specialized training programs in business ethics, hold workshops and seminars on ethics, and appoint ethics officers.

In 1991, the Federal Sentencing Guidelines were enacted, stating that a company found to be violating federal law might not be prosecuted if it had the proper ethics policies and procedures in place. (Bovee & Thill, 2001). Today, more than 80 % of large companies have codes of ethics (Bovee & Thill).

In spite of the growing widespread interest, these many efforts have not been as effective in influencing ethical behavior as one might hope (Palmer & Zakhem, 2001). Weeks, Moore, McKinney, and Longnecker (1999) further pointed to the “...public’s declining positive attitudes about American business in recent years...” (p.301) and also said “the number of empirical studies is distressingly small” (Ford & Richardson 1994, as cited in Weeks et al., p. 302).

Theoretical Foundations of Business Ethics

The groundwork for the theoretical foundations of business ethics can be traced to the Swiss child psychologist, Jean Piaget. Piaget (1948) was interested in how children learned to

know and recognize and in how children's thinking was organized. He focused on the intellectual activities of the mind, referred to as cognition: "...thinking, knowing, imagining, perceiving, remembering, recognizing, abstracting, generalizing – all these processes are included in the term cognition" (Pulaski, 1980, p. xii). Piaget also studied the moral development of children. He viewed morality as cognitive and morality as a developmental phenomenon.

According to Piaget, cognitive development occurred in four stages. Each stage builds on the preceding stage. The first stage, the sensorimotor stage, occurs between the ages of birth and two years old. Interaction begins as a reflex response, for example, a child sucking an object such as a thumb or bottle when inserted into its mouth. Trial and error is the child's means of problem solving. As the child moves toward the end of this initial stage, he/she will begin to recognize cause and effect. At the end of this stage, the child will have matured to the point of early development of language and other cognitive skills (Bee, 2000; Piaget, 1948; Pulaski, 1980).

Stage 2, the preoperational stage, occurs between the ages of two and six. At this stage, thinking is growing more concrete and tangible. The child develops language and uses it to understand and communicate to his/her world. The child is egocentric and cannot see the viewpoint of others, thus lacking the ability to reason or make logical statements. The child never questions its own point of view. As the child moves toward the end of this stage at the age of six or seven, intelligence and intuition are growing. The child will begin to be influenced by social pressure and begin to question his/her own thoughts and ideas (Bee, 2000; Piaget, 1948; Pulaski, 1980).

Stage 3, concrete operational, is characterized by logic and reasoning. The child will go through this stage between the ages of seven and eleven. The child begins to understand more than one concept at a time, understand logical principles, and learn to appreciate the viewpoint of others (Piaget, 1948; Pulaski, 1980, Bee, 2000).

The final stage, formal operational, occurs during adolescence and continues through adulthood. The child can think in abstract terms, draw logical conclusions, consider probabilities, and reflect upon his/her own thinking and behavior. It is at this stage that the child has the ability to engage in critical thinking and has developed the ability to consider consequences of behaviors. The adolescent is now able to make cognitive moral judgments (Bee, 2000; Piaget, 1948; Pulaski, 1980).

Kohlberg (1969) built on Piaget's work investigating children and adolescents. Kohlberg researched young males ranging in age from 10 to 16 years of age. His early research involved interviewing the young men every three years over a 12-year period. Kohlberg's research involved hypothetical moral dilemmas. He found from the boys' open-ended responses a structure of moral reasoning and found its gradual transformation from middle childhood to adulthood. According to this theory, changes in moral reasoning result from cognitive dissonance that occurs when an individual perceives a contradiction between his/her moral reasoning level and the next higher one (Trevino, 1992). Elm and Weber (1994) stated "The critical perspective underlying Kohlberg's model is the identification of the reasons given why certain actions are perceived as morally just or preferred" (p. 341).

Kohlberg's Cognitive Moral Development theory consists of four major components. First, moral judgment has a cognitive component. Second, stages represent qualitative differences in modes of thinking – hierarchical in nature. Third, individuals develop through an invariant sequence of stages, and fourth, individuals prefer problem solutions at the highest stage available to them (Kohlberg, 1969).

The Cognitive Moral Development framework is structured into three broad levels, each composed of two stages, for a total of six hierarchical stages. This means that people develop to a certain level and are able to comprehend and operate at all stages below the current stage that they are in. Although there are six stages in this model, few people reach the highest stages (Trevino, 1992).

Davis and Welton (1991) presented a brief summary of Kohlberg's theory, beginning with the first level, the Preconventional Level. This first level consists of two stages, stage 1 and stage 2. Stage 1 involves sticking to rules backed by punishment of superior authority and stage 2, following rules when in one's best interest, avoiding punishment, bargaining with authority. In the Preconventional Level, the person views rules as imposed and external to oneself. Moral decisions are viewed in terms of rewards and punishments, including the exchange of favors. In stage 1, a person is guided by obedience for the sake of obedience. In stage 2, a person begins to bargain and reciprocity comes into play (Trevino, 1992).

The second level is the Conventional Level, consisting of two stages, stage 3 and stage 4. Stage 3 involves the person's seeking approval of friends and family and the person's need to be good in his or her own eyes. Stage 4 is obedience to law and order and avoiding the breakdown of society (Davis & Welton, 1991).

Trevino (1992) described the Conventional Level as what was right was explained in terms of living up to roles and expectations of others while following rules and laws. Good behavior is what others approve. The stage 3 individual is interested in social approval. The stage 4 individuals broaden perspectives to include the society in which they are a part. At this stage, moral reasoning considers the rules and laws of social, legal, or religious systems that are designed to promote the common good.

The third and final level of the Cognitive Moral Development framework is the Postconventional Level. This level consists of stages 5 and 6. Davis and Welton (1991) described stage 5 as awareness of other people's rights and universal principles of justice. The final stage, stage 6, which few individuals reach, is the concern with consistent ethical principles, equality of human rights and respect for the dignity of human beings as individuals. Trevino stated that the individual saw beyond law for law and order's sake. Stage 5 individuals are aware of relativism of personal values because rules and laws represent social contracts. The stage 6 individual is usually guided by self-chosen ethical principles that also are usually consistent with

society's rules and laws. Occasionally the stage 6 individual may stray from these. The individual, regardless of what others or society may think, may uphold personal values and rights. (Davis & Welton).

Kohlberg claimed that higher-stage cognitive reasoning and judgments were objectively better and more desirable than lower-stage judgments. Kohlberg placed most adults in America in stages 3 or 4. He explained that fewer than 20% of American adults reached stage 6, which he referred to as the "principled level" of thinking (Kohlberg, 1981).

Elm and Weber (1994) suggested that Kohlberg's stage theory had two basic applications in business ethics research. "First, it can be used to assess the level of moral development of individuals over time." Secondly, "another application of Kohlberg's stage theory is the identification of moral principles being used" (p. 342).

Rest (1979) expanded Kohlberg's Cognitive Moral Development theory. Both Kohlberg's and Rest's theories define stages using a concept of justice. Kohlberg's conceptualization of morality as justice places emphasis on rights and responsibilities assigned to an individual by others or self. According to Kohlberg, justice exists within the individual. Rest's theory views the concept of justice at each stage based on how different concepts of social cooperation are organized.

Social justice is the core concept in Rest's model. Individuals are born into associations of people and must balance their own self-interests with others in that association, therefore creating the ethical problem of achieving that balance. Rest's conceptualization of morality as justice placed the emphasis on rights and responsibilities in a social system to provide cooperation and stability. Each stage in his model has its own distinct concept of morality as justice with justice as social cooperation (Rest, 1979).

From a theoretical standpoint, Rest's model of moral judgment uses a "soft" stage concept. A person's level of moral reasoning is a combination of several types of thinking, placing him/her in several adjacent stages. The person is never completely in or out of any given

stage, whereas, Kohlberg's theory defines stages in formalistic terms, resulting in what Rest referred to as "hard" stage positions, in which a person operates primarily in a particular stage (Rest, 1979).

Measurement Instruments of Business Ethics

Trevino (1992) suggested "The ability to conduct solid social scientific research relies upon the availability of valid and reliable measurement instruments" (p. 447). Several research instruments were developed by Cognitive Moral Development researchers after Kohlberg's initial development of his Moral Judgment Interview-Standard Issue Scoring instrument to determine the level of cognitive development. Following numerous criticisms of Kohlberg's procedure, researchers were motivated to develop instruments that would be easier to administer and to score.

Kohlberg's Moral Judgment Interview (MJ)-Standard Issue Scoring

Lawrence Kohlberg developed a measurement instrument to operationalize his Cognitive Moral Development (CMD) stage theory. It was designed to assess a subject's CMD stage. The method was referred to as "Standard Issue Scoring." The research procedure involved interviewing a subject after the subject had been presented with several hypothetical situations involving moral dilemmas. One of the most notable dilemmas in the moral judgment interview was referred to as the "Heinz conflict". Heinz's wife was dying from a rare kind of cancer and a very expensive drug had been discovered that may have saved her. The only druggist able to provide the medicine insisted on a high price that Heinz could not afford. Heinz strongly considered breaking into the drug store to steal the drug for his sick wife. Should he steal the drug? Heinz faced the moral conflict between preserving his wife's life and upholding the law (Elm & Weber, 1994).

After each dilemma was presented, the subject was asked open-ended, probing questions designed to discover the subject's level or stage of moral reasoning in resolving the moral conflict. Questions were prescriptive, drawing out judgments as to what a person should do, rather than descriptive judgments about what a person would do. The interview and its scoring were designed to "...elicit a subject's: (1) construction of his/her own moral reasoning, (2) moral frame of reference or assumptions about right and wrong, and (3) the way these beliefs and assumptions are used to make and justify moral decisions" (Colby & Kohlberg, 1987, as cited in Trevino, 1992, p. 447).

To score the moral judgment interviews, the subject's responses were coded and placed into one of two standard issue categories. In the Heinz dilemma, the responses were classified as issues either upholding life or upholding the law. Responses would be further analyzed in terms of justifications and values. In addition, ultimately the formal stage structure would be identified as the upper limit of the subject's thinking (Trevino, 1992).

Trevino and others pointed out that the most serious limitation to using the Moral Judgment Interview as a research instrument was the extended amount of time required conducting lengthy interviews with each research subject individually. Another drawback was the amount of time and training needed to select and train qualified researchers to conduct the interviews and score the responses (Elm & Weber, 1994; Trevino, 1986, 1992). The validity and reliability of this instrument had also been criticized (Trevino, 1992). The Standard Issue Scoring has been continuously improved upon and had reached its third generation of development by the 1990s (Elm & Weber).

Social Reflection Measure (SRM)

Gibbs and Widaman (1982), who were colleagues of Kohlberg, developed a research instrument that did not use interviews. The instrument consisted of open-ended questions with responses written by the subject. Their instrument was called the Social Reflection Measure

(SRM). This measurement instrument enabled the researchers to gain qualitative responses, yet not have the burden of individual oral, verbal interviews. Subjects were exposed to hypothetical moral dilemmas and were asked to make decisions and then justify their decisions. It was still considered a production task, like Kohlberg's instrument, but researchers could train themselves and the instrument could be administered in groups as opposed to single individuals being interviewed (Trevino, 1992).

Social Reflection Objective Measure (SROM)

Gibbs et al., (1984) built on their earlier instrument, the social reflection measure, and developed an objective, multiple-choice measure of cognitive moral development. Much of it was adapted from Kohlberg's moral judgment interview instrument and could be completed in about 45 minutes. The instrument also met all of the acceptable reliability and validity measures.

Basinger and Gibbs (1987) further improved upon the social reflection objective measure by developing a shortened version that took only 20 minutes to complete, while still maintaining acceptable reliability and validity. Although, the SROM is based upon Kohlberg's cognitive development theory, the shortened version does not test past stage four, excluding stages five and six levels. With this limitation, the test should target children through adolescence, thus rendering it inappropriate for research with adults (Trevino, 1992).

Defining Issues Test (DIT)

Rest (1979) developed the Defining Issues Test (DIT) in 1974. Although Rest developed the DIT from research on Kohlberg's work, there were both theoretical and methodological differences between the DIT and the MJI. From a theoretical standpoint, Kohlberg's conceptual foundation was based on the individual. He viewed justice as fairness, while Rest viewed justice as social cooperation, which balanced one's own interests with the interests of others (Elm & Weber, 1994). In Kohlberg's model, the stages were discrete or "hard," meaning that a person

made all moral judgments within the highest level of moral attainment or below. Rest's model consisted of "soft" stages. A person's level of moral reasoning was a composite of various types of thinking about a moral issue and that a person operated in several different stages (Elm & Weber).

The DIT was a multiple-choice test. Unlike Kohlberg's MJI, a subjective production task, Rest's DIT was an objective recognition task. The subject was given six hypothetical moral dilemmas. For each conflict, there were several responses that could be selected. Points were assigned to the responses, with four points awarded to the most important, to one point for the least important. Subjects ranked the four most important considerations and these were calculated to create the "P" score, standing for principled morality. Based upon the "P" score, subjects could be measured as being more or less principled. Rest also placed a control measure in his test for the respondent who tried to choose lofty sounding items to make himself look good. These specially placed items would be eliminated (Trevino, 1992).

The DIT was the most popular instrument in measuring cognitive moral development. The DIT has been validated in over 500 studies from throughout the United States and over 20 foreign countries. " This database constitutes the largest and most diverse body of information on moral judgment that exists, and the studies lend themselves to comparison and summarization because they use the same method of assessing moral judgment" (Rest, 1986, p xi.).

Defining Issues Test, Version 2 (DIT2)

The Defining Issues Test, Version 2 (DIT2), was an updated revision of the original Defining Issues Test (DIT1) described above. With changes in several areas, Rest, Narvaez, Thoma, and Bebeau (1999) improved an already reliable and valid instrument. The first change involved updating some of the language in several of the items and dilemmas. For example, the DIT1 used the term "Orientals" which was updated to "Asian Americans" in the DIT2 (p.647). The DIT2 was able to take advantage of the N2 index, a recently discovered statistical method to

statistically calculate a developmental score. This superior performance index was not available for the DIT1, which was over 25 years old. The DIT2 had more streamlined instructions and was shorter in length. Last, the DIT2 used new checks instead of the old “standard checks” used to check for bogus data in the DIT1. This further improved the participant reliability scores (Rest et al., 1999).

Factors Influencing Ethical Business Behavior

A major aim and goal of most business organizations is to have employees who conduct themselves daily in an ethical manner. There is tremendous evidence that this is a real problem in business today. “Given research support for a relationship between moral thinking and moral action, it is appropriate to ask whether moral reasoning can be influenced” (Trevino, 1992, p. 453).

Numerous researchers have studied many factors that might possibly influence moral reasoning and moral action. These factors include: a) gender, b) age and education, c) educational emphasis, d) supervisor, teacher, and peer influence, e) training and teaching methods, and f) teacher/trainer qualifications, preparation, and skills.

Gender

One reason to focus on gender is the increasing attention to diversity in the workplace (Gilbert, 1999). Numerous studies have been conducted to examine the differences between men and women in business, and many have specifically investigated the role of gender in ethical attitudes, perceptions, and moral development. There is no overwhelming evidence to support the belief that females are more ethical than males, but numerous research findings have supported this notion (Izzo, 2000; Luthar, Dibattista, & Gautschi, 2001; McDaniel et al. 2001, Schminke & Ambrose, 1997). Few studies have found no differences between male and female

ethical attitudes (Davis & Welton, 1991). Others resulted in inconclusive findings (Akaah, 1989; David, 1994; Poorsoltan et al. 1991 as cited in Weeks et al., 1999).

McDaniel et al. (2001) assisted a company in the development of an ethics code, surveying 4,005 employees to ascertain their opinions of the ethical environment of the company. The survey used was the Ethics Environment Questionnaire. Questions on the survey included items such as concern for ethical practice, ethics guidance, ethics behavior, policies and procedures, retaliation, violation procedures, and open communication. Other information collected from the survey revealed that 60% of the respondents indicated they had no ethics education, whereas 38% reported they had some ethics education, and 2% did not respond (McDaniel et al, p. 250). Results of the survey revealed there were significant gender-based differences in perceptions. Males generally perceived a stronger ethical environment than did females; females perceived a less supportive ethical environment than males did. The items with the largest disparity of agreement or disagreement between male and female groups pertained to ethical practices and opportunities to engage in discussions about ethical behavior in their respective departments.

Izzo's (2000) study of the effectiveness of compulsory ethics education for real estate sales people examined gender as a variable. He found that gender was highly correlated with subjects' scores on the Defining Issues Test (DIT), with female scores higher than those of males.

In a study examining ethical attitudes and perceptions of 691 first-year students and seniors in a college of business, Luthar et al. (1997) found gender correlated with perceptions of what the ethical climate should be. Female subjects in the study showed significantly more favorable attitudes toward ethical behavior than did males. First-year students said that good ethics are related to business success. Seniors, on the other hand, were more cynical concerning their views of the current ethical climate in business.

Callan's (1992) study of 226 state employees investigated their ethical values and training needs in ethics. The study found that gender was associated with attitudes about discriminatory practices as an ethical concern and that female employees were more likely than male employees to perceive it as a problem.

Davis and Welton (1991) studied differences in perceptions of ethical behavior influenced by gender. Their study surveyed and sampled 391 business students. The study found that there was little difference between perceptions of ethical behavior based on gender.

Weeks et al. (1999) conducted a study examining differences between male and female practitioners regarding ethical judgment. They pointed out that potential gender differences had received considerable attention as a predictor of ethical behavior; however, past empirical studies cited produced inconclusive findings (Akaah, 1989; David et al., 1994; Davis & Welton, 1991; Poorsoltan et al., 1991; as cited in Weeks et al). However, they concluded from their study, "Based on our sample of respondents, we find that females demonstrate higher ethical judgment than their male counterparts in numerous situations" (p.310).

Age and Education

In Izzo's (2000) research study on the effectiveness of compulsory training for real estate salespeople, he considered factors such as education, age, and experience. His study found that education appeared to be highly correlated with moral reasoning.

Rest's Defining Issues Test (DIT), first published in 1974, had been used for over 25 years. Rest et al., (1999) revised and updated the DIT developing his DIT2. Their revisions included updating the dilemmas, changing some of the terminology, using a new statistic, and improving upon the participant reliability checks. To validate the new version, both the DIT1 and DIT2 were administered to the same participants of several age and education levels. The study confirmed several basic findings concerning cognitive moral development. Reconfirming the findings of the DIT1, the DIT2 confirmed the statistically significant influence of both age

and education. Subsequently, moral judgment scores increased as age and education increased (Rest et al.).

Education and age were found to make a difference in perceptions of ethical behavior in Luthar et al.'s (1997) study of college first-year students and seniors. When comparing the two groups, seniors had a more cynical perception of the current ethical climate, while first-year students had a more lofty perception on the current state of business ethics in this country.

Curren and Harich (1996) surveyed 159 undergraduate students and 57 faculty members at a university using an ethics scaled developed by J. W. Clark. It consisted of a series of 17 vignettes. That study revealed that faculty had higher personal ethical reasoning than that of their students, supporting the hypothesis that ethical moral reasoning increases with age and education.

Trevino (1992) discussed how "CMD research provided overwhelming evidence that moral reasoning scores increase with age" (p.449). She added that the age trend was shown with studies using both Kohlberg's interview measurement techniques and Rest's objective DIT measure. In Trevino's (1992) review of Kohlberg's cognitive moral development theory, she pointed to numerous research studies that had found significant positive correlations linked to continuing adult development higher education: "Years of formal education have been one of the most consistent correlates of CMD" (p.449).

In Davis' and Welton's (1991) study of 391 college students at Clemson University, their findings resulted in a significant difference between the ethical perceptions of lower classman, upper classman, and graduate business students. The results of this test imply that over time, attitudes concerning ethical behavior changed as students matured and were exposed to new factors in their environment.

Stevens (1993) conducted a research study comparing the ethical beliefs of 97 business managers and 141 business students with those of 46 attorneys and 98 law students using the Newstrom and Ruch 17-item instrument developed in 1975. Stevens found very little difference

in the ethical beliefs of students compared with those of the professionals practicing in their field of study. The only common belief uncovered in this study was that both the professionals and the students perceived their peers to have lower ethical values than themselves: “The idea that tomorrow’s professionals represent a new wave of ethical values is not supported in this study” (p.352). Age and education appeared to have no influence upon ethical reasoning in this study.

Lewis (1989) conducted a five-year longitudinal study of ethical principles considered by executives, middle managers, and students. There were statistically significant differences in the three groups as to their scores on principles of ethical conduct. Unlike the previous studies supporting increased moral development with age and experience, this study had very different results. Executives were found to be more likely than middle managers to believe in bluffing and taking advantage of all “legal” opportunities and to believe in “gut feelings” in a given situation (p.274). Students were more likely to believe in prayer and meditation than were managers. Middle managers were more likely than students to do whatever they would, if there was a proportionate reason for doing so. He concluded by labeling executives as “self-reliant ethical entrepreneurs”, middle managers labeled as “organizational realists”, and students as “self-reliant ethical seekers” (P.276).

Educational Emphasis

Brown (1996) viewed education as a potential influence upon ethical values, but rather than examining the length or level of education, she examined two different types of business education leading to different business career paths. She conducted a study to assess any differences in ethical values between students studying business education to become business educators and students studying business administration to pursue careers in the business world. Her study examined five ethical areas, including a) fraud, b) coercive power, c) influence dealing, d) self-interest, and e) deceit. Her results revealed that there were no significant differences between the two groups in the ethical areas of fraud, coercive power, and deceit.

However, there were statistically significant differences in the ethical areas of influence dealing and self-interest, with business administration students scoring lower on both of those indices. Based on this research study, students who were intending to pursue careers in business had a greater acceptance or tolerance for those kinds of unethical behavior.

Curren and Harich (1996) conducted a similar study comparing business and humanities students and faculty to assess their ethical standards. They pointed out that many people believed that in our materialistic society, business people's pursuit of profits were largely responsible for decaying ethical values. In their study, they tested what they referred to as a "self-selection bias"(p.9). What this meant was that students who chose the business track were potentially less ethical than those who chose the humanities track. The results of their study found no significant differences in overall levels of ethical standards when comparing business students with humanities students and when comparing business faculty members with humanities faculty. The study did find faculty members had higher ethical standards than did students, further supporting the hypothesis that age and education influenced ethical values.

Supervisor, Teacher, and Peer Influence

Brown (1996) suggested that schools should reinforce moral values and help students in making ethical moral decisions. She further stated that this should be done very early in their schooling. She added "...if the business teacher is to play a key role in the students' moral development and positively influence the students, then that business teacher must possess high ethical standards of behavior" (p. 2).

Stevens (1993) studied perceptions of ethical behavior by comparing working professionals and students. Among his observations, he reported one conclusion drawn from previous research "...regardless of profession in the workplace, the most powerful influence is the behavior of one's superior and that of one's peers"(p. 352).

The Davis and Welton (1991) study adopted Purcell's (1977) definition of business ethics. Purcell stated,

Ethics, applied to business, demands that every corporation, as a body of people united in enterprise, be concerned with the rightness and wrongness of human action...Applied ethics – business ethics – can be summed up basically as a concern for fairness. (p.39)

Davis and Welton saw Purcell as placing emphasis on the people of the organization, not the organization itself. They further stated that people in power had tremendous influence on the ethics of an organization and that managers could set the tone for sound ethical behavior. Davis and Welton pointed to many studies that had shown how corporate executives influenced their employees and that if they showed concern for fairness; it flowed throughout their organizations (Purcell, 1977; as cited in Davis & Welton).

In contrast to the previous studies that pointed to the positive influence of leaders and teachers on ethical behavior, Trautman (2000) viewed the leadership/administrative influence as potentially having negative consequences on ethical behavior. This he suggested occurred when there is administrative indifference toward ethics and integrity, when administrators are ignoring ethical problems, and when hypocrisy and fear dominate the culture. He placed much of the blame for most of today's ethical scandals upon leaders either ignoring or failing to recognize the warning signs. Trautman agreed that leaders were a strong influence upon ethical behavior of subordinates. He concluded by stating "...great leaders do much more than merely supervise and administer. They are remembered for their courage to stand steadfast, sometimes at their own demise, for doing what is right and just. They are individuals who have remained uncompromising with regard to integrity" (p.68).

Teaching/training Methods: Criticisms, Current Methods, and Suggestions for the Future

Relying on Socrates' philosophy of the teacher's role in instruction, Kohlberg (1981) pointed to the importance of the teacher. Kohlberg's theory described an order of development in moral reasoning. Socratic philosophy supported this by suggesting that teachers move students through that order; that is, in a direction in which students were naturally moving in normal environmental conditions. Kohlberg further stated "...the teacher can engage students not only in clarifying their own values but also in sorting out claims as to which answers or reasons are better. Thus, without indoctrinating students with their own or their society's arbitrary values, teachers can move beyond the relativistic view that everyone has his or her own 'bag of virtues'" (p.xxvii-xxix). Kohlberg further explained his interpretation of Socrates' convictions concerning the role of the teacher. These convictions included: a) "the good can be taught, but its teachers must in a certain sense be philosopher-kings"; b) "...the reason the good can be taught is because we know it all along dimly or at a low level and its teaching is more a calling out than an instruction"; c) "...the teaching of virtue (good) is the asking of questions and the pointing of the way, not giving of answers. Moral education is the leading of people upward, not the putting into the mind of knowledge that was not there before" (p. xxix). Thus, Kohlberg supported Socratic philosophy as to the importance of the role of the teacher in moral development and the philosophy of instruction thought most effective. Unfortunately, it is quite apparent we find little evidence of this in today's colleges and universities (Kohlberg, 1981).

Stevens (1993) pointed out that most business schools had limited any concerns for business ethics to a relatively small segment of the principles of management course. Unfortunately, such courses may not be have been required for all business students, resulting in a large percentage of business students graduating with little or no training in the area of ethics. He further emphasized the importance of properly preparing business students to become future ethical managers.

Ghorpade's (1991) review of numerous studies and commentaries concerning teaching ethics in master of business administration (MBA) programs in the United States revealed results showing that ethics had not gained an "integral place" in the curriculum of business schools (p.891). His review began with examining the scope of ethics instruction in MBA programs. In a recent study by the Ethics Resource Center, 90% of business schools reported ethics included in their curricula. However, Ghordape found in his review of several studies that in over 200 MBA programs that ethics exposure was found in: a) a separate required course in ethics, found in only 7% of business school curricula; b) few courses in business law/business and society; but mostly found in c) functional courses in business, such as accounting, marketing, management, etc. Thus, ethics exposure would be up to the each professor as to what, how, when, or even whether ethics would be covered in his or her course. Ghordape further investigated the content of the coursework and textbooks. His criticism of the course content was on the focus or level of ethical issues. He posited that too much emphasis was given to macro-ethical issues (concerns dealing with policy formulation with broad impacts) instead of a micro-ethical level issues (concerns dealing with day-to-day ethical dilemmas) that would be much more practical for students who may never reach the high level of management who would deal with the broad macro-level issues. Ghordape found in his review of commentaries that the current business ethics texts covered a comprehensive set of issues, however, the cases in the texts concentrated too heavily on manufacturing firms, while not exposing students to ethical problems found in the service industry where they would likely work. Ghorpade concluded that, "[A]s a whole, it would be fair to say that ethics has not gained much of a foothold in the MBA program" (p.898). The current state Ghorpade described suggested change. He suggested a systematic instructional plan beginning with setting forth a refined list of ethics competencies. Once these competencies were in place, then the next step would be to link the competencies with methods of training. He suggested case studies, lecture, discussion, novels, plays, and films, and training methods using new technology such as, computer programs, closed circuit television, and audio-visual devices.

Cognitive Moral Development (CMD) theory was used in Izzo's (2000) research study to test the effectiveness of compulsory ethics education on real estate sales people. He posited that if compulsory ethics education were effective, then sales people should respond higher on measures of cognitive moral development compared to those who are not required to take ethical training. He sampled and compared real estate sales people in California who had more extensive compulsory training with real estate people in Florida having a minimal amount of compulsory training. The Defining Issues Test (DIT) and Real Estate Sales (RES scores) were used to test the subjects. He also looked at differences based on variables such as gender, age, level of education, years of experience, job status, level of income, and professional designation. There were statistically significant differences in scores using age and gender. Scoring on the DIT and RES were highly correlated with age and gender. The statistical results when comparing DIT scores for the Florida group with the California group was not significant; therefore, the compulsory ethics education did not seem to significantly improve the moral reasoning of the participants.

LeClaire and Ferrell (2000) discussed issues important in developing effective methods of ethics education. They further suggested that all training and education efforts should consider the unique nature of the adult learner. To be effective, they looked to the work of Malcolm Knowles (Knowles, 1973 as cited in LeClaire & Ferrell). Knowles examined the particular characteristics of adult learners that he said should be considered when designing training programs. These included a) adult learners tend to prefer self-directed learning; b) the training content and goals should be such that the adult learner can draw from his/her own personal experience; c) learning needs need to be real-life and focus on specific skills that are lacking; and d) adult learners want to acquire knowledge and skills that can be applied immediately. With this in mind, LeClair and Ferrell designed the Soy-DRI behavioral simulation. Behavioral simulations allowed for a practice stage for future ethical decision-

making. The simulation recreated realistic ethical problems and participants made their own decisions. Pretests and posttests were administered to evaluate its effectiveness.

Park (1998) strongly criticized the current state of business ethics education and pointed out that business ethics educators needed more training. He developed a new model for business ethics education. He suggested recomposing a foundational ground of business education to be based on ethical reasoning, moral sentiments, and ethical praxis. Ethical reasoning would consist of imperative ethical knowledge to build reasoning competence to appreciate a variety of ethical viewpoints. The second ground was to experience moral sentiments. This included ethical violation and commitment, one's own accountability, the ability to trust others, and the ability to criticize others' behavior. The final ground was ethical praxis. This consisted of acquiring practical knowledge such as corporate citizenship, responsibility for neighbors, respect for others, and clarification of values. Park suggested integrating his proposed foundation into a general curriculum for business education. He further suggested a "diversity of teaching strategies should be created to upgrade a standard of business ethics education; for example, collaborative learning strategy, case study, outsourcing external guest lecturers, role playing, debate strategy, survey strategy, ethical analysis model strategy, and group project"(p. 973).

Palmer and Zakhem (2001) pointed to several criticisms by researchers of current business ethics education. Such criticisms included a) business ethics education was regarded as being too general, too theoretical, too impractical; b) were not relevant to real life, typical situations business students might face in their future careers; and c) moral theory appeared too difficult and full of controversy, thus resulting in possibly creating relativism and subjectivism in students. Palmer and Zakhem suggested making business ethics more effective by using the Federal Sentencing Guidelines (FSG) of 1991 as a new paradigm for ethics education. They proposed that using the FSG would bridge the gap between the practical and the theoretical and that it should be integrated into business ethics courses.

Herndon (1996) criticized current objectives for ethics education in business schools as being based on custom, intuition, and judgment rather than on theory and empirical evidence. In his review of recent studies, he pointed to several studies that questioned the effectiveness of ethics instruction. He suggested placing the following objectives proposed by Callahan (1980, as cited in Herndon, 1996, p.506.) for ethics education in business schools. Callahan's (1980) first goal was "...stimulating the moral imagination" (p. 64). This involved students understanding moral choices and consequences. "...recognizing ethical issues" (p. 65) was his second goal. This involved understanding right from wrong. This third goal was "...eliciting a sense of moral obligation" (p. 66). This involved action for justice. The fourth goal, "...developing analytical skills" (p. 67) involved developing logic and critical thinking skills. In addition, the fifth goal was "...tolerating and reducing disagreement and ambiguity" (p. 67) in the study of business ethics, thus helping students deal with the uncertainty and controversial views found in the study of business ethics. Herndon further suggested that these were very broad goals for business ethics and that to be effective numerous sub goals must be developed to operationalize and to achieve these. Herndon recommended testing various educational methods for efficiency and effectiveness in accomplishing these goals and sub goals.

Owens (1983) suggested how best to teach ethics in business schools. He pointed to two basic approaches: incorporate either a full course devoted to business ethics, or have all faculty incorporate business ethics into their traditional functional courses, such as accounting, finance, marketing, and management. He stated that it was more difficult to fit a full course on ethics into the curriculum; therefore, the second approach would be the most practical. He referred to the approach of all faculty members incorporating ethics into their unique discipline as the "general faculty" approach (p. 260). Owens stated the general approach could work well if the faculty members prepared themselves by first understanding several major ethical philosophies such as Kant's general law test and the long-range utility standard. This philosophy was referred to as

the pragmatic standard popularized by Charles Pierce and John Dewey. Second, learning to use several fundamental methods of ethical analysis such as force field analysis. Last and most importantly, as the faculty member was preparing to teach business ethics, he or she begins doing so gradually by increasing the amount of class time devoted to ethical analysis and discussions.

Teacher and Trainer Attitudes, Qualifications, Preparation, and Skills

The final influential factor considered to affect ethical business behavior is the teacher or trainer responsible for the instruction. Relatively few studies have investigated the effect that attitude, level of preparedness, and skills of the instructor would have in influencing ethical reasoning and ethical behavior. The few studies found by the researcher were quite critical of the attitudes and the level of preparedness of college professors imparting business ethics education in colleges and universities today.

Owens (1983) stated that, "Ethics has become today an essential issue for American business managers (and, therefore, for business teachers)..." (p .258). Owens pointed out that faculty members were trained to teach specific fields such as management or accounting and were often unfamiliar with ethics philosophies and analysis. Because of this, many faculty members were hesitant to discuss ethical issues, let alone incorporate ethics systematically into their courses. He suggested a simple solution to the problem, faculty member preparation, which he further recommends can be self-directed.

Castro (1995) undertook an inquiry into the academic departments in which business ethics professors work, the disciplines in which they were trained, and the affiliations with whom they collaborate. Castro stated that business ethics was still a relatively new and emerging field and quite variously defined. He pointed to the increasing popularity of business ethics courses, mostly taught by faculty members without training in ethics, and probably limited exposure to the philosophic literature where business ethics has its roots. He agreed with DeGeorge (1987)

of the dangers because of this. DeGeorge suggested four problem areas: “1) the threat from diluted confidence; 2) the threat from unfulfillable expectations; 3) the threat from co-optation; and 4) the threat from replacement of critical by descriptive ethics” (p. 45). He continued pointing to the danger of the growing reliance of business approval and the possible loss of objectivity and critical function that made business ethics an academic field.

Castro (1995) examined articles published in the *Journal of Business Ethics* from its initial publication in 1980 through 1992. He then contacted the authors requesting a copy of their resumes for the study. His findings, based on the analysis of the 169 resumes he had received, revealed that half of the respondents had been trained in business and economics, just over a fourth in religion and philosophy, while the remaining respondents had training in social sciences, communication, public administration, and other fields. Seventy-four had doctorates in business fields, 44 in philosophy or theology, 10 in economics, 12 in social sciences, 9 in law, 6 in education, and 5 in communications. Only one respondent had primary training in Great Britain in business ethics. He also studied the professional affiliations of his respondents. He concluded with “philosophic training seems to matter. Business affiliation seems to help. Exclusively business training and affiliation seems to hurt” (p. 784).

In Ghorpade’s (1991) review of commentaries on business ethics in MBA programs, he posed the question regarding “Who should teach ethics and where should it be taught?” (p. 901). He proposed two options. One option was to teach ethics in separate courses staffed by faculty members with graduate backgrounds in ethics. The other option would be to have functional faculty incorporate ethics into their courses. The problem with the first option of working it into existing curricula was competition for space. Some other courses might have to go which made this option highly unlikely. The other possible solution was delegating ethics instruction to the functional faculty. The potential problem here was both the competence and the willingness of the faculty member. He concluded with suggestions that business schools accept this responsibility more seriously and that “the Academy of Management might consider adding a

clause into its newly formulated Code of Ethics requiring the heeding of ethical issues in the teaching of business courses” (p.903).

Summary

The literature review on business ethics has revealed several needs. First, there is an ever-growing need to prepare business students in business ethics to enable them to successfully confront ethical dilemmas faced daily in the business world. Second, there appears to be tremendous inconsistencies in colleges and universities as to the extent business ethics education is incorporated into business curricula. Third and finally, the literature revealed an ever-present need for business faculty not only to accept the responsibility of teaching business ethics but also to become better prepared to do so.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The purpose of this study was to ascertain what Tennessee community colleges were currently doing in preparing business students in business ethics. Personal and professional demographics of Business Department faculty members, preferred methods of business ethics instruction, motivations of faculty members for teaching business ethics, proportion of time spent during a typical semester devoted to teaching business ethics, and faculty members' perceptions toward the responsibility, importance, and effectiveness of teaching business ethics in their curricula were investigated. This chapter describes the research design, variables, research hypotheses, population, research instrument, data collection, validity and reliability, and data analysis.

Research Design

This study was based on quantitative methods using a questionnaire to gather descriptive data. Gall, Borg, and Gall (1996) supported the use of descriptive research as a type of quantitative research in educational studies. This research design was particularly suited for collecting and analyzing information such as perceptions, opinions, and both personal and professional characteristics of the participants. Questionnaires have been used extensively in prior studies that have focused on business ethics. (Brown, 1996; Delaney & Sockell 1992; Luthar et al., 1997; Schoenfeldt et al., 1991)

The survey instrument in this study provided data about full-time business faculty members at Tennessee community colleges and addressed the following research questions:

Question 1: What is the personal and professional demographic profile of Tennessee community college full-time business faculty members?

Question 2: To what extent do Tennessee community college business faculty members incorporate business ethics into associate degree programs in business and what is their motivation for doing so?

Question 3: What range of background and training in business ethics do Tennessee community college business faculty members have?

Question 4: What method(s) of business ethics instruction do Tennessee community college business faculty members implement and what method(s) do they prefer?

Question 5: What are the perceptions of Tennessee community college business faculty members toward the responsibility of business ethics instruction?

Question 6: What are the perceptions of Tennessee community college business faculty members toward the importance of business ethics instruction?

Question 7: What are the perceptions of Tennessee community college business faculty members toward the effectiveness of business ethics instruction in influencing student ethical behavior?

Question 8: Are there any relationships with the perceptions among faculty members regarding the perception of responsibility for teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics?

Question 9: Are there any relationships with the perceptions among faculty members regarding the perception of importance of teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics?

Question 10: Are there any relationships with the perceptions among faculty members regarding the perception of effectiveness in influencing student ethical behavior of teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics?

The data fell into five categories: demographic characteristics, background and training, motivation for teaching business ethics, current teaching methods, and perceptions of faculty members toward business ethics education.

Variables

The purpose of this study was to ascertain what Tennessee community colleges were doing to prepare business students in business ethics. To address research questions 1-7, responses to demographic perceptual data from the survey questionnaire were used. For research questions 8-10, 24 hypotheses were developed and tested. Three criterion (dependent) variables were used. These included: 1) perception regarding the degree of responsibility for business ethics instruction; 2) perception regarding the degree of importance felt by the faculty member to teach business ethics; 3) perception regarding the degree of effectiveness of business ethics instruction in influencing student ethical behavior. Eight predictor (independent) variables were used to address research questions 8, 9, 10. These included: 1) gender; 2) age; 3) years of teaching experience in higher education; 4) highest educational degree attainment; 5) major discipline area of teaching; 6) current academic position; 7) proportion of time spent teaching business ethics during a typical semester and 8) whether or not the faculty member had any business ethics training.

Hypotheses

There were 24 research hypotheses derived from research questions 8, 9, and 10 posed in this study. See Appendix A for a complete listing of each research hypothesis. The following summarizes the hypotheses tested in this study:

Hypotheses 1 - 8: There is no relationship between business faculty members' perceptions regarding the degree of responsibility for teaching business ethics among faculty members and a) gender, b) age, c) years of teaching experience in higher

education, d) highest educational degree attainment, e) current academic position, f) major discipline area, g) business ethics training, and h) amount of time devoted to teaching business ethics.

Hypotheses 9-16: There is no relationship between business faculty members' perceptions regarding the degree of importance of teaching business ethics among faculty members and a) gender, b) age, c) years of teaching experience in higher education, d) highest educational degree attainment, e) current academic position, f) major discipline area, g) business ethics training, and h) amount of time devoted to teaching business ethics.

Hypotheses 17-24: There is no relationship between business faculty members' perceptions regarding the degree of effectiveness in teaching business ethics among faculty members and a) gender, b) age, c) years of teaching experience in higher education, d) highest educational degree attainment, e) current academic position, f) major discipline area, g) business ethics training, and h) amount of time devoted to teaching business ethics.

Population

The participants in this study included all full-time business department faculty members in the 13 community colleges in Tennessee. The population will consist of 93 full-time business faculty members. The participants were obtained by an e-mail search through each of the colleges' web sites on the Internet. Because of the size and the manageability of the entire population, all full-time business department faculty members were invited to participate in the study.

Data Collection

An electronic survey was developed to give each participant the opportunity to provide responses to the questions formulated to gather personal and professional demographic data, data concerning teaching methods, motivations of faculty members, and data to test the 24 hypotheses. Data were collected through a 14-item questionnaire and cover letter developed by the researcher (See Appendix B and Appendix C). Assistance was provided through consultation with experts and current literature on survey design (Salant, 1994). A pilot test using the e-mail and hot link for submission was administered to eight participants to check for any potential problems prior to being sent to the survey population. The participants were chosen both within the network at Northeast State and at other outside institutions. Once successfully tested, the questionnaire and cover letter were then mailed electronically over the Internet using the e-mail addresses of the community college business faculty members across the state. A follow-up reminder and another opportunity to participate in the survey was sent to those who did not respond by the deadline. (See Appendix D) The participants had the opportunity to participate by clicking onto a hotlink provided to them on their e-mail request. The URL for the survey was <http://coureses.northeaststate.edu:85/colesurvey/colesurvey.asp>. This link took them directly to the survey questionnaire. The link was set up through the database program, Access, used by Northeast State Technical Community College in providing surveys. The link to the database also had the capability to compile data collected from the responses for further analysis.

Research Instrument

The research instrument consisted of 14 questions. The survey was developed from an intensive review of the literature and the 10 research questions posed in this study. A definition of business ethics was intentionally not provided in the cover letter or the survey so that participants would use their own definition of business ethics. The instrument was designed with questions addressing the following five areas:

1. Personal and Professional Demographics
2. Training and Education
3. Current Teaching Motivations and Practices
4. Perceptions and Opinions
5. Additional remarks and comments

Content Validity and Internal Consistency

The content validity was verified through the literature pertaining to philosophical foundations of business ethics (Elm & Weber, 1994; Izzo, 2000; Trevino, 1994), methods of business ethics instruction (Palmer & Zakhem, 2001; Park, 1998; Trevino, 1992), and the effectiveness of ethics training (LeClair & Ferrel, 2000; Luthar et al, 1997; Palmer & Zakhem). Three business faculty members reviewed the questionnaire. The research instrument was then revised according to recommendations of the reviewers. The findings from the survey instrument provided the internal consistency of the data. The alpha coefficient for the multiple item construct “preferred method(s) of instruction” was 80.88.

Data Analysis

Descriptive and inferential statistics were used to analyze the data collected from the questionnaire. The Statistical Package for the Social Sciences (SPSS), version 10.0, was used to assist in data analysis. Descriptive statistics consisted of frequency distributions and means tabulated to develop personal and professional demographic profiles of Tennessee community college business faculty. Inferential statistics consisted of non-parametric testing for analysis. Chi-square statistical test was used to determine any statistically significant differences in the relationship between the criterion variables and the predictor variables. Predictor variables in this study were nominal and the criterion variables were ordinal.

The Chi square test revealed how actual or observed responses differed from expected responses to point to any significant differences in the data. The alpha level set prior to testing was .05.

Summary

Chapter 3 described the research methodology that was used to provide answers to the 10 research questions investigating what Tennessee community colleges were doing in business ethics education. Twenty-four hypotheses were presented that tested the research questions posed in this study. Additionally, Chapter 3 provided a description of the population, the research design, the variables in the study, the design of the research instrument, procedures for testing reliability and validity, the data collection process, and the data analysis procedures.

CHAPTER 4

RESULTS OF THE STUDY

Introduction

This chapter provides a personal and professional demographic profile of the full-time Business Management faculty members in the 13 community colleges in the state of Tennessee. Descriptive statistics were used to present a summary of the data for the demographic profile. The chapter also provides an analysis of the perceptions of these faculty members toward the importance, effectiveness, and responsibility of teaching Business Ethics in their curricula. Frequency distributions were used to classify faculty members' various responses concerning their perceptions. Pearson's Chi square was used to test for any relationships between faculty perceptions and demographic characteristics.

Qualified participants and their e-mail addresses were obtained by conducting Internet searches in each of the 13 institutions. Of the 93 invited participants, 47 (51%) responded to the e-mail invitation that included the hot link to the web survey. Survey results were tabulated in Microsoft Access as participants submitted their responses. Once the deadline was reached for submission of the survey, the survey results in Microsoft Access were imported into Microsoft Excel. Microsoft Excel and the statistical package SPSS 10.0 were used to conduct the analysis on the data.

Each of the 10 research questions in this study is addressed in this chapter. Tables and charts displaying the results of the descriptive analysis for questions 1 through 7 are included. The chapter also includes tables displaying statistical analysis of the 24 null hypotheses addressing research question 8, 9, and 10.

Personal and Professional Demographic Profile

This section presents research question 1, “What are the personal and professional characteristics of full-time business faculty members in Tennessee community colleges”? Survey questions addressing this question include questions number 1, 2, 3, 4, 5, 6, and 7.

Gender

Figure 1 displays the percent of gender categories of the business faculty. Males comprise the larger group of faculty members (55%).

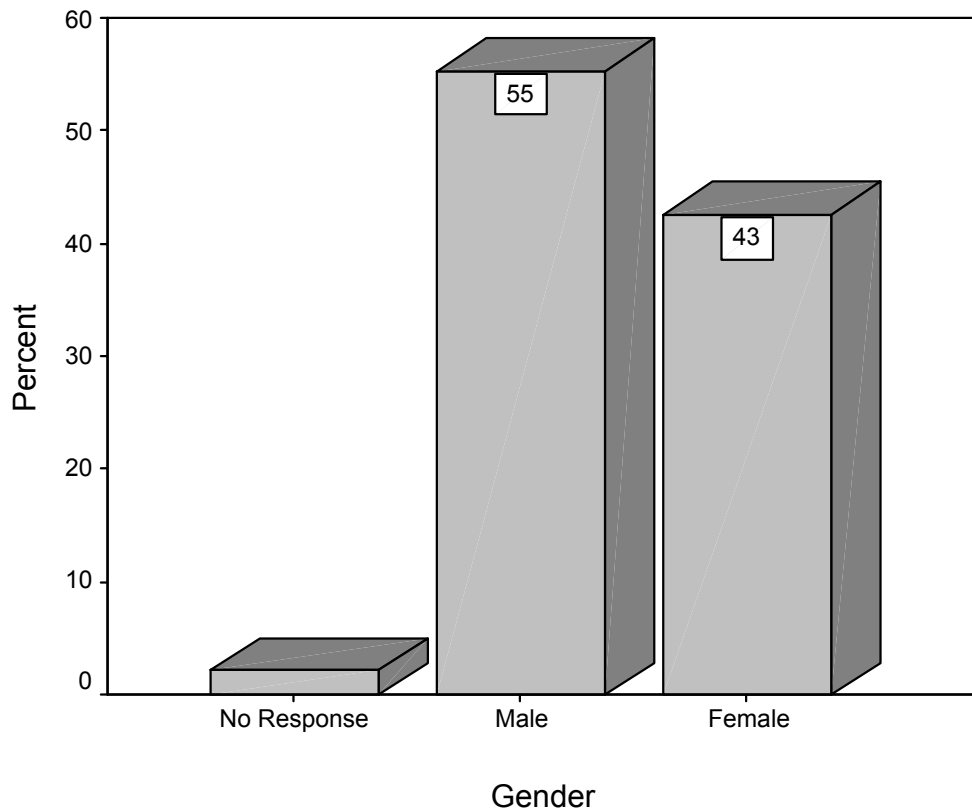


Figure 1. Gender.

Age

Figure 2 displays the percent of faculty members in various age categories. The largest category was 56 and older. Eighty-three percent of faculty members are over the age of 45.

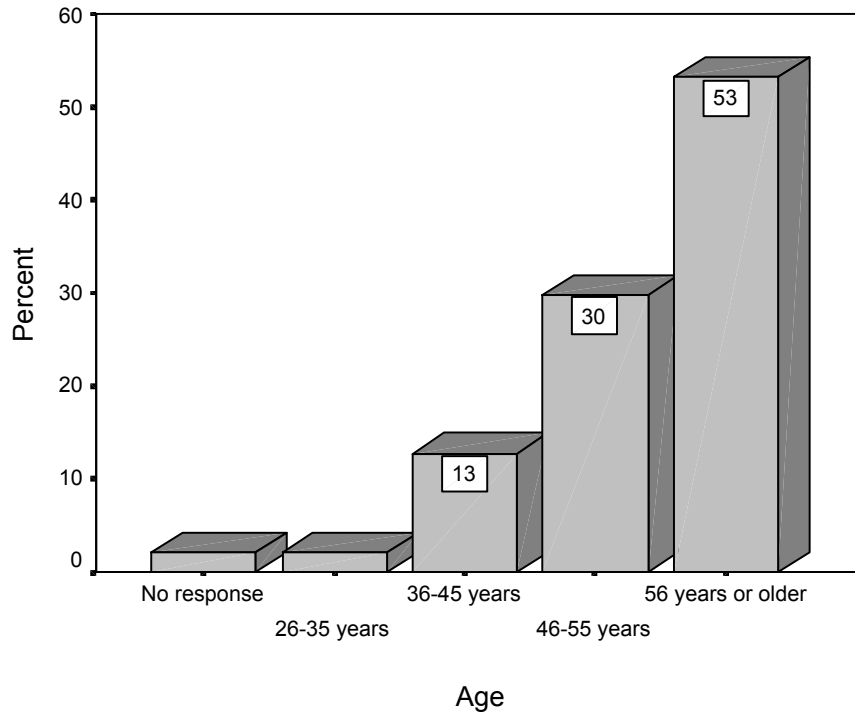


Figure 2. Age.

Years Teaching in Higher Education

Figure 3 displays the percent of years of teaching in higher education categories of the business faculty members. The category 16 years or more years of teaching in higher education comprised the largest group of faculty members.

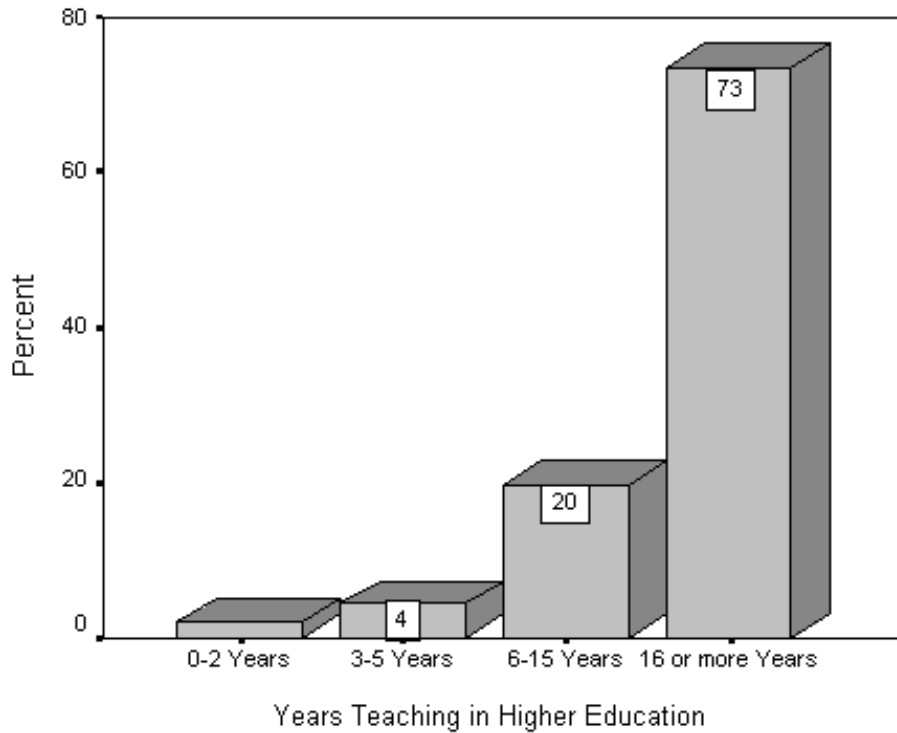


Figure 3. Years Teaching in Higher Education.

Highest Degree Earned

Figure 4 displays the percent of faculty members' highest degree earned. The master's degree represents the largest category of highest degree earned (62%). Only 21% of the faculty members hold doctorate degree. The "Other" category included: 3 JDs (Doctor of Jurisprudence), 1 D.B.A. (Doctor of Business Administration), and a participant who had taken 36 hours past the master's degree.

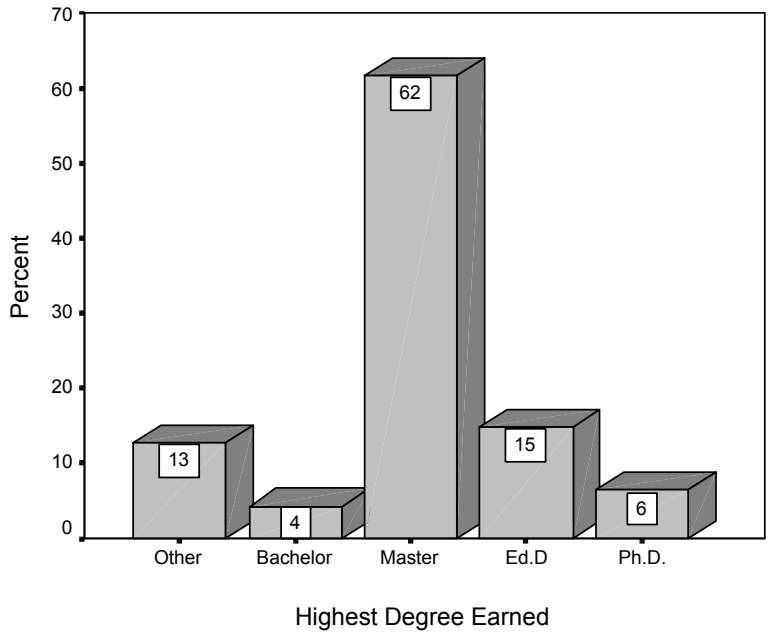


Figure 4. Highest Degree Earned.

Community Colleges in Tennessee

Table 1 shows the number of respondents who volunteered to identify their community college. One fourth of the faculty members responding to the survey chose not to identify their community college. Two of the 13 community colleges had no respondents identified in the study.

Table 1.

Number of Participants According to Tennessee Community College

<u>Tennessee Community Colleges</u>	<u>Number of Participants</u>
Chattanooga State	1
Cleveland State	0
Columbia State	2
Dyersburg State	2
Jackson State	4
Motlow State	3
Nashville State	2
Northeast State	5
Pellissippi State	3
Roane State	0
Southwest Tennessee State	5
Volunteer State	3
Walters State	5
No Response	12

Current Rank

Figure 5 displays the percent of faculty members' current academic ranks at their community colleges. The associate professor rank represented the largest category followed by assistant professor and full professor. The instructor rank represented the smallest category. An

earned doctorate in the discipline area is expected of community college faculty in Tennessee before achieving full professor rank, therefore, only 17% of faculty hold that rank.

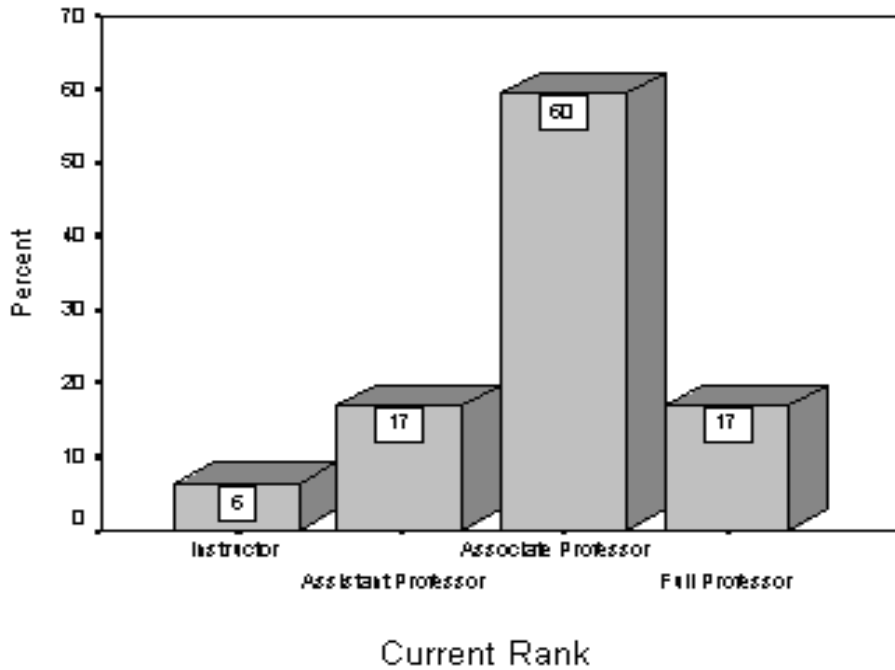


Figure 5. Current Rank.

Major Discipline

Figure 6 displays the percent of the major discipline area of teaching of faculty members. Management represents the largest category followed by Accounting. Responses to the “Other” category included business communications, logistics, general business, economics, and office administration.

Community colleges in Tennessee have a great deal of autonomy in structuring departments according to discipline and programs they choose to offer. For example, economics can be found in the technical business departments at some community colleges while placed in liberal arts divisions at other community colleges. Office Administration is its own separate

department at many community colleges while at other community colleges it is combined with business management in a single department. Logistics may be part of the curriculum at one community college and not offered at all at another.

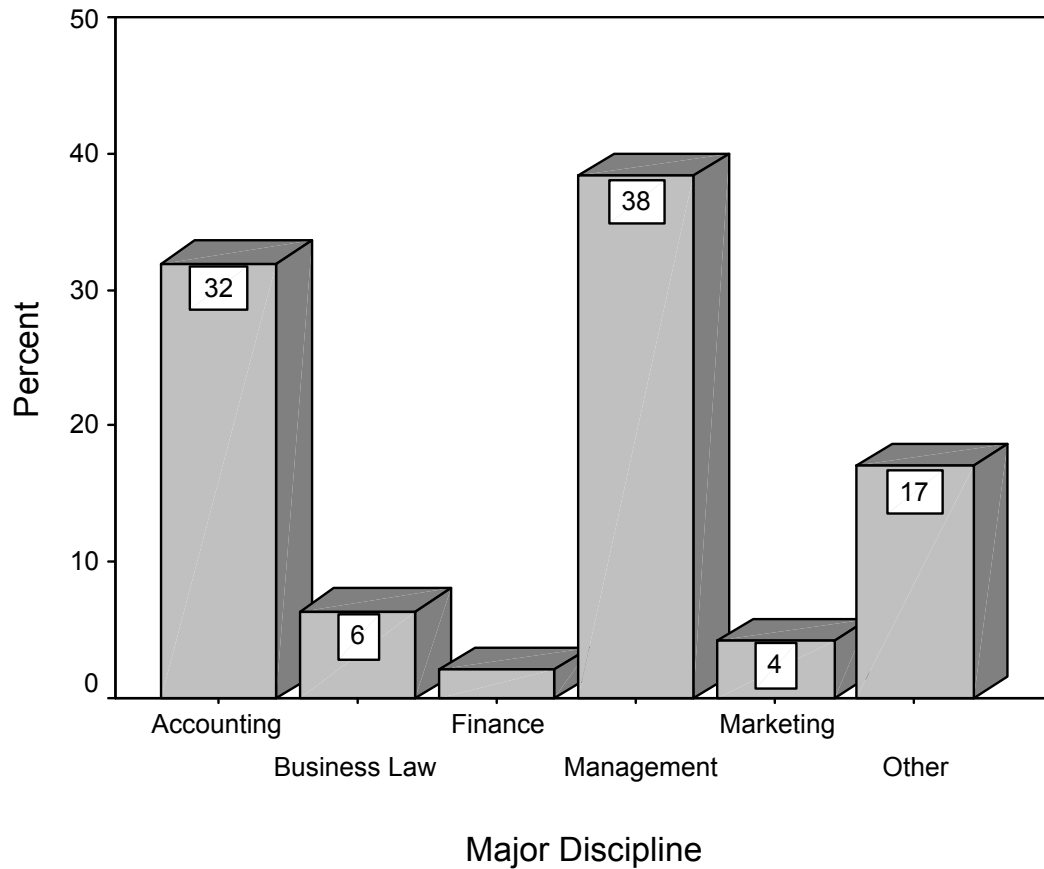


Figure 6. Major Discipline.

Business Ethics in the Curriculum

Research question two investigated the extent to which business ethics was incorporated into the curriculum and the motivation of the business faculty member for doing so. The extent to which business ethics was incorporated into the curricula was addressed as to the amount of time during a typical semester devoted to business ethics instruction. The motivation for the faculty member to teach business ethics was also explored. Research question two was

addressed in the survey with survey questions number 9 and 11. The results of these questions are displayed in Figures 7, 8, 9,10, and 11. Table 2 displays other reasons and comments for teaching business ethics.

Proportion of Time Devoted to Teaching Business Ethics

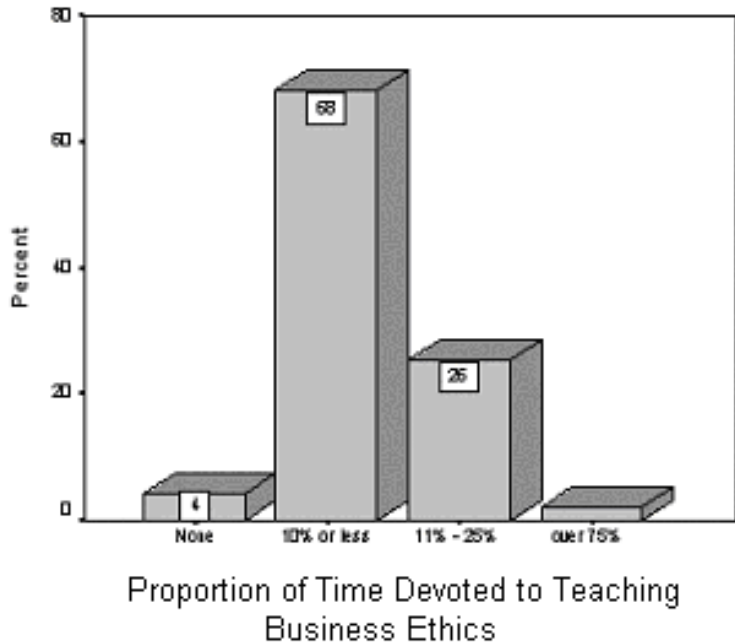


Figure 7. Proportion of Time Devoted to Teaching Business Ethics.

Note. Categories 26%-49% and 50%-75% received no responses and therefore are not represented in the figure.

Motivation for Teaching Business Ethics

Accreditation Requirement. Figure 8 displays the results of faculty members responding to accreditation requirement as a motivation for teaching business ethics. Accreditation requirement received only 13% in agreement from the respondents, while 87% of the

respondents either had no opinion or disagreed with the statement. Accreditation requirement appears to be a very weak motivator to teach business ethics.

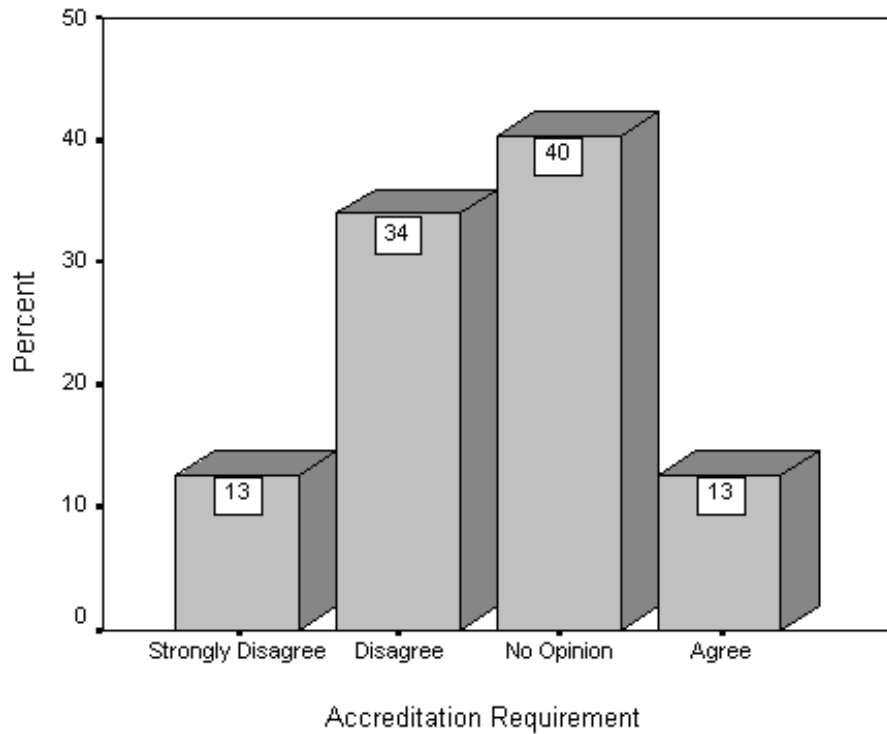


Figure 8. Accreditation Requirement.

Note. The category Strongly Agree received no responses and therefore not represented in the figure.

Department Requirement. Figure 9 displays the results of faculty members responding to department requirement as a motivation for teaching business ethics. Department requirement as a motivation for teaching business ethics received only 17% in agreement from the respondents, while 83% of the respondents either had no opinion or disagreed with the statement.

Departmental requirement appears to be a very weak motivator to teach business ethics.

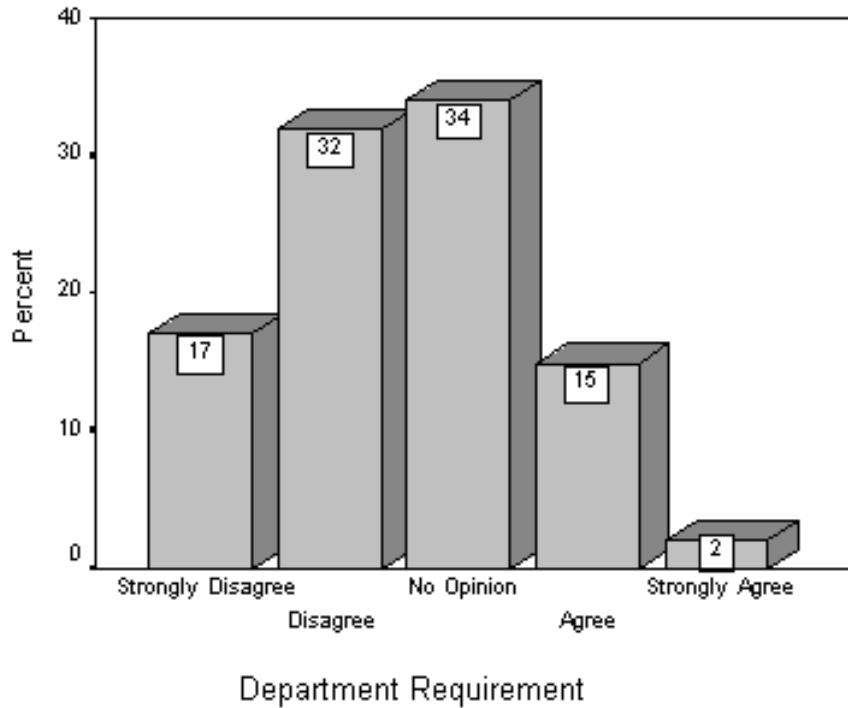


Figure 9. Department Requirement.

Readily Available Information. Figure 10 displays the results of faculty members responding to readily available information as a motivation for teaching business ethics. Readily available information as a motivation for teaching business ethics received only 17% in agreement from the respondents, while 83% of the respondents either had no opinion or disagreed with the statement. Readily available information appears to be a very weak motivator to teach business ethics.

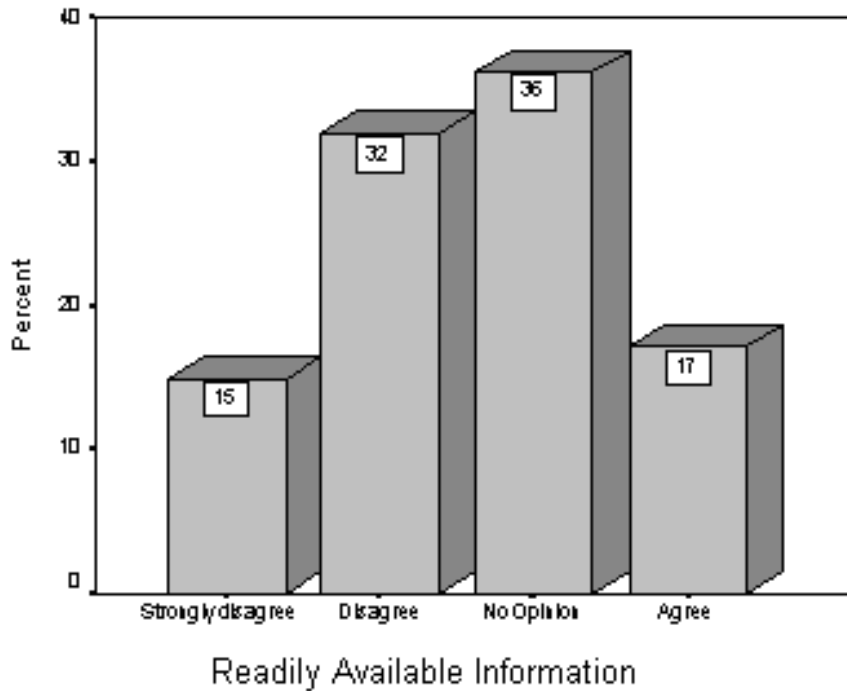


Figure 10. Readily Available Information.

Note. The category Strongly Agree received no responses and therefore not represented in the figure.

Personal Conviction. Figure 11 displays the results of faculty members responding to personal conviction as a motivation for teaching business ethics. Personal conviction as a motivation for teaching business ethics received 77% in agreement from the respondents, while only 23% of the respondents either had no opinion or disagreed with the statement. Personal conviction appears to be a strong motivator to teach business ethics.

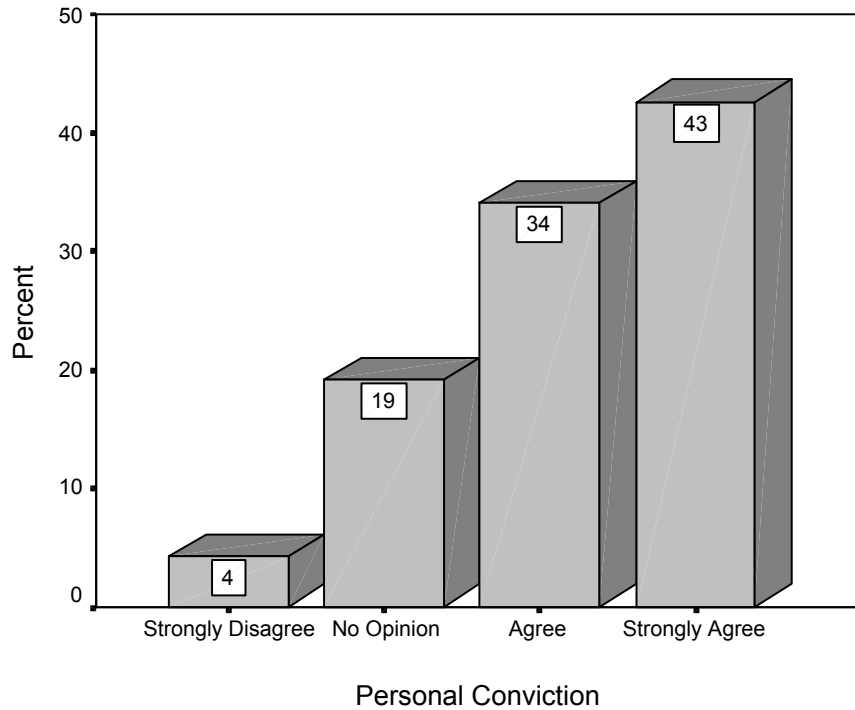


Figure 11. Personal Conviction.

Note. The category Disagree received no responses and therefore not represented in the figure.

Other Reasons and Comments for Teaching Business Ethics. Table 2 displays business faculty members' other reasons and comments for teaching business ethics. Comments focused on the importance and relevance of business ethics in today's society. Several comments emphasized past experience pointing to a serious need for students to take business ethics.

Table 2

Other Reasons and Comments for Teaching Business ethics

“My students (and I) feel it is one of the most interesting subjects that they take, if taught in an up-to-date legal method”.

“It is what I practice as a part of my professional work environment”.

“Increasingly relevant to real world experience”.

“We do not have a separate course in business ethics. It is discussed in every business class, however”.

“Don’t teach”.

“The need to connect students with current and important issues in our society.”

“Not a specific course in our curriculum”.

“As a part of the subject matter in these courses and required in the division”.

“Personal experience with unethical business practices”.

“Importance in business”.

“Courses have ethics embedded in text materials”.

“To help my students avoid criminal prosecution and/or civil law suits”.

“SIFE sponsors competitions utilizing projects in ethics. For example, October is ‘National SIFE Business Ethics Month’”.

“Public and professional opinion thinks we should emphasize ethics more in our classes”.

“Students are required to take a 3-hour Business Ethics course in the Office Administration program”.

“Ethics is an important issue for EVERY student to know, understand, and practice”.

“Ethics units are a part of the text materials for many of the courses within the major”.

Background and Training in Business Ethics

Research question 3 investigates the background and training of business faculty members in business ethics. Survey question number 8 addresses this question. The results of the survey question are displayed in Figures 12, 13, 14, 15, and 16. Other training comments are displayed in Table 3.

Training in Business Ethics? Eighty-five percent of business faculty members had some form of ethics training. Fifteen percent of business faculty members had no ethics training.

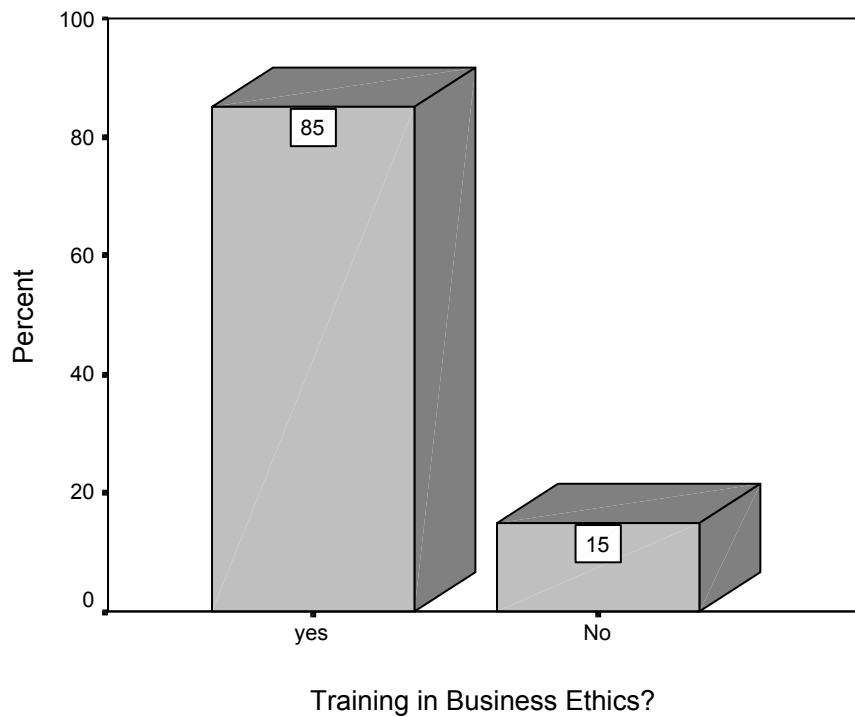


Figure 12. Training in Business Ethics?

One Ethics Course. Figure 13 displays the results of faculty members responding to having one course in business ethics. Eighty-three percent of business faculty members have had at least one course in business ethics, while 17% have not had one course.

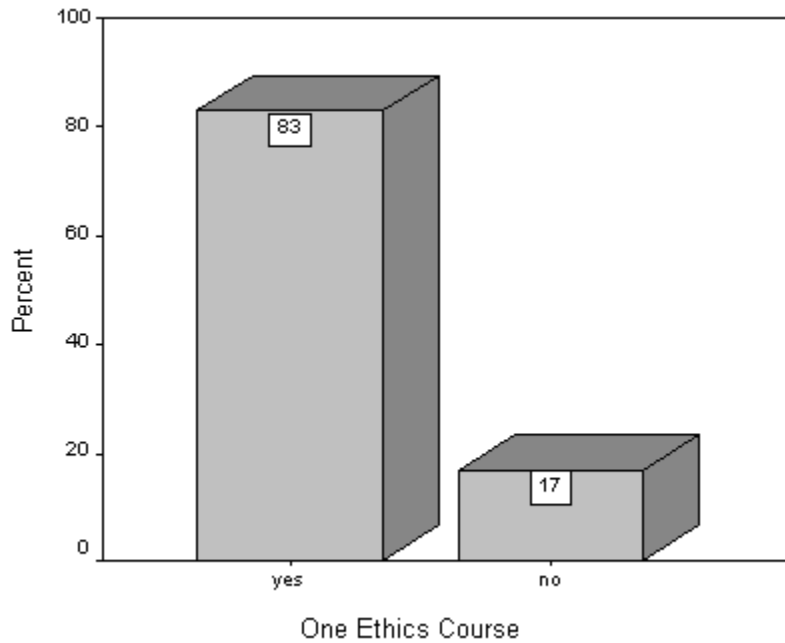


Figure 13. One Ethics Course.

More Than One Ethics Course. Figure 14 displays the results of faculty members responding to having more than one course in business ethics. Seventy-seven percent of business faculty members have had more than one business ethics course, while 23% have had fewer.

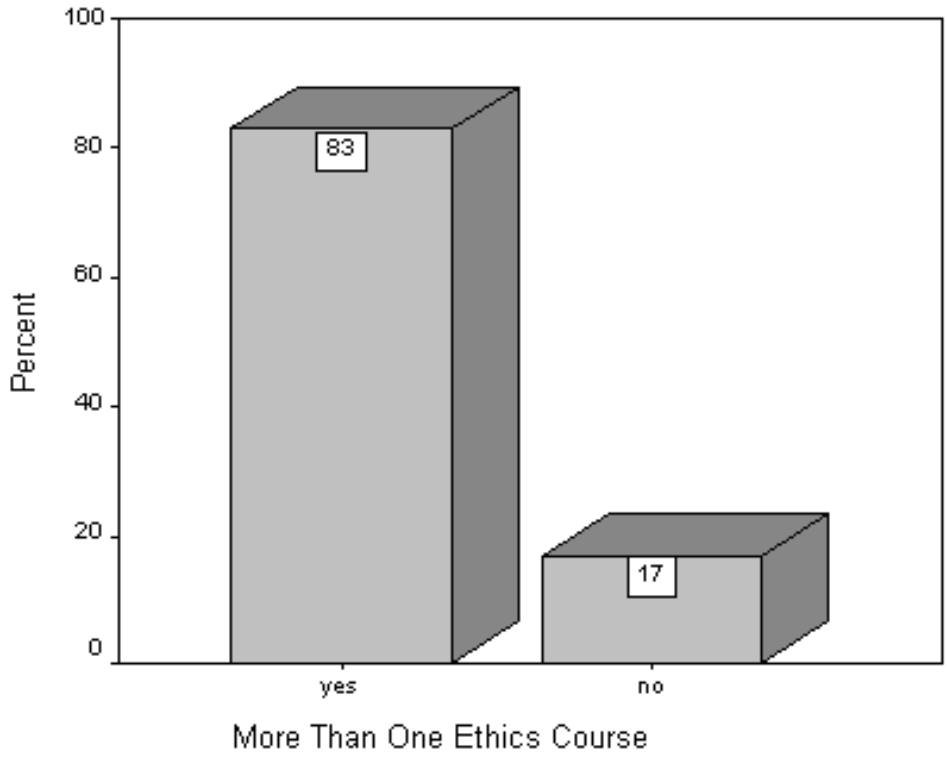


Figure 14. More Than One Ethics Course.

Exposure in Non-ethics Courses. Figure 15 displays the results of faculty members responding to having exposure in non-ethics courses. Seventy percent of business faculty members have had exposure to business ethics in other non-ethics courses, while 30% have not.

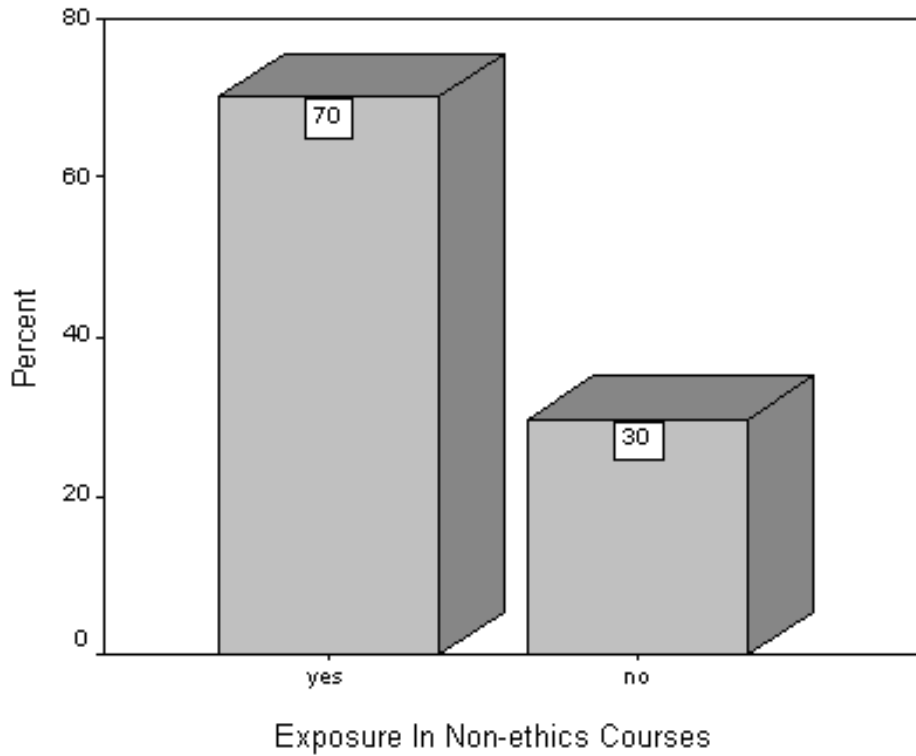


Figure 15. Exposure in Non-ethics Courses.

Workshops and Seminars. Figure 16 displays the results of faculty members responding to attending workshops and seminars. Fifty-seven percent of business faculty members have attended workshops and seminars while 43% have not.

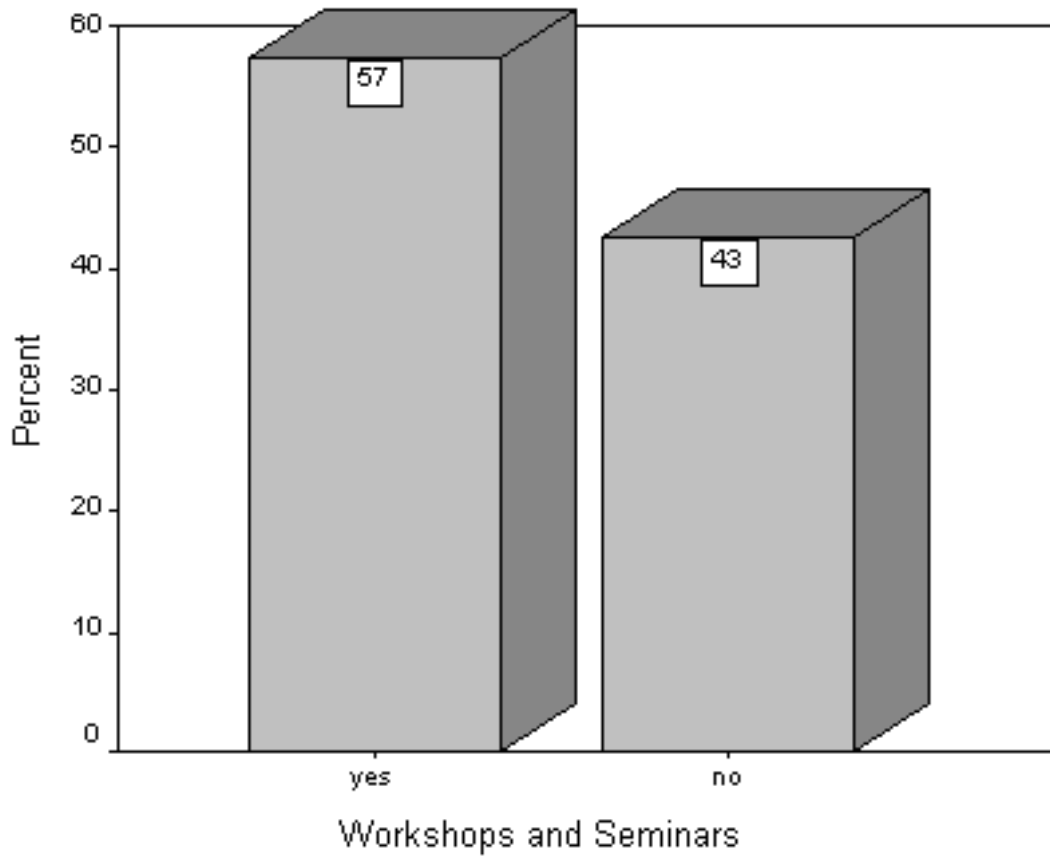


Figure 16. Workshops and Seminars.

Self-directed Study. Figure 17 displays the results of faculty members responding to business ethics training consisting of self-directed study. Fifty-five percent of business faculty members have engaged in self-directed study in business ethics while 45% have not.

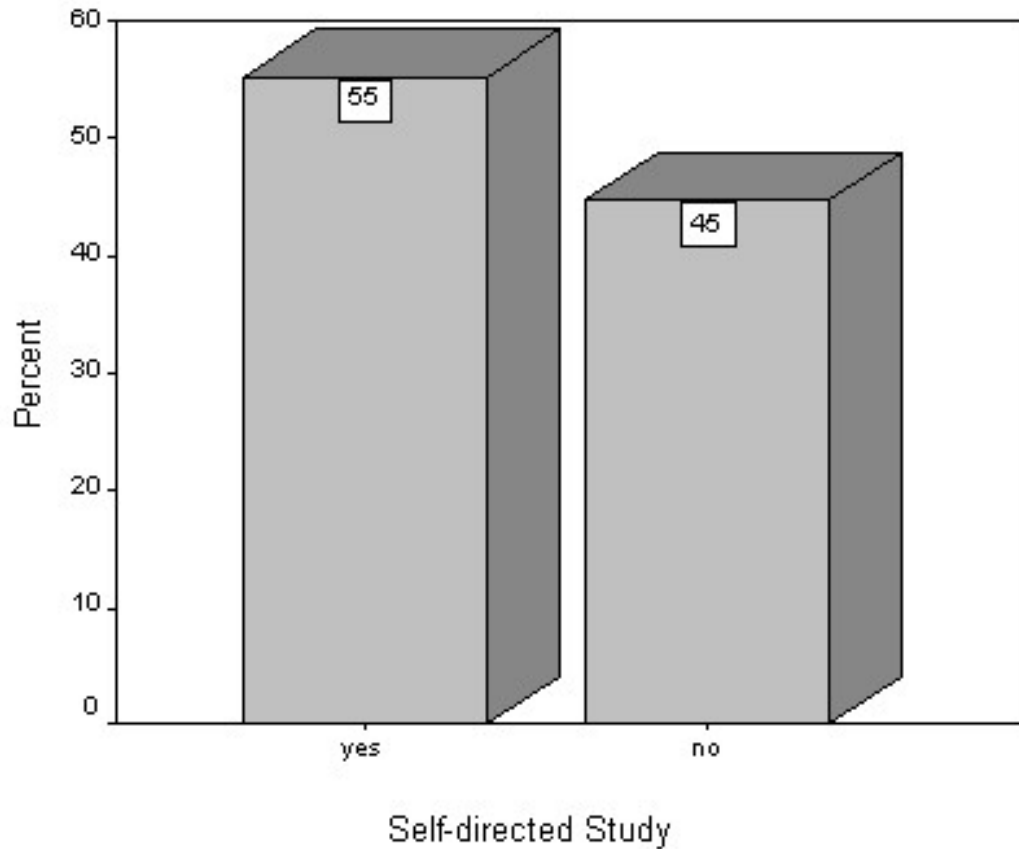


Figure 17. Self-directed Study.

Faculty Memgers' Responses to Other Training. Faculty were given the option to respond to "other training" opportunities they have had in business ethics. The results are displayed in Table 3. Training consisted of requirements to hold a certification or license, a formal educational degree, experience, and research.

Table 3.

Faculty Member's Responses to Other Training

“CPA training”.

“various seminars/workshops that were tangentially related”.

“NPR”.

“Previous major was Philosophy”.

“30 years business experience”.

“Emphasis on integrity and ethics while serving in the US Air Force”.

“Research in ethics course”.

“Yearly I meet the 3 hr requirement on Legal/Business Ethics of the Tennessee Bar Assn”.

Methods of Business Ethics Instruction

Research Question 4 explores the different methods of business ethics instruction preferred by community college business faculty members. Survey question 10 addresses this research question. Using a scale of 1 = least preferred to 5 = most preferred, the results of the survey question are displayed in Figures 18, 19, 20, 21, 22, and 23.

Preferred Method – Lecture. Figure 18 displays the results of faculty members responding to lecture as a preferred method of business ethics instruction. Almost two thirds of faculty members favorably responded to lecture as a preferred method of business ethics instruction, while less than one third appeared no to prefer lecture as a method of business ethics instruction.

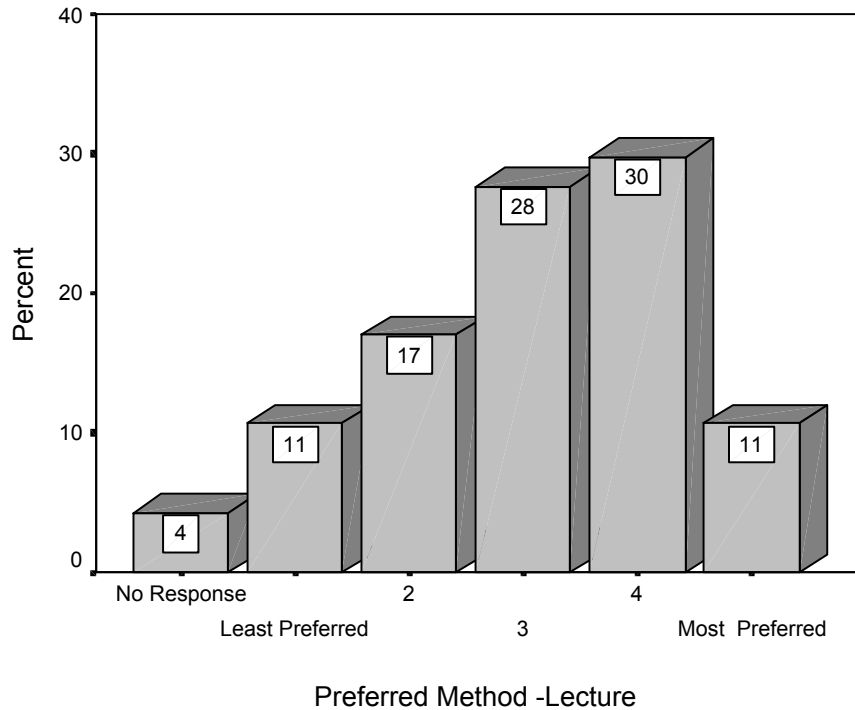


Figure 18. Preference Method - Lecture.

Preferred Method - Discussion. Figure 19 displays the results of faculty members responding to discussion as a preferred method of business ethics instruction. Almost 90% of the business faculty members preferred discussion as a method of business ethics instruction while a small percentage did not prefer discussion as a method of business ethics instruction.

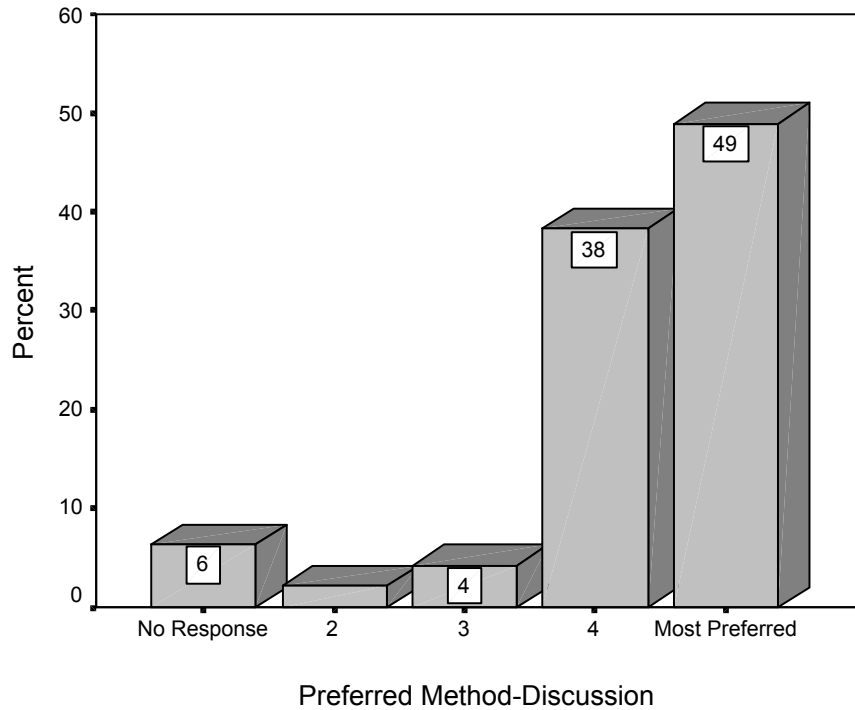


Figure 19. Preferred Method - Discussion.

Note. Category 1 = least preferred received no response and not represented in the figure.

Preferred Method – Hypothetical Cases. Figure 20 displays the results of faculty members responding to hypothetical cases as a preferred method of business ethics instruction. Over two thirds of the business faculty members responded favorably to hypothetical cases as a preferred method of business ethics instruction.

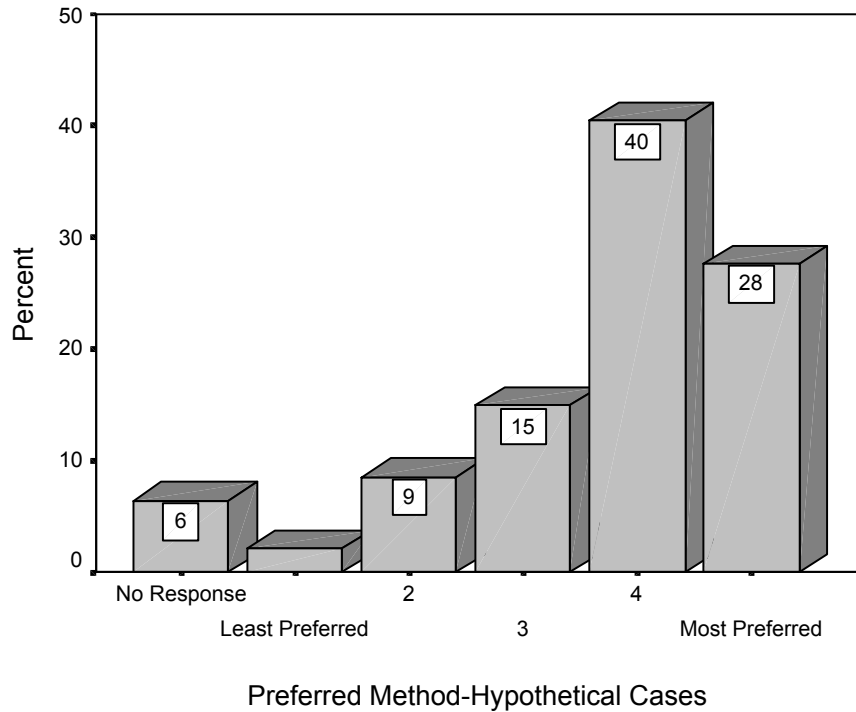


Figure 20. Preferred Method - Hypothetical Cases.

Preferred Method – Real-life Cases. Figure 21 displays the results of faculty members responding to real-life cases as a preferred method of business ethics instruction. Over 90% of the business faculty members expressed favorable preference to real-life cases as a method of business ethics instruction.

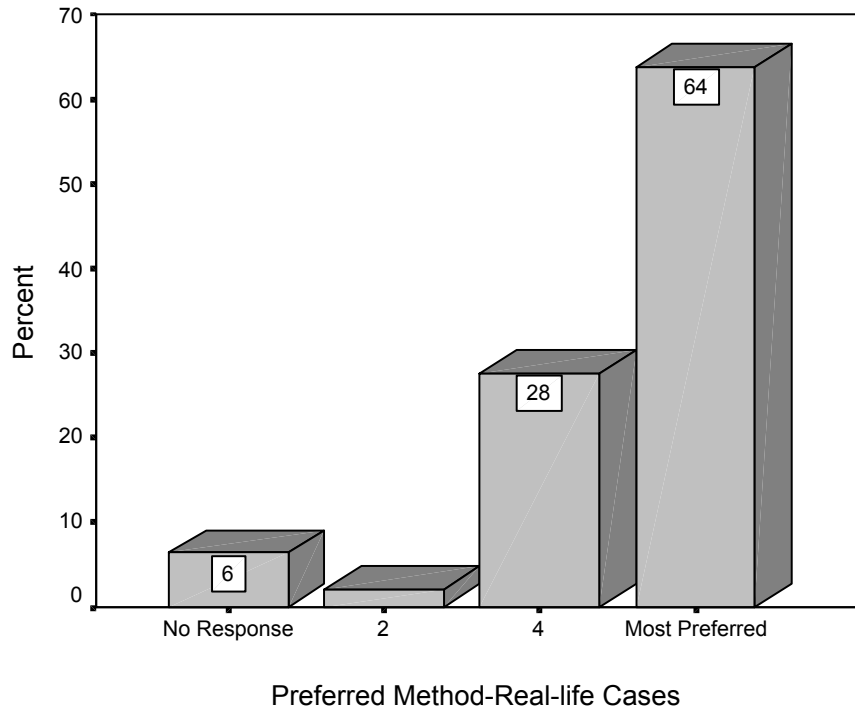


Figure 21. Preferred Method - Real-life cases.

Note. Categories 1 = Least Preferred and 3 received no responses and therefore not represented in the figure.

Preferred Method – Role-playing. Figure 22 displays the results of faculty members responding to role-playing as a preferred method of business ethics instruction. Less than one fourth of business faculty members favorably preferred role-playing as a method of business ethics instruction.

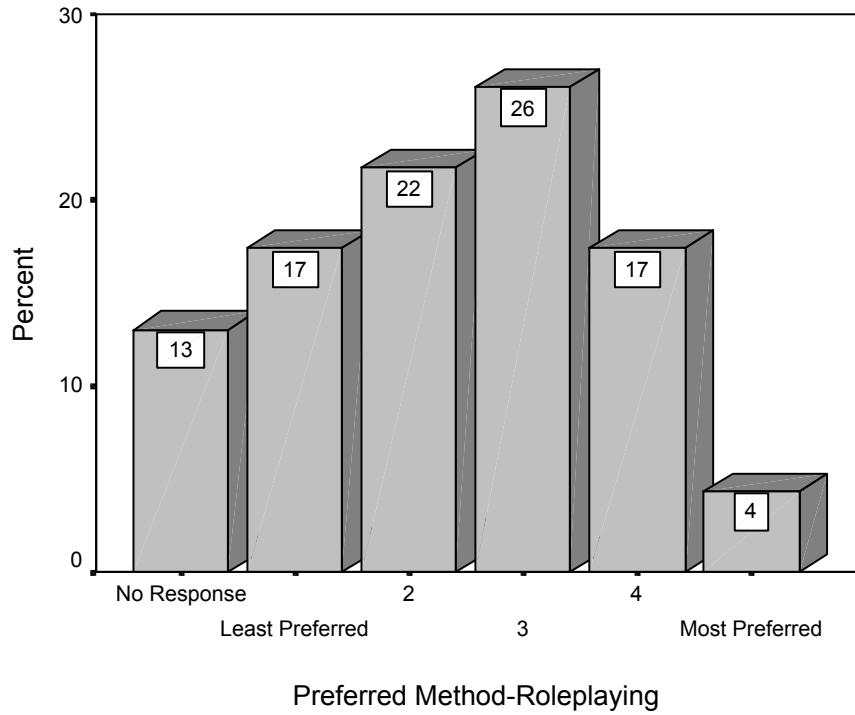


Figure 22. Preferred Method - Role-playing.

Preferred Method – Video. Figure 23 displays the results of faculty members responding to video as a preferred method of business ethics instruction. Approximately one fourth of business faculty members favorably preferred video as a method of business ethics instruction.

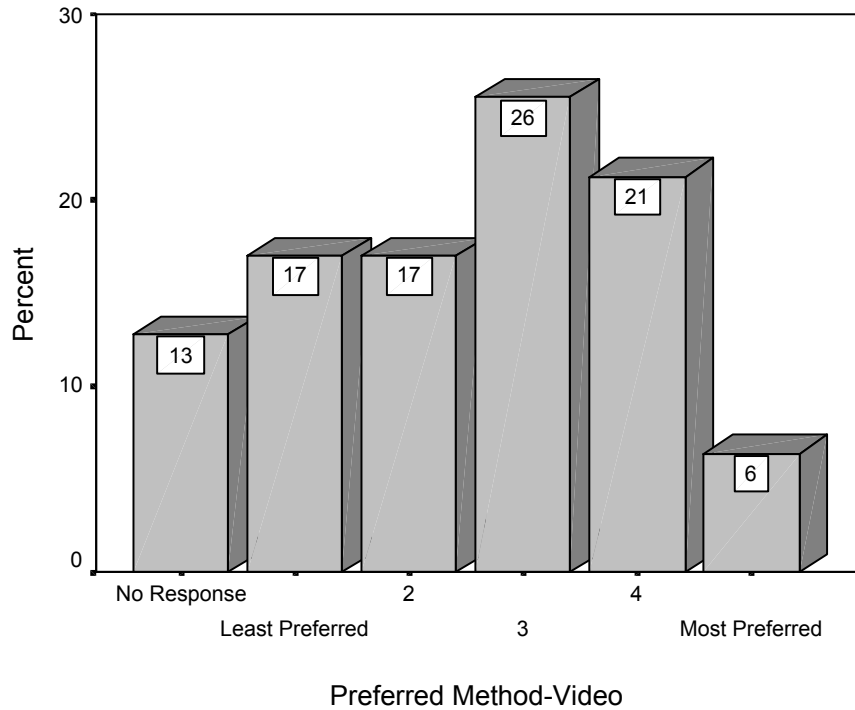


Figure 23. Preferred Method - Video.

Mean Scores of the Preferred Methods of Business Ethics Instruction. Table 4 displays the mean scores of faculty members responding on a scale of 1 to 5 their preference level for methods of business ethics instruction.

Table 4

Mean Scores of the Preferred Methods of Business Ethics Instruction.

<u>Method</u>	<u>Mean</u>
Real-life cases	4.34
Discussion	4.15
Hypothetical cases	3.64
Lecture	3.90
Video	2.45
Role-playing	2.26

Perceptions Toward the of Responsibility of Teaching Business Ethics

Research question 5 investigates business faculty members’ perceptions toward the responsibility of teaching business ethics. Survey question 13 addressed the research question. Study results are displayed in Figure 24. Ninety-six percent of business faculty members perceived some degree of responsibility for teaching business ethics.

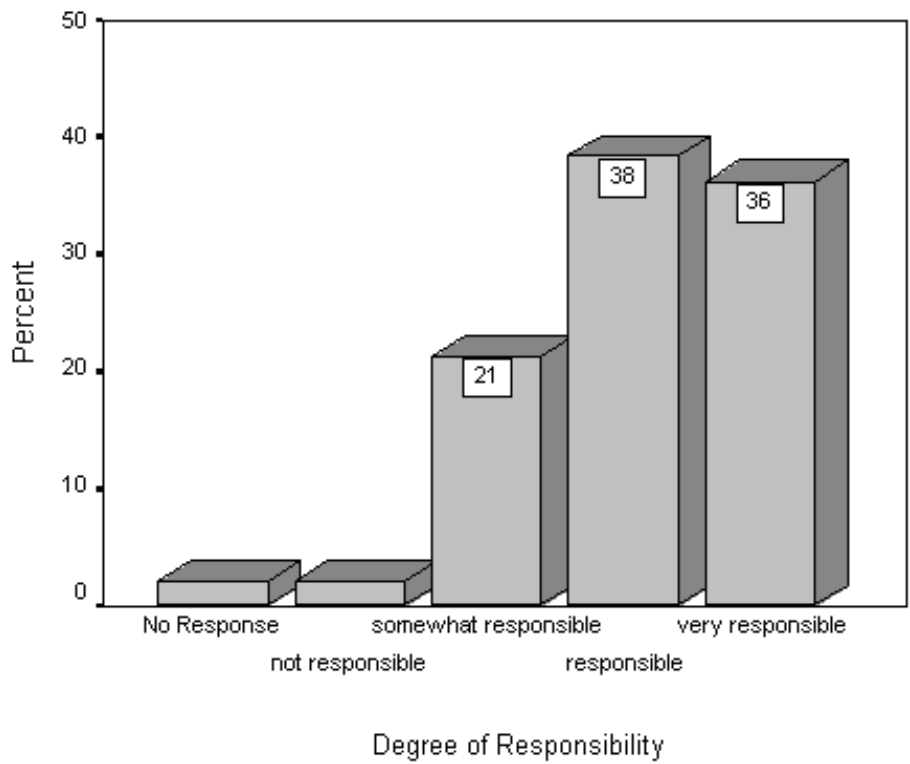


Figure 24. Degree of Responsibility.

Note. The category Not Sure received no responses and therefore not represented in the figure.

Perceptions Toward the Importance of Teaching Business Ethics

Research question 6 investigates business faculty members’ perceptions toward the importance of teaching business ethics. Survey question 14 addressed the research question.

Study results are displayed in Figure 25. One-hundred percent of faculty members surveyed perceived it was important to teach business ethics.

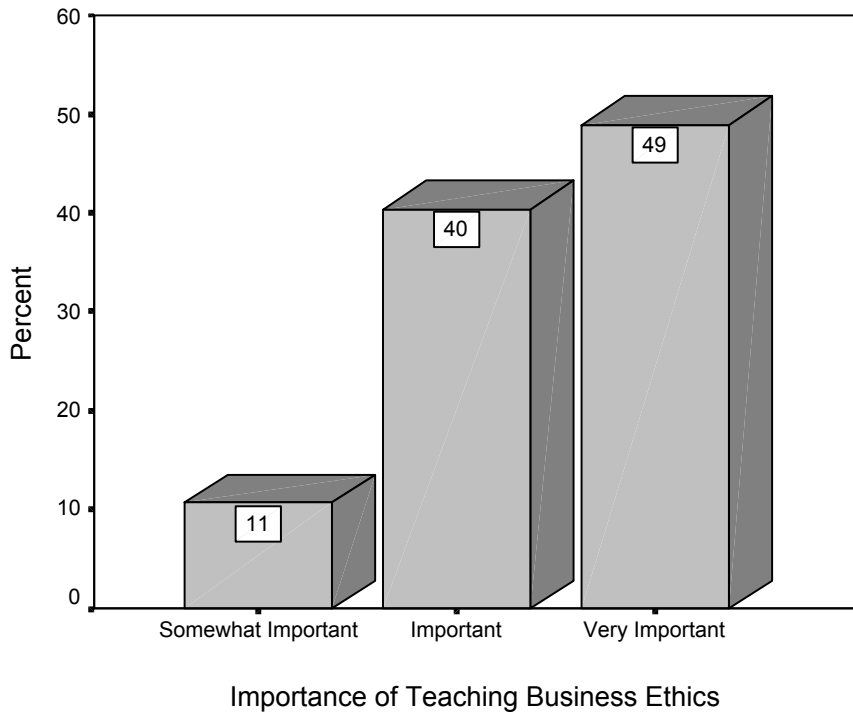


Figure 25. Importance of Teaching Business Ethics.

Note. The categories Not Important and Not Sure received no responses and therefore not represented in the figure.

Perceptions Toward the Effectiveness of Business Ethics Instruction

Research question 7 investigates business faculty members' perceptions toward the effectiveness of business ethics instruction in influencing student behavior. Survey question 12 addresses the research question. Study results are displayed in Figure 26. Only 29% of business faculty members perceived business ethics instruction to be effective or very effective in influencing student ethical behavior. Over 70% perceived business ethics instruction to be somewhat effective, not effective, or did not respond to the question.

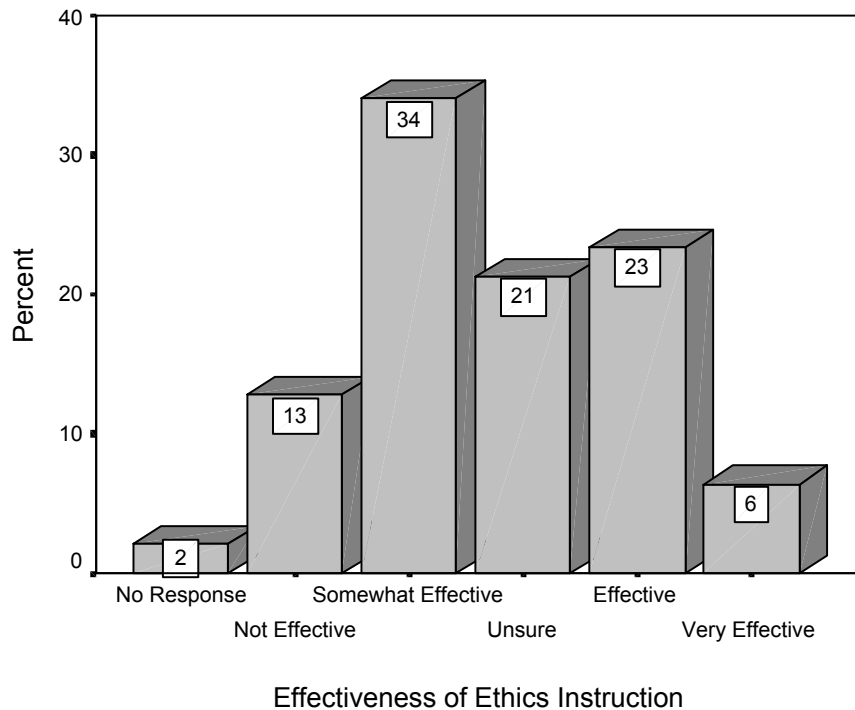


Figure 26. Effectiveness of Ethics Instruction.

Faculty Member Perceptions Relating to Faculty Member Demographics

Degree of Responsibility for Teaching Business Ethics

Research question eight examines relationships with the perceptions among faculty members regarding the degree of responsibility for teaching business ethics and various demographic characteristics of faculty members. These relationships are stated in null hypotheses 1-8. The criterion variable, “degree of responsibility” and 8 independent demographic variables were analyzed using non-parametric testing, Chi-square. The Chi-square results of Hypotheses 1-8 are displayed in Table 8. The alpha level set prior to testing was 0.05.

Null Hypothesis 1. Null Hypothesis 1 stated “there is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in gender.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =4.692, df =8, p=.790. Therefore Null Hypothesis 1 was retained.

Null Hypothesis 2. Null Hypothesis 2 stated “there is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in age.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =9.198, df =16, p=.905. Therefore Null Hypothesis 2 was retained.

Null Hypothesis 3. Null Hypothesis 3 stated “there is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in years teaching in higher education.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =5.118, df =16, p=.995. Therefore Null Hypothesis 3 was retained.

Null Hypothesis 4. Null Hypothesis 4 stated “there is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in highest academic degree attained.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =8.366, df =16, p=.937. Therefore Null Hypothesis 4 was retained.

Null Hypothesis 5. Null Hypothesis 5 stated “there is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in current academic position.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =6.267, df =12, p=.902. Therefore Null Hypothesis 5 was retained.

Null Hypothesis 6. Null Hypothesis 6 stated “there is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in major discipline area of teaching.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =18.536, df =20, p=.552). Therefore Null Hypothesis 6 was retained.

Null Hypothesis 7. Null Hypothesis 7 stated “there is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in whether or not the faculty member had business ethics training.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =1.742, df =4, p=.783). Therefore Null Hypothesis 7 was retained.

Null Hypothesis 8. Null Hypothesis 8 stated “there is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in proportion of time devoted to teaching business ethics.” The Chi-square test of independence was statistically significant at the .05 alpha level. (Chi Square =34.475, df =12, p=.001). As the perception of the degree of responsibility increased

among faculty members, the proportion of time devoted increased. Subsequently, as the perception of the degree of responsibility decreased among faculty members, the proportion of time devoted decreased. Therefore, Null Hypothesis 8 was rejected.

Degree of Importance of Teaching Business Ethics

Research question nine examines relationships with the perceptions among faculty members regarding the degree of importance of teaching business ethics and various demographic characteristics of faculty members. These relationships are stated in null hypotheses 9-16. The criterion variable, “degree of importance” and 8 independent demographic variables were analyzed using non-parametric testing, Chi-square. The Chi-square results of Hypotheses 9-16 are displayed in Table 9. The alpha level set prior to testing was 0.05, a 95% confidence level.

Null Hypothesis 9. Null Hypothesis 9 stated “there is no relationship between business faculty members perceptions regarding the degree of importance in teaching business ethics among faculty members and differences in gender.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =7.821, df =4, p=.098). Therefore Null Hypothesis 9 was retained.

Null Hypothesis 10. Null Hypothesis 10 stated “there is no relationship between business faculty members perceptions regarding the degree of importance in teaching business ethics among faculty members and differences in age.” The Chi-square test of independence was not

statistically significant at the .05 alpha level. (Chi Square =7.259, df =8, p=.509). Therefore Null Hypothesis 10 was retained.

Null Hypothesis 11. Null Hypothesis 11 stated “there is no relationship between business faculty members perceptions regarding the degree of importance in teaching business ethics among faculty members and differences in years teaching in higher education.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =6.484, df =8, p=.593). Therefore Null Hypothesis 11 was retained.

Null Hypothesis 12. Null Hypothesis 12 stated “there is no relationship between business faculty members perceptions regarding the degree of importance in teaching business ethics among faculty members and differences in highest academic degree attained.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =9.687, df =8, p=.288). Therefore Null Hypothesis 12 was retained.

Null Hypothesis 13. Null Hypothesis 13 stated “there is no relationship between business faculty members perceptions regarding the degree of importance in teaching business ethics among faculty members and differences in current academic position.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =3.225, df =6, p=.780). Therefore Null Hypothesis 13 was retained.

Null Hypothesis 14. Null Hypothesis 14 stated “there is no relationship between business faculty members perceptions regarding the degree of importance in teaching business ethics among faculty members and differences in major discipline area of teaching.” The Chi-square

test of independence was not statistically significant at the .05 alpha level. (Chi Square =4.924, df =10, p=.896). Therefore Null Hypothesis 14 was retained.

Null Hypothesis 15. Null Hypothesis 15 stated “there is no relationship between business faculty members perceptions regarding the degree of importance in teaching business ethics among faculty members and differences in whether or not the faculty member had business ethics training.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =2.011, df =2, p=.366). Therefore Null Hypothesis 15 was retained.

Null Hypothesis 16. Null Hypothesis 16 stated “there is no relationship between business faculty members perceptions regarding the degree of importance in teaching business ethics among faculty members and differences in proportion of time devoted to teaching business ethics.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =8.927, df =6, p=.178). Therefore Null Hypothesis 16 was retained.

Degree of Effectiveness of Teaching Business Ethics

Research question ten examines relationships with the perceptions among faculty members regarding the degree of effectiveness in influencing student behavior of teaching business ethics and various personal and professional demographic characteristics of faculty members. These relationships are stated in null hypotheses 17-24. The criterion variable, “degree of effectiveness” and 8 independent demographic variables were analyzed using non-parametric testing, Chi-square. The Chi-square results of Hypotheses 17-24 are displayed in Table 10. The alpha level set prior to testing was 0.05.

Null Hypothesis 17. Null Hypothesis 17 stated “there is no relationship between business faculty members perceptions regarding the degree of effectiveness of teaching business ethics among faculty members and differences in gender.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =14.209, df=10, p=.164). Therefore Null Hypothesis 17 was retained.

Null Hypothesis 18. Null Hypothesis 18 stated “there is no relationship between business faculty members perceptions regarding the degree of effectiveness of teaching business ethics among faculty members and differences in age.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =19.094, df=20, p=.516). Therefore Null Hypothesis 18 was retained.

Null Hypothesis 19. Null Hypothesis 19 stated “there is no relationship between business faculty members perceptions regarding the degree of effectiveness of teaching business ethics among faculty members and differences in years teaching in higher education.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =18.847, df=20, p=.532). Therefore Null Hypothesis 19 was retained.

Null Hypothesis 20. Null Hypothesis 20 stated “there is no relationship between business faculty members perceptions regarding the degree of effectiveness in teaching business ethics among faculty members and differences in highest academic degree attained.” The Chi-square test of independence was statistically significant at the .05 alpha level. (Chi Square =43.198, df 20, p=.002). As the perception of the degree of effectiveness increased among faculty members, the level of academic degree attainment increased. Subsequently, as the perception of the degree

of effectiveness decreased among faculty members, the level of academic degree attainment decreased. Therefore, Null Hypothesis 20 was rejected.

Null Hypothesis 21. Null Hypothesis 21 stated “there is no relationship between business faculty members perceptions regarding the degree of effectiveness of teaching business ethics among faculty members and differences in current academic position.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =16.122, df =15, p=.374). Therefore Null Hypothesis 21 was retained.

Null Hypothesis 22. Null Hypothesis 22 stated “there is no relationship between business faculty members perceptions regarding the degree of effectiveness of teaching business ethics among faculty members and differences in major discipline area of teaching.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =21.072, df =25, p=.689). Therefore Null Hypothesis 22 was retained.

Null Hypothesis 23. Null Hypothesis 23 stated “there is no relationship between business faculty members perceptions regarding the degree of effectiveness of teaching business ethics among faculty members and differences in whether or not the faculty member had business ethics training.” The Chi-square test of independence was not statistically significant at the .05 alpha level. (Chi Square =6.609, df =5, p=.251). Therefore Null Hypothesis 23 was retained.

Null Hypothesis 24. Null Hypothesis 24 stated “there is no relationship between business faculty members perceptions regarding the degree of effectiveness in teaching business ethics

among faculty members and differences in proportion of time devoted to teaching business ethics.” The Chi-square test of independence was statistically significant at the .05 alpha level. (Chi Square =36.321, df 15, p=.002). As the perception of the degree of effectiveness increased among faculty members, the proportion of time spent teaching business ethics increased. Subsequently, as the perception of the degree of effectiveness decreased among faculty members, the proportion of time spent teaching business ethics decreased. Therefore, Null Hypothesis 24 was rejected.

Additional Remarks and Comments from Faculty Members

At the close of the survey, participants in the survey were given the opportunity to make additional remarks and comments. Table 5 lists the remarks and comments provided by the participants.

Table 5

Additional Remarks and Comments from Faculty Members

“A member of the Tennessee state senate asked me to develop a course in Business Ethics when several of our legislators were going to jail (bingo and gambling problems) about 15 years ago.”

“In a diverse professional financial reporting, accounting, and auditing environment it is required that each student must possess these specific skills.”

“Knowing isn’t enough!!! There is no such thing as ‘business ethics’. There is only ‘personal ethics’.”

“The tragedy in today’s business environment is that too many students pursue MBAs in finance with the idea of making a ‘quick buck’ or mega bucks. Too many of these kinds of students have become our corporate leaders with self-interest dominating.”

“I teach business ethics as a part of two courses and around 33-40% in a third course.”

“As a CPA, ethics are a vital part of the exam and the practice in my field. Having witnessed unethical business practices in the ‘real world’, I feel that not only is it important to recognize possible abuses in business, but to also safeguard business assets.”

“I think discussing ethical dilemmas you may face is useful. I compare it to talking to your children about what they would do if offered drugs or alcohol. You can make better decisions if you have thought of a reasoned response.”

“Given the recent events with Enron, WorldCom, Health South, etc., in which investors have been seriously impacted by the lack of ethics in companies, it is imperative that this topic receive emphasis. You can also add university presidents in the news.”

“In the business administration programs at PSTCC, we do not have an ethics course because of the TBR requirement that it be taught by someone trained in Philosophy. Originally, we did develop a course for business administration taught by one of our own faculty.”

“No part of our curriculum, but I do incorporate it into my courses.”

“I teach two courses that cover areas of the discipline where ethical violations are more likely to appear – Advertising and Business Functions. Students need to be made aware of the ethical issues that surround these topics.”

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the data analysis and the results presented in Chapter 4 of this study. It provides conclusions based on the survey results analyzed in Chapter 4 and is organized by the ten research questions posed in Chapters 1 and 3. It also provides conclusions drawn from the overall study and suggests recommendations for areas of future research.

Summary

The purpose of this study was to investigate what Tennessee community colleges were currently doing in preparing business students in the area of business ethics. The study explored preparedness of faculty members in teaching business ethics, motivations for teaching business ethics, preferred methods of business ethics instruction, proportion of time during a typical semester devoted to teaching business ethics, and faculty member perceptions of responsibility, importance, and effectiveness of teaching business ethics. Personal and professional demographic factors were collected, such as age, gender, highest degree earned, years of teaching experience in higher education. These were useful in developing a profile of business faculty members in the 13 Tennessee community colleges.

An on-line survey was developed and designed to gather information to address the research questions in the study. The survey consisted of 14 questions with areas for comments and remarks from faculty members. E-mail addresses of all full-time business faculty members in the 13 community colleges in Tennessee were obtained through a search on the Internet of each of the colleges' web sites. Originally, 102 full-time faculty e-mail addresses were obtained and included in the study. Nine of the 102 were undeliverable, rechecked for accuracy, and omitted from the study. The final population for the study was 93 participants. An e-mail

reminder was sent prior to the deadline date of survey submission. Forty-seven surveys were returned yielding a 51% response rate. The data were collected in the database, Microsoft Access, converted to Microsoft Excel and imported into SPSS 10.0 for statistical analyses. Descriptive statistics were used to address research questions 1-7 in the study. Chi-square was used to investigate research questions 8, 9, and 10 for any possible relationships between faculty perceptions of responsibility, importance, and effectiveness of teaching business ethics variables and the demographic and time spent teaching variables.

Summary of Findings

Ten research questions were stated in Chapter 1 and again in Chapter 3 to meet the purpose of the study. Survey questions were designed to address these questions. The following are the findings from the study for each research question.

Findings Related to Research Question 1:

Research Question 1 asked, "What is the personal and professional demographic profile of Tennessee community college business faculty members?" Survey questions 1-7 addressed this research question. Results from the survey showed that 55% of the respondents were male, 43% female, and 2% did not respond. Age of the respondents was asked according to age categories. 25 years of age and under had no faculty members represented, 26-35 years represented 2% of the faculty, 36-45 years represented 13%, while 46-55 years represented 30%, and the 56 years or older represented the largest category of 53%. A very large proportion (83%) of the business faculty members in Tennessee community colleges were over the age of 45. Two percent of those surveyed did not respond to the age category.

Participants were asked to respond to the category that identified the number of years of teaching experience in higher education. Two or fewer years of teaching experience was

represented by 3% of the faculty, 3-5 years of teaching experience was represented by 4%, 6-15 years was represented by 20%, while 16 or more years of teaching experience in higher education was represented by 73% of the faculty. The survey also investigated the academic background of faculty members asking their highest academic degree earned. The masters degree represented the largest category with 62% of the faculty represented, followed by 15% holding the Ed. D. degree, 6% holding the Ph. D. degree, and 6% of the faculty with degrees in law, the J.D. One respondent held the Doctorate of Business Administration (D.B.A.) and another responded having 36 hours beyond the masters.

Table 2 in Chapter 4 provides a breakdown of respondents according to community college. Every college appeared to have representation except Roane State and Cleveland State. There were 25% of the respondents who chose not to identify their community college.

The survey asked the current academic rank held by the faculty member. Sixty percent of the respondents held the position of Associate Professor, followed by 17% Assistant Professor, 17% Full Professor, and 6% held the faculty position of Instructor. Business encompasses several major specialty disciplines. Respondents were asked to identify their major discipline area of teaching. Nearly a third (32%) responded to Accounting as their major discipline area of teaching, followed by Management with 26%, Business Law with 6%, Marketing with 4%, and lastly Finance with 2%. Thirty percent of the respondents elected to choose the category “other” and provided their specific major discipline area of teaching. These responses are compiled in Table 3 in Chapter 4. Examples include: Logistics Management, Office Administration, and Economics.

Findings Related to Research Question 2:

Research Question 2 asked, “To what extent do Tennessee community college faculty members incorporate business ethics into associate degree programs in business and what is their motivation for doing so”? The extent to which business ethics was incorporated into the curricula was addressed as the amount of time during a typical semester a faculty member

devotes to business ethics instruction. This part of the research question was addressed in survey question 11. Participants were asked to respond to one of six categories. Four percent responded that they devoted no time to teaching business ethics, 68% spent 10% or less of their time during the semester teaching business ethics, 26% devoted 11-25%, while 2% devoted over 75% of their time during a typical semester to teach business ethics. There were no responses to the other two categories, 26-49% and 50-75%.

The second part of Research Question 2 dealt with the motivation of the faculty member to incorporate business ethics into the curriculum. This was addressed in survey question 9. Participants were asked to respond on a Likert scale to five statements concerning their reasons for teaching business ethics. Responses to “Accreditation requirement” as the reason for teaching business ethics resulted in 0% Strongly Agree, 13% Agree, 40% No Opinion, 34% Disagree, and 13% Strongly Disagree. Eighty-seven percent either had no opinion or disagreed, therefore, accreditation requirement is not a likely motivator for teaching business ethics. Responses to “Departmental requirement” as the reason for teaching business ethics resulted in 17% Strongly Disagree, 32% disagree, 34% No Opinion, 15% Agree, and 2% Strongly Agree. Eighty-three percent either had no opinion or disagreed with this statement; therefore, it is highly unlikely that departmental requirement is a motivator to teach business ethics. It does appear that there are business departments that do require business ethics instruction. Responses to “Readily Available Information” resulted in 15% Strongly Disagree, 32% Disagree, 36% No Opinion, 17% Agree, and 0% Strongly Agree. Eighty-three percent either had no opinion or disagreed with this statement; therefore, readily available information is not a likely motivator for teaching business ethics. Seventeen percent of the respondents are moderately motivated by readily available information. Responses to “Personal conviction” as the reason for teaching business ethics resulted in 4% Strongly Disagree, 0% Disagree, 19% No Opinion, 34% Agree, and 43 % Strongly Agree. Seventy-seven percent of respondents either agreed or strongly

agreed; therefore, it is very likely that personal conviction is a major reason for teaching business ethics. Other reasons and comments for teaching business ethics are found in Table 4 in Chapter 4. These included: "...relevant to real world experience.", "... help students avoid criminal prosecution...", "Public and professional opinion...", and "important issues in society."

Findings Related to Research Question 3:

Research question 3 asked, "What range of background and training in business ethics do Tennessee community college business faculty members have"? Survey question 8 addressed this research question with a variety of training choices. The survey question asked respondents to choose all that applied and respond to "other", if needed. Fifteen percent responded that they had no business ethics training, while 85% had some training in business ethics. Responses to the choices of training resulted in, 83% had training in one course, 77% had training in more than one course, 70% had exposure in non-ethics course(s), 57% had attended workshops and seminars, and 45% had engaged in self-directed study. Several faculty members responded to "other training". These responses are compiled in Table 5 in Chapter 4.

Findings Related to Research Question 4:

Research Question 4 asked, "What method(s) of business ethics instruction do Tennessee community college business faculty members implement and what method(s) do they prefer? Survey question 10 addressed this research question. Respondents were asked to indicate their preference for using instructional methods in teaching business ethics using a 5 point scale with 1 = Least Preferred to 5 =Most preferred. Six methods were suggested followed by "other" if needed. Responses to "Lecture" resulted in 4% not responding to the statement, 11% (1), 17% (2), 28% (3), 30% (4), and 11 % (5). Less than half (41%) of the respondents seemed to use and prefer lecture as a method for teaching business ethics. The mean score for this statement was 3.0. Responses to "Discussion" resulted in 6% not responding to the statement, 0% (1), 2% (2),

4% (3), 38% (4), and 49% (5). Eighty-seven percent of respondents seemed to use and prefer discussion as a method of business ethics instruction. The mean score for this statement was 4.15. Responses to “Hypothetical Cases” resulted in 6% not responding to the statement, 2% (1), 9% (2), 15% (3), 40% (4), and 28% (5). Over two thirds (68%) of respondents used and preferred hypothetical cases for teaching business ethics. The mean score for this statement was 3.64. Responses to “Real-life Cases” resulted in 6% not responding to the statement, 0% (1), 2% (2), 0% (3), 28% (4), and 64% (5). Ninety-two percent of respondents used and preferred real-life cases in business ethics instruction; therefore, it appears that using real-life cases is the most used and preferred method of teaching business ethics. The mean score for this statement was 4.34. Responses to “Role-playing” resulted in 13% not responding to the statement, 17% (1), 22% (2), 26% (3), 17% (4), and 4% (5). Only 21% of respondents used and preferred role-playing as a method of business ethics instruction. Thus, role-playing appears to be the least preferred method of teaching business ethics. The mean score for this statement was 2.26. The final method of business ethics instruction on the survey was “Video.” Responses to this method resulted in 13% not responding to the statement, 17% (1), 17% (2), 26% (3), 21% (4), and 6% (5). Twenty-seven percent of the respondents used and preferred video as a method of business ethics instruction. The mean score for this statement was 2.45. There were no responses to the opportunity on the survey to provide other methods of business ethics instruction.

Findings Related to Research Question 5:

Research Question 5 asked, “What are the perceptions of business faculty members toward the responsibility of business ethics instruction?” Survey question 13 addressed this question. Respondents were asked to indicate on a Likert scale the degree of responsibility they felt in teaching business ethics. Responses resulted in 2% No Response, 2% Not Responsible, 21% Somewhat Responsible, 38% Responsible, and 36% Very Responsible. 96% of faculty

members perceived some degree of responsibility for teaching business ethics, with over a third (36%) of the faculty members that felt very responsible.

Findings Related to Research Question 6:

Research Question 6 asked, “What are the perceptions of business faculty members toward the importance of business ethics education?” Survey 14 addressed this research question. Respondents were asked to indicate on a Likert scale the degree of importance they felt in teaching business ethics. Responses resulted in 0% No Response, 0% Not Important, 11% Somewhat Important, 40% Important, and 49% Very Important. All (100%) business faculty members perceived business ethics instruction important to some degree, with almost half that felt it was very important.

Findings Related to Research Question 7:

Research Question 7 asked, “What are the perceptions of business faculty members toward the effectiveness of business ethics education in influencing student ethical behavior?” Survey question 12 addressed this survey question. Respondents were asked to indicate on a Likert scale the degree of effectiveness they felt business ethics had in influencing student ethical behavior. Responses resulted in 2% No Response, 21% Unsure, 34% Somewhat Effective, 23% Effective, and 6% Very Effective. Over half (55%) of faculty members perceived the effectiveness of business ethics education to be just somewhat effective or not sure if it is effective at all.

Findings Related to Research Question 8:

Research Question 8 asked, “Are there any relationships with the perceptions among faculty members regarding the perception of responsibility for teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics?” These relationships are stated in null hypotheses 1-8. (See Appendix A) The criterion

variable, “degree of responsibility” and 8 independent variables were analyzed using Pearson’s Chi-square. No statistical significance was found in testing Null Hypotheses 1-7; therefore these hypotheses were retained. Statistical significance was found in testing Null Hypothesis 8; therefore Null Hypothesis 8 was rejected. Null Hypothesis 8 states that there are no differences in the perceptions among business faculty members regarding the degree of responsibility for teaching business ethics among faculty members with differences in proportion of time spent teaching business ethics during a typical semester. It was found that as the perception of the degree of responsibility for teaching business ethics increased, the amount of time devoted to teaching business ethics increased; and subsequently, as the perception of the degree of responsibility decreased, the amount of time devoted to teaching business ethics decreased.

Findings Related to Research Question 9:

Research Question 9 asks, ” Are there any relationships with the perceptions among faculty members regarding the perception of importance of teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics? These relationships are stated in null hypotheses 9-16. (See Appendix A) The criterion variable, “degree of importance” and 8 independent variables were analyzed using Pearson’s Chi-square. No statistical significance was found in testing Null Hypotheses 9-16; therefore these hypotheses were retained.

Findings Related to Research Question 10:

Research Question 10 asks, ” Are there any relationships with the perceptions among faculty members regarding the perception of effectiveness in influencing student ethical behavior of teaching business ethics and demographic characteristics of faculty members and the time they devote to teaching business ethics? These relationships are stated in null hypotheses 17-24. (See Appendix A) The criterion variable, “degree of effectiveness” and 8 independent variables were analyzed using Chi-square. No statistical significance was found in testing Null

Hypotheses 17-19, 21-23; therefore these hypotheses were retained. Statistical significance was found in testing Null Hypothesis 20 and 24, therefore Null Hypotheses 20 and 24 were rejected.

Null Hypothesis 20 stated there are no differences in the perceptions among business faculty members regarding the degree of effectiveness of business ethics instruction in influencing student ethical behavior among faculty members with differences in highest educational degree attainment. It was found that as the faculty member's educational degree attainment increased, the perception of the degree of effectiveness of business ethics instruction increased; subsequently, as the faculty member's educational degree decreased, the perception of the degree of effectiveness of business ethics instruction decreased.

Null Hypothesis 24 stated there are no differences in the perceptions among business faculty members regarding the degree of effectiveness of business ethics instruction in influencing student ethical behavior among faculty members with differences in the proportion of time spent teaching business ethics during a typical semester. It was found that as the perception of the degree of effectiveness of business ethics instruction increased, the amount of time devoted to teaching business ethics increased; subsequently, as the perception of effectiveness of business ethics decreased, the amount of time devoted to teaching business ethics decreased.

Conclusions

The purpose of the research study was to examine what community colleges in Tennessee were currently doing in teaching business ethics. The study investigated: 1) demographic characteristics of faculty members; 2) the amount of time devoted to teaching business ethics and motivations for doing so; 3) the background and training in business ethics of business faculty;

4) instructional methods used and preferred by faculty members; and 5) perceptions of faculty members toward business ethics instruction. Based upon the findings related to the 10 research questions and the additional research in the study, conclusions have been drawn.

Demographic Profile

According to the findings, there is a larger proportion of male as compared to female full-time business faculty members in community colleges in Tennessee. Well over half of the faculty members are 56 years of age or older. Approximately three fourths of the faculty members have been teaching in higher education 16 years or more. Almost two thirds hold a masters degree as their highest academic achievement. Almost two thirds of the faculty members have reached the current position of Associate Professor with their college. Most faculty members teach in the discipline areas of accounting and management, with relatively few teaching in the areas of business law, finance, and marketing.

Time Devoted to Teaching Business Ethics and Motivations for Teaching Business Ethics

The study investigated the extent to which business ethics was incorporated into the curriculum and the motivation of the business faculty member for doing so. The extent to which business ethics was incorporated into the curricula was addressed as to the amount of time during a typical semester devoted to business ethics instruction. There is a very limited amount of time being spent of teaching business ethics. Over two thirds of the faculty members in Tennessee community colleges devoted 10% or less of their time teaching business ethics. This appears to be consistent with earlier studies by Schoenfeldt et al.,(1991) and Arnold et al., (1996). The Schoenfeldt et al. study found that most schools had “some” business ethics embedded into their business courses while few offered separate courses in business ethics. The study further revealed that most schools intended to increase the emphasis of business ethics in their curriculums. The Arnold et al. study found that of the 208 business educators, 53% taught ethics

in “some” manner, while 47% did not. Although 96% of faculty members in Tennessee community colleges stated that personal conviction was their major reason for teaching business ethics, it is consistent with the Schoenfeldt, et al. study whose findings revealed not only a collective opinion among business school deans of the growing importance of business ethics education but also the common problem among schools introducing ethics into the curriculum – “how to do it and where to put it” (p.240).

Background and Training in Business Ethics

Eight-five percent of the Tennessee community college business faculty members have had some sort of business ethics training. Over three fourths of the faculty members have had more than one course of training in business ethics. Most have also been exposed to ethics in other non-ethics courses, workshops and seminars, self-directed study, and other training as displayed in Table 5. The business faculty members in Tennessee community colleges appear to be well prepared to teach business ethics. This is inconsistent with Castro (1995) who pointed to the increasing popularity of business ethics courses mostly taught by faculty members without training in ethics, and probably limited exposure to the philosophic literature where business ethics has its roots. Ghorpade (1991) points to the potential problem of the competence and willingness of business faculty teaching business ethics. Park (1998) strongly criticized the state of business ethics education and pointed out that business ethics educators needed more training.

Methods of Business Ethics Instruction

Tennessee business faculty members most preferred method of teaching business ethics was the use of real-life cases. This was followed by the methods of discussion, hypothetical cases, lecture, and video, with role-playing being the least preferred method of business ethics instruction.

LeClaire and Ferrell (2000) discussed issues important in developing effective methods of ethics instruction pointing to the consideration of the adult learner and the work of Malcolm Knowles. They suggested the following considerations when designing training programs: self-directed study, relating training to personal experience, focusing on needed skills, and capable of immediate application. Park (1998) suggests methods to upgrade the standard of business ethics education, such as collaborative learning strategy, case study, outsourcing external guest lecturers, debate strategy, and group project. Palmer and Zakhem (2001) pointed to several criticisms of current business ethics instruction and suggested using the Federal Sentencing Guidelines (FSG) of 1991 as a new paradigm for ethics education

Perceptions of Responsibility, Importance, and Effectiveness of Business Ethics Instruction

Ninety-six percent of the business faculty members perceived some degree of responsibility toward teaching business ethics in their business courses. All (100%) business faculty members perceived some degree of importance in teaching business ethics. Consequently, over two thirds of the faculty members perceived business ethics instruction not to be effective, unsure, and somewhat effective, while only 29 % perceived business ethics instruction to be effective and very effective in influencing student ethical behavior. This is consistent with the numerous studies pointing to the perceptions of the importance of business ethics education and the perceptions of the responsibility of business faculty to incorporate business ethics into the curriculum. There are still skepticisms as to whether business ethics education can effectively influence ethical behavior. Alsop (2003) states that in the wake of all the corporate scandals business schools have no choice but to try.

Recommendations

Recommendations were derived from personal experience, the literature review, and the findings in this study. Suggested recommendations will take two parts:) 1 recommendations for

business faculty teaching business ethics and top administrators at colleges and universities, and
2) recommendations for future research.

Recommendations for Business Faculty Members and Top Administrators:

There are several recommendations for business faculty teaching business ethic. These include:

- 1) Commit to teaching business ethics as an integral part of the curriculum.
- 2) Continuously train and prepare to teach business ethics.
- 3) Establish goals and objectives for business ethics instruction.
- 4) Establish common and specific competencies for students taking a business ethics course(s) or exposure to business ethics in other business courses.
- 5) Review various alternative methods of instruction for teaching business ethics.
- 6) Plan methods of instruction most appropriate and effective for the specific learning audience.
- 7) Plan how to integrate the planned method(s) of business ethics into the curriculum and into specific courses.
- 8) Put the business ethics instruction program into place.
- 9) Devise a program to evaluate the effectiveness of the program of business ethics instruction
- 10) Evaluate and improve.

Recommendations for top administrators at colleges and universities include committing to increasing professional development opportunities for all faculty members to train in business ethics and business ethics instruction

Recommendations for Future Research:

- 1) A study should be conducted in the future to see if there are any changes in the various areas of business ethics education investigated in the present study.
- 2) A study should be conducted to expand the scope of business ethics education to include other states to compare responses among the different states.
- 3) A study should go beyond the specific areas of inquiry into business ethics education found in this study, for example, to explore the dynamics of the “comfort level” perceived by faculty members in teaching business ethics.
- 4) A study should be conducted to focus on measuring the effectiveness of business ethics education.
- 5) A qualitative study should be conducted to delve deeper into faculty members teaching business ethics to answer questions, such as “If business faculty members perceive teaching business ethics as so important and perceive a strong degree responsibility for doing so, why is so little time devoted to teaching business ethics?”

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APPENDICES

APPENDIX A

HYPOTHESES 1 – 24 AND CHI-SQUARE TEST RESULTS:

1. There is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in gender.
2. There is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in age.
3. There is no relationship between business faculty member's perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in years of teaching in higher education.
4. There is no relationship between business faculty member's perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in highest academic degree attained.
5. There is no relationship between business faculty members perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in current academic position.
6. There is no relationship between business faculty member's perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in major discipline area of teaching.

7. There is no relationship between business faculty member's perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in whether or not the faculty member had business ethics training.
8. There is no relationship between business faculty member's perceptions regarding the degree of responsibility for teaching business ethics among faculty members and differences in proportion of time devoted to teaching business ethics.
9. There is no relationship between business faculty members perceptions regarding the degree of importance for teaching business ethics among faculty members and differences in gender.
10. There is no relationship between business faculty members perceptions regarding the degree of importance for teaching business ethics among faculty members and differences in age.
11. There is no relationship between business faculty member's perceptions regarding the degree of importance for teaching business ethics among faculty members and differences in years teaching in higher education.
12. There is no relationship between business faculty member's perceptions regarding the degree of importance for teaching business ethics among faculty members and differences in highest academic degree attained.
13. There is no relationship between business faculty member's perceptions regarding the degree of importance for teaching business ethics among faculty members and differences in current academic position.

14. There is no relationship between business faculty member's perceptions regarding the degree of importance for teaching business ethics among faculty members and differences in major discipline area of teaching.
15. There is no relationship between business faculty member's perceptions regarding the degree of importance for teaching business ethics among faculty members and differences in whether or not the faculty member has had business ethics training.
16. There is no relationship between business faculty member's perceptions regarding the degree of importance for teaching business ethics among faculty members and differences in proportion of time devoted to teaching business ethics.
17. There is no relationship between business faculty members perceptions regarding the degree of effectiveness for teaching business ethics among faculty members and differences in gender.
18. There is no relationship between business faculty member's perceptions regarding the degree of effectiveness for teaching business ethics among faculty members and differences in age.
19. There is no relationship between business faculty member's perceptions regarding the degree of effectiveness for teaching business ethics among faculty members and differences in years teaching in higher education.
20. There is no relationship between business faculty member's perceptions regarding the degree of effectiveness for teaching business ethics among faculty members and differences in highest academic degree attained.

21. There is no relationship between business faculty member's perceptions regarding the degree of effectiveness for teaching business ethics among faculty members and differences in current academic position.
22. There is no relationship between business faculty member's perceptions regarding the degree of effectiveness for teaching business ethics among faculty members and differences in major discipline area of teaching.
23. There is no relationship between business faculty member's perceptions regarding the degree of effectiveness for teaching business ethics among faculty members and differences in whether or not the faculty member had business ethics training.
24. There is no relationship between business faculty member's perceptions regarding the degree of effectiveness for teaching business ethics among faculty members and differences in proportion of time devoted to teaching business ethics.

Chi-Square Test for Perception of Responsibility and Personal and Professional Demographics

<u>Hypothesis</u>	<u>Demographic</u>	<u>Significance (p)</u>
1	Gender	.79
2	Age	.905
3	Years of teaching in higher education	.976
4	Highest academic degree attainment	.937
5	Current academic position	.90
6	Major discipline area of teaching	.552
7	Business Ethics Training	.783
8	Proportion of time teaching business ethics	.001*

*p<.05

Chi-Square Test for Perception of Importance and Personal and Professional Demographics

<u>Hypothesis</u>	<u>Demographic</u>	<u>Significance (p)</u>
9	Gender	.098
10	Age	.905
11	Years of teaching in higher education	.593
12	Highest academic degree attainment	.288
13	Current academic position	.780
14	Major discipline area of teaching	.896
15	Business Ethics Training	.366
16	Proportion of time teaching business ethics	.178

*p<.05

Chi-Square Test for Perception of Effectiveness and Personal and Professional Demographics

<u>Hypothesis</u>	<u>Demographic</u>	<u>Significance (p)</u>
17	Gender	.164
18	Age	.516
19	Years of teaching in higher education	.764
20	Highest academic degree attainment	.002*
21	Current academic position	.374
22	Major discipline area of teaching	.689
23	Business Ethics Training	.251
24	Proportion of time teaching business ethics	.002*

*p<.05

APPENDIX B
COVER LETTER

Dear Fellow Business Faculty Member:

I am a full-time Business Management faculty member at Northeast State Community College and am also a doctoral candidate in the Educational Leadership program at East Tennessee State University. Dr. Terry Tollefson in the College of Education, Department of Educational Leadership, serves as my chair. My doctoral dissertation is an investigation into teaching business ethics in Tennessee community colleges. Because of the growing problem of increasing unethical behavior in business, business ethics education and training are of growing importance. The questionnaire that I have developed asks for information regarding your experience and thoughts on business ethics education. I invite you to share with me your experience and knowledge that is critical to the success of this research project.

Pilot studies indicate that the 14-question survey should take no more than 3-4 minutes to complete.

The results of the questionnaire will be summarized across all 13 community colleges in the State of Tennessee and used in my dissertation. Individual answers will be kept strictly confidential and will not be reported as individual responses in my dissertation nor will information regarding any specific institution.

The survey for this project is an online questionnaire. (Please click on the link below) I would appreciate your response within the next three weeks, no later than September 19, 2003. I would be pleased to send you a summary copy of my survey results. Please contact me via the contact information found at the close of the survey.

I thank you in advance for the valuable information you provide in helping me complete this important project.

Sincerely,

Carol Cole

APPENDIX C

SURVEY OF COMMUNITY COLLEGE BUSINESS FACULTY TEACHING BUSINESS

ETHICS

Dissertation Survey – Carol Cole

The purpose of this study is to ascertain what Tennessee community college business faculty members are currently doing concerning incorporating business ethics instruction into their courses and curricula. Business ethics has become an important contemporary issue in business. The results of this study can be of great help for business faculty members designing and developing courses and curricula. Your help in responding to this survey will be very instrumental. Please take a few minutes of your time to answer the following 14 questions. Pilot studies indicate that the survey should take no more than 5 minutes to complete. Responses to the survey will be strictly confidential.

Thank you for your help. Your participation is greatly appreciated.

Please complete the following survey and click on the “SUBMIT” button at the bottom.

Personal Demographics

1. Gender: Male Female

2. Age: Under 25 years
 26 – 35 years
 36 – 45 years
 46 – 55 years
 56 years or over

(423) Years of teaching experience in higher education:

0 – 2 years
 3 – 5 years
 6 – 15 years
 16 or more years

(423) Highest degree earned:

- Bachelor
- Master
- Ed. D.
- Ph. D
- Other (please specify) _____

Present Employment

(423) Name of your community college (optional) :

(423) Your Current position with your community college:

- Instructor
- Assistant professor
- Associate professor
- Full professor

(423) Your major discipline area of teaching:

- Accounting
- Business law
- Finance
- Management
- Marketing
- Other (please specify) _____

(423) The areas of training in business ethics that you have received. Please choose all that apply:

- None
- One course
- More than one course
- Exposure in several curricular courses
- Workshop(s) or seminar(s)
- Self-directed study
- Other (please specify) _____

(423) If business ethics is a part of your curriculum, please indicate your opinion of the following statements:

Departmental requirement is the reason I teach business ethics.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Accreditation requirement is the reason I teach business ethics.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Easily available business ethics information is the reason I teach business ethics.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Personal conviction is the reason I teach business ethics.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Other, please specify: _____

(423) Please indicate your preference for using the following instructional method in teaching business ethics. Please use the following scale; 1 = Least Preferred to 5 = Most preferred:

Lecture
 1 2 3 4 5

Discussion
 1 2 3 4 5

Hypothetical cases
 1 2 3 4 5

Real – life cases
 1 2 3 4 5

Videos
 1 2 3 4 5

Role – playing
 1 2 3 4 5

Other (please specify) _____

(423) Please indicate approximately the **proportion of time** that you devote during a typical semester to teaching business ethics in your major discipline course(s):

- None
- 10% or less
- 11 – 25%
- 26 – 49%
- 50 – 75%
- Over 75%

(423) Please indicate your perception of **how effective** business ethics instruction is on influencing student ethical behavior.

- Not effective
- Somewhat effective
- Not sure
- Effective
- Very effective

(423) Please indicate the degree of **responsibility** you feel to incorporate the teaching of business ethics into your major discipline area.

- Not responsible at all
- Somewhat responsible
- Not Sure
- Responsible
- Very responsible

(423) Please indicate the degree of **importance** you place on incorporating the teaching of business ethics into your major disciplinary area.

- Not important
- Some what important
- Not Sure
- Important
- Very important

Any additional comments:

Thank you.

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SUBMIT

APPENDIX D
FOLLOW-UP LETTER

Dear Fellow Colleagues,

Three weeks ago I e-mailed a business ethics survey to all full-time business faculty members in the 13 community colleges in the state of Tennessee. Thanks so much to all of you who have already responded to my short survey. I need at least a 50% response rate and I'm getting close. If you have not had time to take 3-4 minutes to complete the survey, I would greatly appreciate your doing so as soon as possible. Below is the complete message that I originally sent on September 3, 2003, and the URL for the survey. A few quick clicks and then submit. Quick and easy,

Thank you. I sincerely appreciate your help

Carol Cole

VITA

CAROL ELIZABETH SLAGLE COLE

Personal Date: Date of Birth: May 4, 1951
 Place of Birth: Knoxville, Tennessee
 Marital Status: Married

Education: University of Tennessee, Knoxville, Tennessee; Business Administration,
 B.S., 1973
 Tobe-Coburn School of Fashion, New York City; Fashion Merchandising,
 1973-1974
 East Tennessee State University, Johnson City, Tennessee; Business
 Administration, M.B.A., 1978
 University of Tennessee, Knoxville, Tennessee; Marketing, A.B.D., 1978-
 1983
 East Tennessee State University, Johnson City, Tennessee; Educational
 Leadership and Policy Analysis, Ed.D. 2003

Professional
Experience: Sales and marketing, Bonwit Teller, New York, New York; 1973-1974
 Sales Representative, Campbell Soup Company, Atlanta, Georgia; 1974-
 1976
 Graduate Research Assistant, East Tennessee State University, Johnson
 City, Tennessee; 1976-1978
 Graduate Teaching Instructor, University of Tennessee, Knoxville,
 Tennessee; 1978-1983
 Owner and Manager, Jonesborough Fitness Center, Jonesborough,
 Tennessee; 1983-1984
 Associate Professor, Northeast State Community College, Blountville,
 Tennessee; 1989-present
 Adjunct Professor, Milligan College, Milligan College, Tennessee;
 Tusculum College, Greeneville, Tennessee; Virginia Intermont,
 College, Bristol, Virginia; 1998- present

Presentations
And
Workshops: “Successfully Marketing Your Non-profit Organization”, presented to the
 East Tennessee Development District Area Agency on Aging, Annual
 Conference, Johnson City, Tennessee, 2002

 “Marketing Your Product or Service”, presented at the Annual Small
 Business Seminar Sponsored by the Bank of Tennessee and the Kingsport
 Chapter of S.C.O.R.E. in affiliation with the Kingsport Chamber of
 Commerce, Kingsport, Tennessee, 2000-2002

Honors and
Awards:

Multiple year honoree in Who's Who Among America's Teachers
S.I.F.E. Walton Fellow 1997- present
Repeated Nominee, Northeast State Outstanding Faculty Member