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***Business ethics across the curriculum?***

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## Business Ethics across the Curriculum?

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### **Abstract**

This article describes and discusses team teaching and particularly guest lectures as a way of integrating ethics into the business curriculum. After a brief discussion of business school responsibilities and the teaching of ethics, the article looks at efforts to integrate the teaching of ethics across the curriculum. Then, findings from a small pilot study among business ethics and business school colleagues are summarized and discussed, with a focus on guest lecturing and team teaching, both with regard to experience and to faculty's willingness to try. A final section of the article formulates recommendations for how our theory could be translated into practice.

### **Key words:**

Business ethics teaching, business school curriculum,  
ethics integration, guest lectures, team teaching

# Business Ethics across the Curriculum?

## Introduction

The overall interest in business ethics courses has increased over the years, often as the result of more media attention and Op/Ed pages devoted to corporate ethics scandals and as a reflexive answer to demands from business school programs to include business ethics in their curriculum. Such media coverage of ethical issues has in turn most likely inspired greater interest among accrediting institutions, business schools and students (Johnson, Leonard and Steerey, 2007; Sims and Felton, 2006; Buchanan, 2003). Whether it is an auto manufacturer failing to inform its customers in a timely manner of dangerously defective products, producers creating contaminated food, or bankers gambling with other people's money (and that of all the taxpayers who must bail them out of trouble), ethics in the conduct of business matters to us all, and should matter to all those who educate and form the conscience of professional business people.

In response to such calls over the years, the Association to Advance Collegiate Schools of Business (AACSB) International's business accreditation standards has required, since at least the 1974 formulation, some attention to ethics either in the form of specific courses or some other learning events in the core curriculum. Most schools are likely satisfying the more watered down 1991 standards in some form. Conventional business education is thus subject to criticism that it did not deter and perhaps even encouraged recent executive misconduct (Sims and Felton, 2006). Then, again inspired by corporate scandals, in early January 2003 the Association to Advance Collegiate School of Business (AACSB) (2003) proposed new standards suggesting that schools make teaching ethics a higher priority (Phillips, 2003) and move ethics to "first and foremost" topical importance. Relative to the 1974 standards, however, the 1991 and 2003 revisions have moved AACSB standards away from explicit course requirements to local options and, most recently, to pure "infusion" ("embedding" or "integrating" ethical discussions in standard classes without independent foundational coursework in ethics). For some, this may turn out to be little more than Pavlov-like conditioning of students to fear legal penalties (Sims and Felton, 2006).

This paper is concerned with efforts to infuse, embed or integrate ethics into the business curriculum via an interdisciplinary approach that is based on team teaching, the use of guest

lectures, and ethics specialists. The first section of this paper offers a brief discussion of business school responsibilities and the teaching of ethics. Next, the paper pays particular attention to more recent efforts to integrate the teaching of ethics across the curriculum and the use of interdisciplinary team teaching and guest lectures. The following section summarizes and discusses findings from a pilot study among business ethics and business school colleagues about ways of integrating ethics into the business curriculum. This study attempted to map experience with guest lecturing and team teaching on the one hand, and business school faculty's willingness to try it out on the other. Based on these parts, the final section of the paper formulates recommendations for how faculty could try this out themselves.

### **Business School Responsibilities in Teaching Ethics**

Business schools and their faculties bear some responsibility for the quality of their products (Brinkmann and Peattie, 2005), more specifically for the ethical soundness of decision-making processes of the students who pass through their programs (Hartman and Werhane, 2010). The AACSB Ethics Education Task Force (2004) suggests that these same institutions bear some burden of accountability for educating students surrounding these skills and their corresponding issues (p. 14).<sup>1</sup>

Hartman and Werhane (2010) recently noted that notwithstanding the choice of delivery process (stand-alone course, integration or a combination), a business school must ensure that it is able to demonstrate the students' achievement of learning with regard to ethics, a bar that was raised, or arguably simply modified, in 2003. While demonstrating the students' achievement of learning with regard to ethics is important, our focus is on the delivery process, and more particularly efforts to integrate ethics into business school curricula.

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<sup>1</sup> To that end, the AACSB's global accrediting body requires that students learn ethics as part of a business degree. More specifically, the AACSB's Ethics Education Task Force suggests that, at all levels, business schools must encourage students to develop a deep understanding of the myriad challenges surrounding corporate responsibility and corporate governance; provide them with tools for recognizing and responding to ethical issues, both personally and organizationally; and engage them at an individual level through analyses of both positive and negative examples of everyday conduct in business (AACSB Ethics Education Task Force, 2004, p. 9). However, the AACSB does not generally require the inclusion of *specific* courses within an undergraduate or graduate business curriculum. Those responsible for the development of academic programs may, accordingly, seek to achieve the AACSB's objective by establishing a stand-alone course in ethical decision-making, by integrating ethical decision-making into the existing curricula and courses, by some combination of the two strategies, or through some alternative learning mechanism.

Consequently, business schools need to balance the instruction of business skills with the teaching of business ethics (Johnson, Leonard and Steerey, 2007). Omitting or downplaying ethics within the business curriculum may lead students and the public to the conclusion that business schools are guilty by omission of abdicating their responsibility to promote ethical behavior. It is our contention that integrating ethics into the business school curriculum will truly change an important dimension of the learning process for the student. Business schools must be part of the collaborative effort of restoring ethics to the business world as well as improving the image of business professionals by integrating ethics into the business curriculum from the beginning of the student's business career (Merritt, 2003).

We suggest that business ethics be taught from a broadly based normative foundation. Specifically, we believe that, following Brody's lead with respect to bioethics (Brody, 1988), traditional monistic moral theories which utilize a single moral appeal ought to be rejected and that a pluralistic moral theory be adopted which recognizes the legitimacy of a variety of normative appeals. These include the appeal to consequences, rights, respect for persons, the virtues, cost-effectiveness, and justice. Each of the theories underlying these appeals advances a particular set of values and principles that is morally important and legitimate but limited in its use for solving practical problems. This approach "takes from each of the traditional abstract moral theories a component which needs to be combined with components from other theories in a way that produces a type of model for decision making that can be applied to difficult cases." (1988, p. 8)<sup>2</sup>

### **Recent Efforts to Integrate Ethics in the Business School Curriculum**

Although the importance of incorporating ethics in business education is generally accepted, the best method of teaching ethics--requiring it as a separate course, integrating it into standard business courses (also referred to as mainstreaming) (Russell, 2006), or using both approaches--still remains unsettled. Stakeholders on every level continue to be divided as to whether business schools should attempt to incorporate the teaching of business ethics into an existing curriculum or establish a new "values curriculum" (see for example, Piper, et al., 1993;

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<sup>2</sup> A pluralistic approach to business ethics education can also be achieved by exposing students to different approaches to ethical analysis. These approaches differ largely in both how the problem is framed and what analytic tools are used to solve it. For example, exposure to a guest instructor with a different approach from the primary instructor can help students understand how problems are evaluated differently from another moral perspective.

Sims, 2000; Sims and Brinkmann, 2003; Johnson, Leonard and Steerey, 2007). While the issue of the best or more appropriate method for teaching business ethics is still unsettled, there continues to be an increased emphasis upon efforts to integrate ethics in the business school curriculum.

Integration has received recent attention from researchers (Evans, Trevino, & Weaver, unpublished manuscript (as cited in Christensen, et al. 2007); Russell, 2006; Matten & Moon, 2004) and continues to be of interest to practitioners who are concerned that business students are uniquely exposed to scientific models of business without the moral reasoning that is fundamentally needed to guide behavior (Bennis & O'Toole, 2005). Researchers suggest that such integration is "the greatest challenge that business schools face" (Russell, 2006, p. 4)

Christensen et al. (2007) investigated whether (and to what extent) ethics are addressed when schools claim that these topics are "integrated" in the program and found 55% of schools had an integrated offering which was quite high (2007, p. 354). Further, the definition of "integrated" was varied, and covered everything from general statements about intent to specific statements providing detailed evidence of integrative activities. Additionally, several of the schools that claimed to have an integrated curriculum used unique or unusual techniques to accomplish integration. Consider the following examples:

1. The Rotterdam School of Management (RSM) at Erasmus University instituted a new program called the "Living Management Assignment" and expressly integrated the six functional areas (finance, marketing, strategy, operations, human resources and entrepreneurship) with ethics and sustainability.
2. The Sloan School of Management at the Massachusetts Institute of Technology move toward integration requires MBA students to take a leadership course in which ethics is directly addressed, but ethics is also "woven throughout the curriculum."
3. At HEC-Paris all faculty are required to integrate ethics issues into all 13 core courses in support of their new program signifier, "the MBA that builds character."
4. At the Tepper School of Business at Carnegie Mellon, faculty across multiple disciplines created a 12-hour orientation course that gives students frameworks and a conceptual basis from which to consider ethical, CSR, and sustainability dimensions in all subsequent classes. Further, the school offers a special in-house service to faculty, wherein any faculty member can submit any case to a team comprised of an ethics

instructor and a law instructor, and this team will make suggestions on how to weave ethical discussions into that case and related class discussions.

5. In order to avoid the limitations of a stand-alone ethics course and to achieve the real benefits that can accrue from a commitment to ethics at the system level (Hartman and Hartman, 2005), DePaul University's Department of Management opted to mandate the structural inclusion of ethics through nine modules across its four required MBA courses (Hartman and Werhane, 2010). The modular approach to business ethics integration in the curriculum includes proposed methods of assessment that are intended to assist the instructor in demonstrating the students' achievement of learning in ethics. The assessment methods are in line with the AACSB's 2003 modifications as noted earlier.

### **Other Integration Approaches: Team Teaching and Guest Lectures**

Integration of different learning contents at a business school (and elsewhere) presupposes interdisciplinary cooperation.<sup>3</sup> When handling this challenge, one normally thinks of two or more teachers from different disciplines who plan, implement, and assess the curriculum.<sup>4</sup> Such a partnership may take one of several forms, but it generally serves to allow a group of teachers the opportunity to share their knowledge and skills in integrating the curriculum in order to provide positive, connected learning experiences for students. A key characteristic of an interdisciplinary cooperation approach to teaching business ethics is true "integration" - faculty working together to pool their interests, insights, and methods, usually with the goal of creating and presenting new understandings that could not be derived from working independently.

### **Team Teaching**

Team teaching is a more demanding form of pedagogic cooperation that has been used in teaching ethics for a number of years, and the advantages and disadvantages of team teaching

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3 Cf. perhaps the following general comment in one of the pilot questionnaires: "My 'real' job is in the investment world, which is necessarily multidisciplinary. I've been struck by the degree to which modern academics are confined to their 'area of competence'. This can be a jarring experience for the students, who encounter starkly different world views from their economics, finance, marketing, management, and ethics professors - in most cases without much effort made to reconcile them. So this is not just an ethics issue - it is a challenge for business academics across the board. It's good to be a skilled specialist - but the real value to the student is in integrating the material.

4 Of course, one individual teacher with degrees in different disciplines can personify an interdisciplinary approach too, but in that case not as team-teaching.

have been discussed (e.g., Sims, 2002; The Hastings Center, 1980, pp. 65-66). More recently team teaching specifically in business ethics has been highlighted (see Loeb and Ostas, 2000). For our purposes, interdisciplinary team teaching refers to teaching done in interdisciplinary business ethics efforts (i.e., either in separate or integrated courses across the curriculum, modules, or exercises) by several faculty members who have joined together to produce that course, module or exercise. The arrangements vary considerably among teams, however, and it is not always easy to agree on what constitutes the “team” part of team teaching.

### **Guest lecturers**

Another pedagogical approach to teaching business ethics and of particular interest in this article is the guest lecture. A guest lecturer is an individual distinguished in his or her field of specialization who is invited on a short-term basis to lecture and interact with students and faculty, and who most often takes questions during or after their presentations. For purposes of this article, a visit of a guest lecturer to a course normally occurs once or twice, as a kind of subcontractor for the individual(s) with the major course teaching responsibility. When it comes to guest lecturing, most readers will perhaps first think of a business practitioner, but guest lecturers can also be academics from the same university or business school or from another teaching or research institution. If such a guest visits more than a few occasions, it might make more sense to talk of the course as being “team taught”. In other words, team-teaching involves a higher level division of labor and cooperation.

Guest lectures are not a new teaching tool. They have been used in higher education for years; instructors have brought in colleagues and experts from outside the university into their classrooms (Smuncy, 2010; Sims, 2002).

#### *Practitioner Guest Lecturers*

The use of external, practitioner guest lecturers in business education can be a substitute for experiential learning and is related to a vicarious apprenticeship model of learning (Bell, 2006). In essence this method of teaching provides the students with an understanding of professional activity by providing a ‘real-life picture’ of theory (Rowland, 2007).

In a recent study Karns (2005) suggests that “students’ perceptions of learning activities are now structured by the degree to which the activities are enjoyable, challenging, and real world” (p.170). Karns (2005) also noted that the main advantage of practitioner guest lectures is that

they address and explicate the practical relevance of what one is taught at school for life beyond school (and add a refreshing variation of teaching style). *Colleague Guest Lecturers*

Although guest lectures are useful for sparking students' interest and demonstrating the applicability of textbook concepts, they offer less systematic education than some other approaches for several reasons. First, it is difficult to control the content of the guest's presentation. Second, the guest may focus on stories and personal reactions without providing much guidance on how students can recognize and respond to intricate ethical issues. Finally, guest lectures are a one-shot exposure to an individual's experiences and must be understood in that context. On balance however, we advocate the use of selectively chosen guest speakers for our colleagues who are responsible for including ethics in a business course.

#### *Team-Taught versus Guest Lecture Approach*

When it comes to course administration and budgeting, team-taught business ethics courses can be quite different from a simple guest lecture. It requires two salaries rather than one and, if the teachers come from different departments, probably more complex administrative arrangements as well. Team taught business ethics courses can facilitate faculty learning from one another. After a few semesters, it is not unusual for the team to break up, with one member (or both) going on to teach the same course alone. For some business school faculty, a team taught course is like a workshop (rather than, as it seems to students, a convenient way of dividing work).

Our combined experience suggests there are a number of possible advantages to team teaching business ethics courses or classes that future empirical research may be able to confirm.

1. The value gained from another perspective. For interdisciplinary efforts to teach business ethics or to integrate it across the curriculum, these perspectives, as well as the knowledge gained about our colleagues' teaching and research expertise, are invaluable. In the classroom, a faculty member may typically be the only "expert" on a topic like business ethics. However, with team teaching, there are two opinions that can be brought to bear on the material. Not only has our experience been that students like getting more than one perspective, it is also informative for students to see that there can be more than one solution to ethical problems, dilemmas or issues. In addition, different faculty may agree on specific solutions to practical problems by having a "shared perception of what was *specifically* at stake in particular kinds of human situations" even though they

disagree about the general principles or rules that ground their moral conclusions.

(Jonsen and Toulmin, 1988) This can assist students in understanding that individuals with widely varying ethical and personal commitments can agree on how to manage some moral problems in business while seriously disagreeing about the underlying theoretical rationale.

2. Teaching business ethics in teams forces the instructors by its very nature to discuss teaching styles, habits, and students' methods of learning, factors which individual instructors often don't address because of time constraints, personal habits, and lack of feedback. As a result of working together inside and outside class, each instructor is exposed to the perspectives and tools for implementing class learning of the other.
3. Team teaching directly affects how students look at teamwork itself. Increasingly, students are being asked to work in teams--both in their courses at college and in business schools--as well as at their jobs when they leave college. Having business ethics courses or classes taught by faculty teams allows professors to model the work environment businesses often rely upon to increase productivity and understanding across functional areas. In addition, it ideally allows students to directly observe effective teamwork up-close, particularly to observe respect for the diversity of other disciplines by thinking outside of functional boxes or silos.
4. Finally, if done well, team-teaching can be a much more enjoyable approach to interdisciplinarity in teaching business ethics and in efforts to integrate business ethics across the curriculum. While they may not always agree with each other, there is always the opportunity for faculty who team teach to learn new methods of teaching and enjoy the experience of collaboration.

In the end, colleague guest lecturing and team teaching are different in terms of key properties, strengths, risks, and weaknesses. In our view, guest lecturing can be an easy way to try out a "lighter version" of team teaching which is a useful activity in itself and/or as a pilot stage before trying out team teaching. More specifically, while guest lecturing is a much less demanding form of faculty cooperation which can be tried easily and without administrative approval, team teaching can be viewed as a much deeper and more effective collaboration among faculty who teach business ethics. Of course, team taught initiatives often incur additional faculty costs while the use of guest lecturers may require only a modest honorarium. Our main argument here is that

guest lecturing does provide a cheaper and easier way for business schools and our colleagues to try out interdisciplinary cooperation and to advance each other's efforts to teach business ethics.

### **The Ethics across the Curriculum Initiative: A Model for Business Schools?**

One of the author's experiences at Santa Clara University offers an example of a properly budgeted and collaborative colleague guest lecturing model one could consider using as a model for addressing business ethics across the curriculum. In the fall of 2006, the Markkula Center for Applied Ethics and the office of the Associate Provost for Faculty Development at Santa Clara University initiated *Ethics Across the Curriculum* (EATC), a program intended primarily to integrate ethics more broadly into the University's undergraduate curriculum which already required an ethics course for all students (a business ethics course for business students, a variety of introductory courses for engineering and liberal arts students). EATC was developed in an effort to more actively promote reflection on the values inherent in Santa Clara University's academic mission and to promote students' ethics education more broadly across the curriculum outside of dedicated ethics courses.<sup>5</sup>

EATC offered the consulting services of a regular member of the philosophy department with an extensive background in both ethical theory and applied ethics<sup>6</sup> to consult with faculty who volunteered to bring the study of ethics into their individual courses in a serious way and to participate in bringing ethical reflection into the University's curriculum more deeply and comprehensively. The consultant received a single course release (funded by the Markkula Center for Applied Ethics which also helped promote the program) from his regular teaching responsibilities in order to allow him to spend protected time on EATC consulting.

The EATC program described the consultant's services, which were to be tailored to the practical needs and particular interests of the individual faculty member seeking the consultation, as including: (1) having discussions with faculty about how best to incorporate ethics into their

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<sup>5</sup> Santa Clara University is a comprehensive Jesuit, Catholic university located in California's Silicon Valley that has about 5300 undergraduate students in the schools of arts and sciences, business, and engineering. The University also offers graduate degrees in law, business, engineering, counseling psychology, theology, and pastoral ministries. As such a Jesuit, Catholic institution, the University is "committed to faith-inspired values and educating leaders of competence, conscience, and compassion who will help fashion a more just, humane, and sustainable world, cf. <http://www.scu.edu/aboutscu/>

<sup>6</sup> The consultant previously had taught a variety of ethics courses (business ethics, moral problems in society, ethics and gender, ethics in law, and bioethics) at the University and had spent ten years providing bioethics consultation and education to health care institutions and providers before coming to the University. He also happens to be an attorney.

courses on their own; (2) preparing a memo or short paper about ethics, e.g., a summary of important literature on the subject in question with the consultant's moral analysis, for the faculty's or students' use; (3) creating case studies; (4) leading or participating in a class discussion on ethics; (4) working with students on papers related to ethics by, e.g., helping them find pertinent scholarly resources; (5) conducting online discussions on ethics with students; or (6) creating podcasts or videos for use by faculty in their own courses. Faculty were also informed that the EATC consultant was not meant to be a substitute teacher who could cover a class when the regular instructor was ill or out of town for a professional conference. While the program acknowledged that the optimal outcome of an EATC consultation would facilitate the faculty member's ability to incorporate ethics into her own courses in the future, it also made clear that the consultant's services would remain available to faculty who felt they lacked the background to do this without assistance from a more experienced colleague. The EATC program was publicized by emails from the Faculty Development office and in its regular faculty newsletter, and was the subject of a brown bag presentation sponsored by the Ethics Center.

The following are some examples of the consultation services provided by the EATC program at Santa Clara. An instructor who taught a first year English composition and rhetoric course had her students read and write about *Fast Food Nation* by Eric Schlosser. She sought EATC consultation and asked that the consultant both devise a handout for her students that would focus their attention on the variety of ethical issues raised by this book and lead a class discussion about them. The handout offered a very brief overview of ethics that focused the students' attention on who and what counts morally (moral status), the situations and outcomes that trigger moral concern, the characteristics of a conscientious moral agent, and the distinction between law and ethics. It also highlighted some of the main ethical problems associated with factory meat production: animal welfare, environmental effects, the interests of meat packing workers in safety, and consumer food safety (still topical in light of recent outbreaks of E-coli and salmonella contamination).

An instructor who taught an upper division course on research methods in psychology requested an EATC consultation to provide her students with an overview of the ethical issues in psychological research and of the typical content of review done by Institutional Review Boards. The consultant used a handout to lead a class discussion on these subjects which focused on the meaning of informed consent, assessment of risks and benefits for subjects, privacy and

confidentiality, the use of deception by investigators, and proper recruitment of subjects (especially undergraduate students enrolled in psychology courses).

A psychology instructor was teaching an upper division course on the psychology of aging and desired an EATC consultation to help her students better understand some of the ethical issues commonly confronted by aged persons and those interacting with them. For this particular course, the instructor wanted her students to become acquainted with and write about euthanasia, assisted suicide, surrogate medical decision making, and forgoing life-sustaining medical treatment—ethically charged issues of special interest to the elderly who are approaching the end of their lives. For example, the US State of Oregon has legalized physician assisted suicide under certain conditions. In 2008, 88 prescriptions for lethal medications were written by physicians there, 54 persons (61%) with a mean age of 72 years used them to end their lives, and 80% had cancer.<sup>7</sup> The consultant’s work in this course focused on having the students make the commonly recognized distinctions among these practices: “euthanasia” refers to the active ending of one person’s life by another for merciful reasons and with that person’s voluntary, informed consent; one who “assists in a suicide” intentionally provides a person who rationally wishes to die with the means he or she desires to achieve this end, but does not administer the lethal agent himself; “forgoing life-sustaining treatment” means the withholding or withdrawal of a medical intervention thought to be necessary to maintain the patient’s existence. He also tried to have students distinguish some of the basic neurological conditions that can complicate a discussion of end of life issues. However, he also endeavored to lead the students to critically evaluate these distinctions and question the various ethical grounds on which these practices have been both defended and attacked.

No one should doubt that a need exists for a great deal more rigorous ethical reflection and behavior in our present world. Whether it is confronting the seeming greed and shortsightedness of persons on Wall Street who reaped huge profits while putting the money of others’ at mind-boggling risk or the seeming irresponsible advocacy of suicide for “all people...including the depressed, the elderly bereaved, the troubled teen”<sup>8</sup> by Australian doctor Philip Nitschke, we all need to be better able to understand and apply basic principles of ethics in order to evaluate our own behavior as well as that of other persons and of institutions that affect

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7 <http://www.oregon.gov/DHS/ph/pas/docs/year11.pdf>

8 <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2009/11/02/ED5H1AD03A.DTL>

our common and individual welfare. While it is certainly true that virtuous behavior does not follow directly from knowledge of ethics offered in a particular course, undergraduate and graduate students can likely profit from being exposed to careful ethical analysis and questioning over the entire range of their formal studies. Programs like EATC endeavor to make ethics education embedded in the normal course of a student's entire course of learning.

As a starting point for business schools who are interested in establishing business ethics across the curriculum, one could proceed by more or less replicating the positive Santa Clara University program in a locally adjusted format. In addition to or instead of doing this, a business school could consider conducting a kind of market research among the two groups of colleagues who would be expected to cooperate in such a venture, its own business ethicist(s) and (non ethicist) business school faculty. To explore this possibility, we decided to look beyond the Santa Clara University case study offered above and conducted a small simple format pilot study about the ability and willingness of ethics and business faculty to try out guest lecturing and team teaching. The next section summarizes the procedures and findings of our pilot study as a potential model for conducting simple web-based research at a particular institution and devising realistic expectations about creating a more robust ethics across the curriculum program.

### **A Pilot Study**

For exploring the transferability of the Santa Clara University experience to other institutions, two small online pilot surveys were conducted among business faculty, both on the ethics supply and the ethics demand side. The intention was to extend our own reflections about guest lecturing and team teaching by asking our colleagues about their experience, their arguments for and against, and not least their willingness to try out guest lecturing and team teaching. It seemed practical to develop two slightly different but fully comparable web-questionnaires addressing "ethicist" and "non-ethicist" business school faculty;<sup>9</sup> the business ethics teacher data-set consists of 42 and the business school teacher data-set of 39 completed

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<sup>9</sup> The business ethics teacher online questionnaire was open for completion from June 26 through September 4, 2009, using list-servers affiliated with the European Business Ethics Network, Society of Business Ethics, Canadian Business Ethics Network and Deutsches Netzwerk für Wirtschaftsethik. The "non-ethicist" online questionnaire was made accessible to faculty at three cooperating business schools in the United States, in Norway and Canada respectively, between September 15 and October 21, 2009.

questionnaires.<sup>10</sup> The first questionnaire addressed business ethics teachers who had helped out business school colleagues with *ethics guest lectures* and asked them to describe such experience using a number of criteria, such as frequency, specialty, initiator, student contact hours, preparation, compensation, satisfaction.<sup>11</sup> The second questionnaire asked “non-ethicist” business school colleagues more or less the same questions, just ordered differently. First we checked, with the same list, for any experience with and/or willingness to try 11 integration possibilities. Then, where appropriate, we asked follow-up questions about guest lecturing and team teaching experience.

Of course, such pilot studies are typically more about asking questions than collecting answers, about developing research questions, trying out and improving a research design and question formats. As long as one is aware of such limitations, especially when it comes to self-selective and possibly biased samples, one can still use such findings as illustrations on their own terms, for designing further in-depth qualitative research or at least a checklist for the colleagues who haven’t yet tried these teaching methods.

For brevity, we use a text table format for presenting our most interesting findings and their potential inspiration value.

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10 Whenever appropriate up to 32 additional answers from non-completed “ethicist” questionnaires and up to 24 additional non-completed “non-ethicist” questionnaires were included in the analysis (in these cases the online questionnaire had been left before or while answering the background variable questions). These two highly self-selective pilot samples can be described by a few criteria. In the *business ethics teacher sample*, most respondents had business and philosophy PhDs (11 and 6 respectively; 2 in social science and economics each; there were also 21 master degrees reported in different fields, 7 of which in philosophy). 7 respondents had MBAs in addition. 17 respondents had tenure, 5 were on tenure track, while 5 were on less than five year contracts. Most respondents (24) were fulltime (with or without additional work). The teaching experience among most respondents was from the US (11), Canada (6) and Germany (5). In addition, 13 respondents had secondary experience from at least one other country (4 US, 4 UK, the others spread across 5 more countries). 11 vs. 19 respondents identified themselves as females and males respectively. When it comes to school cultural support for business ethics and values focus 2/3 or more of the respondents perceived clearly or rather positive support (19-24 respondents out of 30), with colleagues as clearly less supportive group (13). In the *business school faculty sample*, there were more than half business PhDs (30; 6 in social science, 3 in economics, 1 in law), 17 had additional master degrees in different fields, 5 had MBAs in addition. 20 respondents had tenure, 15 were on tenure track, while 7 were on less than five year contracts. 39 were fulltime (with or without additional work). The teaching experience among the respondents was mainly from Norway (22), the US (17) and to Canada (5). In addition, 22 respondents had secondary experience from at least one other country (8 US, 3 China, the others spread across 9 more countries). 12 vs. 37 respondents identified themselves as females and males respectively. When it comes to school cultural support for business ethics and values focus the frequencies of clearly or rather positive support decreases somewhat from the perceived institutional (37) to the colleague (30) and to the student support (24).

11 The minority of respondents with team teacher experience were basically asked the same questions as the guest lecturers. Other ethics integration possibilities were inquired into as well but are not reported here - such as offering colleagues help with locating ethics readings, exam questions, teaching materials, etc.

Pilot study finding	Advice for trying out cooperation
Both with guest lecturing and team teaching, cooperation is equally often initiated by the demand and by the supply side	Consider taking the initiative if your non-ethicist colleagues don't
A range between 1hr and several lectures is reported	Suggest and agree on most suitable student contact time
Half of the respondents report tailored presentations, a third "some recycling"	Decide if guest lectures should be or need to be prepared specifically for fitting in or if some recycling is possible
Compared to ordinary teaching the teachers' satisfaction is on the same level or higher (and almost all respondents would do it again, with or without modification from one presentation to the next one)	Make sure to create realistic expectations, perhaps focus on the possibility of trying it out for gaining experience
Most guest lecturers report some feedback routines, while a few answer there was no feedback	Consider an appropriate student and/or colleague feedback design
Guest-lecturing is often done "for free", while team-teaching is normally compensated (in different formats)	Find out what seems to be fair compensation
Among the colleagues who have tried it, guest lecturing is experienced as positive	Consider team-teaching as a next level of cooperation after successful guest-lecturing

Many self-formulated comments about their experience with guest lecturing from business ethicists suggest that there is a lot of valuable experience out there which would be worth sharing more widely (e.g. by designing a dedicated section for this at a business ethics conference). Three examples can be quoted here. One response suggests opportunities which ask to be exploited: "Have done this in most post graduate part time programs offered at [school name] since 1995. It is the best way to integrate ethics into the curriculum. At most this could amount to over 100 hours of teaching in one academic year. A very rewarding experience! However, you have to be willing to become multilingual (language of business and language of ethics)..." Two other responses focus on curriculum politics and risks: "Our department is moving away from a standalone course in business ethics towards integrating elements of it in other courses. I feel this is a serious mistake..." "My sense is that people who have not studied ethics think that anyone can teach it. They think they teach it, and they can't imagine why they would ever bother consulting with those of us who are trained to teach it..."

In the second pilot study (“non-ethicist”) business faculty were addressed in a slightly different manner. After an introduction to the topic, the respondents were presented a checklist with 10 different business ethics integration alternatives and asked for their degree of experience. Respondents with no such experience were then asked for their willingness to try out the respective alternative (for the results see appendix table). A few tendencies can be mentioned here:

- If they haven’t done so already, two thirds or at least half of the respondents are willing to try out the listed hypothetical alternatives, perhaps even without pre-conditions.<sup>12</sup>
- Among the respondents with some experience, guest lecturing is the relatively most popular integration alternative (both business school ethics people, business people with good or bad example stories, and even team teaching), followed by being coached, getting help with IT ethics resources and with finding readings.
- When it comes to the few respondents with some guest lecture experience, most of them answer that they had taken the initiative themselves and most commonly used a case study format.

Given this article’s focus, it was most important to ask the respondents who claimed they were willing to try guest lecturing a follow up question: “We’d like you to check a number of criteria which might influence your ability or willingness to try such a collaboration. What conditions would increase their willingness? The different arguments can be ranked by popularity:<sup>13</sup>

- Represents a natural extension of my given course topic (1.5)
- If any guest lecturer compensation wouldn’t be at the expense of my own income/teaching obligation (2.6)
- I would like to collaborate with the available colleague as a person (2.6)
- Not too long (1-2 hours), just an appetizer (2.7)
- If it were case-based teaching (2.7)
- Needs some minimum time (3 hours or more) for having any effect (3.0)
- I would prefer to take the initiative myself (3.1)

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12 Cf also the complementary business ethics teachers’ responses to the following question (Q5): “Have you as a business ethics teacher ever ‘helped out’ your business school colleagues (who don’t teach business ethics) in other ways than with guest lecturing or team teaching in the above sense (several answers possible; answers sorted by absolute frequencies)

- suggested ethics/business ethics readings for non-business ethics course readings lists (22)
- offered or participated in teaching or coaching of colleagues with the goal of enabling them to address ethics questions (21)
- supervised master theses (18), doctoral theses (9) or bachelor theses (9) - where business ethics was integrated into other business school specialties
- provided information about available IT-based resources for intranet or other forms of distribution (8) or even developed such resources themselves

13 N=33; scale: 1 very important, 3 depends, 5 not important

- Student demand/ initiative for this (3.1)
- If it were a brief presentation of the business ethics field (3.3)
- I would prefer to be approached rather than take the initiative myself (3.5)
- Department chair and/or dean support for this (3.6)

### **Conclusions and Recommendations**

In spite of its exploratory character and its small self-selection samples, our pilot survey suggests that an appreciable amount of guest lecturing and even some team teaching in business ethics exists in business schools, mostly in a self-organized rather than institutionalized fashion. Not surprisingly, the integration of these practices into business education raises obstacles such as cultural divides and mutual suspiciousness between “us” (business ethics faculty) and “them” (business faculty in other areas). Some respondents find the latter to be quite uninterested in what the former can do. “No one at my institution is interested in the expertise of our very accomplished and internationally recognized business ethics/business environment faculty. Ethics at our school is at the bottom of the list...” Another noted “... I have found that the general culture of business education is a formidable obstacle for those striving to strengthen ethical, social and environmental content in the curriculum. Most of our b-school disciplines are so thoroughly steeped in neoliberal rationalism that they leave little room for serious attention to ethics, social responsibility, sustainability and the like. Sadly many business school faculty would not comprehend Peter Drucker’s reminder that Management is about human beings...” Other respondents noted more practical problems. “The experience is rewarding, but it is always difficult to integrate my content with a larger course of which I have relatively little knowledge....” Another agreed that collaboration was a “very rewarding experience,” but suggested it takes considerable time and effort “to become multilingual” in the language of business and of ethics.

Nevertheless, the pilot responses among business faculty about their willingness to try out cooperation and collaboration in the teaching of business ethics show a clear growth potential (at least among the positive colleagues as skeptics might say). Up to 67% and never less than 49% claim that they are willing to try out the various integration possibilities, numbers which in fact come on top of the up to 28% who have tried such cooperation already. In addition, the pilot study indicates that half of our ethics respondents have experience with providing readings in

business ethics to colleagues and with coaching them to teach it on their own. Finally, we note that business ethics faculty being used as a resource for an IT-based business ethics teaching is less popular than one might have expected, given the growth of electronic learning platforms.

Given the foregoing, is team teaching and guest lecturing on ethics nevertheless something a business faculty member ought to incorporate into her teaching efforts in order to better integrate ethics overall into business education and to increase interdisciplinary collaboration? Admittedly these may not be for everyone. For example, untenured faculty probably should be cautious about taking on an assignment which actually requires more work than a typical course but which may be perceived as requiring less work. In addition, given the large amount of time required for successful team teaching, professors should be cautious whenever offered only partial credit for team teaching. However, those who enjoy discussing teaching methods, are open to new pedagogical experiences, are willing to engage in the give-and-take of truly collaborative work, and believe all of this will benefit their students, team teaching is definitely worth a try.

Arranging to have someone speak to your class may often seem to be more work than preparing the lecture yourself. Why then would a faculty member do it in an effort to teach business ethics? The best answer is to enhance the students' learning about ethics and business (and the faculty member's as well). Though someone may be confident in their teaching and believe that their own good ethical character will be demonstrated therein, someone with expertise in ethics may well be better at communicating the subtleties of the subject from a position of greater experience and reflection. A guest speaker ideally conveys current, realistic information and a perspective on business ethics that is not available from textbooks.

Using a guest lecturer involves more than just arranging for someone to show up at the appointed time. Over the years, we have discovered some general guidelines about using outside speakers in teaching efforts intended to integrate business ethics either in a course or across the curriculum. Whether the speaker is a colleague, a professional, or an expert nonprofessional from the community, the following suggestions, while not exhaustive, should help faculty decide when and how to use a guest lecturer/speaker in their business ethics integration or interdisciplinary teaching efforts.

Use the speaker to enhance the material you are covering. The time to use a colleague effectively is when the business ethics topic planned is in your syllabus and an expert on that

subject is down the hall, or when the person doing cutting-edge research in that area is in, for example, the philosophy department on campus. One could never cover the material in the same way that they could. Even in one's area of expertise, another perspective can provide invaluable information to the students. Our point here is to make sure that the speaker's topic fits into the syllabus on the date of the lecture. And, in fairness, be prepared to reciprocate.

Don't limit yourself to arranging speakers who are experts on business ethics and can address the specific subject of a particular class. Sometimes it may be more interesting to invite a guest to speak on a topic that is only tangentially related to the subject. If there is a captivating, dynamic speaker who would inspire students and make the theoretical aspects of business ethics more real and concrete, students can profit by your extending an invitation to this type of guest.

It is important to make sure the speaker is credible. Books on teaching tell us how to improve our own skills but not how to assess the skills of outsiders we bring in to the classroom. We believe there are a few points to keep in mind when considering a speaker on business ethics. For example, one should not just settle for the person who happens to be available. The students will be most receptive to a guest speaker who effectively communicates relevant and reliable information. It is easy to insure credibility if the person one is inviting to is a colleague or a professional he or she knows. It is just as important to keep in mind that establishing credibility means both knowing the topic well and knowing how to communicate it to business students.

Securing commitments from guests requires an early start on planning the syllabus, determining the course schedule, and recruiting. It is important to make calls well in advance to get on a busy person's calendar. Early planning also emphasizes to the potential guest the importance of the speaking engagement. On the other hand, it is also important to make sure to build some flexibility into one's schedule to accommodate the individual. If the faculty member is too rigid about days of the week or particular dates, they may have a very difficult time scheduling the desired speakers. We believe it may be best to begin with just one outside speaker in a business ethics teaching effort and then expand that number as appropriate. One should remember that the speaker should enhance the course material, not replace it. In our experience, there is the potential that too many different lecturers can distract from the structure of the class.

Once the guest is scheduled at the appropriate point in the syllabus, it is important to insure that the individual fits well into the flow of the class. This can be achieved by sending

the speaker a copy of the related readings that the students will have done in preparation for the lecture. As an alternative, the faculty member can ask the speaker for a brief reading list to give the students in advance. Either way, the guest has some idea of the students' background knowledge of the topic.

Second, the faculty member should send the speaker an outline of the key points he or she would like covered, or discuss this in detail and have the speaker send the faculty member an outline to avoid surprises. One of the authors learned this the hard way when he arranged for a local business person to speak on her company's corporate code of conduct and ethical guidelines for employee's when confronted with ethical dilemmas, and she shocked the class with tales of her own drug abuse as a teenager and her brief experience as a member of a religious cult. It was previously agreed that she would talk about her company's corporate code of ethics and guidelines as noted above, and for some reason she thought this meant for her to tell her life story. It has been our experience that some speakers know exactly what to talk about, but others are unclear and would appreciate some specific guidance.

Third, it helps to do a brief but meaningful introduction of the speaker and the topic at the end of the class that precedes the guest lecture. This prepares the students for what to expect and enables them to begin thinking about questions to ask the guest. We have found that if one takes some time in the previous class to inform students about the upcoming lecture, they will not only be more likely to be receptive to the speaker but will look forward to hearing the lecture.

Finally, it is important to prepare a short evaluation form for the students to complete at the end of the guest lecture. It is critical to make sure this procedure and the content of the evaluation is known beforehand to the speaker and to the students. The evaluation should ask questions that will provide useful feedback for the speaker and for the faculty member. The evaluation may ask the students to assess the lecture's level of informativeness, the relevance of the topic, the lecturer's ability to relate to students, his willingness to answer questions, and his ability to enhance learning. Requiring completion of the evaluation form is also one way to insure class attendance.

Ethics should not be at the bottom of the list of priorities in the education of business students, nor should the culture of business education be an obstacle to careful reflection on the inevitable ethical dimension of the conduct of business in the modern world. We hope this review of different means of expanding the scope of ethical education and reflection in business

schools will generate more discussion and action on bringing ethics more broadly into the curriculum and into the professional practice of business people.

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### Appendix 1

	Experience (merged between some experience and at least once)	Would like to try (merged without or with conditions, “depends”)	Unlikely	Sure no	Impossible
Getting help with finding ethics/ business ethics readings for non-business ethics courses	9	67	12	5	7
Receiving information about or help with available IT-based resources for including ethics and values questions	12	63	18	5	2
Using a business ethics or ethics faculty colleague as a guest lecturer	21	60	9	9	2
Being trained and/or coached to be able to address ethics questions in my courses	16	60	14	7	4
Using a business practitioner as a guest lecturer for examples of “bad” ethics/business irresponsibility	14	60	16	9	2
Team teaching together with a business ethics or ethics faculty colleague	9	60	26	4	2
Using a business practitioner as a guest lecturer for examples of “good” ethics/business responsibility	28	58	7	5	2
Asking ethics colleagues to supervise master theses where business ethics is integrated with other business school specialties	7	54	19	9	11
Getting help with preparing ethics components in exams in non-business ethics courses	4	53	21	14	9
Asking ethics colleagues to supervise bachelor theses where business ethics is integrated with other business school specialties	7	49	18	14	12

**Table 1 (horizontal per cents, n= 57 responses)**